

Washington, Sept. 18, 1918

**FROM:** The Committee on Education and Special Training.  
**TO:** Professors in charge of course on the Issues of the War.  
**SUBJECT:** Suggestions for the Organization of the Course.

**NOTE**—This Memorandum supplements, but does not supersede Memorandum of September 10th.

The Committee on Education and Special Training will leave the colleges and universities free to organize the required course on the Issues of the War in such a way as to make the best use of their own facilities. The suggestions contained in this memorandum are made merely as suggestions. District Educational Directors (formerly called Regional Directors) will approve courses which cover effectively the ground outlined in the circular letter of September 10th (C. e. 12), whether or not such courses follow exactly the outlines here laid down. Detailed communications concerning the course should be addressed to the District Educational Directors.

#### **DISTRIBUTION OF TIME**

1. Where the course on the Issues of the War is conducted with both lectures and sections for class discussion, the normal distribution of time would be one lecture and two hours each week for discussion in small sections. In certain cases two lectures a week may be given, but at least one recitation hour per week is essential and two such hours are advisable. The entire course may be given in small sections in a perfectly satisfactory manner.

#### **MODIFICATION FOR ENGINEERING SCHOOLS**

2. The Committee has decided, since the Memorandum of September 10th was issued, to require that schools of engineering and chemistry shall give the course on the Issues of the War three class hours per week for only six months instead of nine. Such institutions may confine themselves to the material for the first and second terms as outlined, but it would add to the value of the course to introduce, wherever possible, references to the political philosophy underlying the various governments and to the expression of national characteristics in literature. With this modification the regulations quoted in the Memorandum of September 10th will hold for engineering schools and all other institutions alike. (See also section 6 below.)

#### **SYLLABI**

3. It is the policy of the Committee not to issue a hard and fast syllabus for this course. However, the Committee is sending to the professor in charge of the course in each institution a copy of Albert E. McKinley's

"Collected Materials for the Study of the War," Philadelphia, McKinley Publishing Company, 1918, which contains Harding's "Study of the Great War," and Hoskin's "Syllabus for a Course of Study on the Preliminaries of the Present Conflict." Institutions wishing duplicate copies of this volume must order them from the publisher at their own expense.

If Hoskin's "Preliminaries of the Present Conflict" is made the basis of the course, institutions will recognize that much must be omitted, especially at the beginning. Only so much of the early history should be included as is essential to the understanding of the latter. In whatever form the course is organized, the following topics should be discussed in the part devoted to history:

- (1) The Geography and Races of Europe with some particular consideration of the failure of national boundaries, as drawn before 1914, to correspond with national feeling (as in France, Italy, Poland, Austria-Hungary, and the Balkans).
- (2) The mineral and agricultural resources of the various countries.
- (3) Their systems of transportation.
- (4) Their trade relations with other parts of the world.
- (5) The struggle for colonial expansion.
- (6) The origin of the Prussian State and the German Empire.
- (7) The development of popular government in Great Britain and the evolution of the British Empire.
- (8) Recent events such as the reform in the House of Lords, Irish Home Rule, Prussian Electoral Reform, and the status of Alsace-Lorraine in the German Empire.

In general, the emphasis should be placed in the historical part on the events of the latter part of the 19th century and the opening of the 20th. A few preliminary lectures on the part which each nation has played and is playing in the war at present will add to the interest and value of the course.

Further suggestions for the organization of the material for the second and third terms will be sent out later by the Committee.

#### TEXT BOOKS AND OTHER MATERIALS

4. To give the work continuity the systematic study of a text book for each term is recommended. Institutions will find it difficult to make library work fit into the military program. Particular text books will not be prescribed by the Committee, but the normal course will use a standard book on recent European History for the first term and a standard text book on Government for the second term. In engineering schools which are giving the course for only six months, it may be possible to find a single text book which will combine the two elements of History and Government in a satisfactory

manner. To this may be added such requirements of outline maps, and so on, as individual institutions see fit to make. Student-soldiers will be required to buy their text books, outline maps and other course materials in exactly the same manner as civilians.

It is the plan of the committee, during the next few months, to organize a collection of literary and philosophical materials for use in the course during the third term. It is hoped that this collection will be edited by private individuals and published by a commercial publisher. The policy of the Committee in this respect is to encourage any private efforts to provide text material for this course, and to allow books so published to be chosen by the various institutions, without specifying any standard official book to be used in all cases.

The use of outline maps will be valuable in connection with the study of the distribution of races, mineral deposits, systems of transportation, and so on. It should not be forgotten that geographical knowledge and ability to use maps will prove especially valuable to Army Officers.

#### CLASS DISCUSSION

5. In general, two recitations a week should be devoted to the discussion of the material presented in the lectures and the text book. In these discussions there should be the fullest opportunity for questions from the student. Instructors should remember that the aim of the course is not merely to impart knowledge, but also to bring this knowledge home to the mind of each individual in such a way as to make the Issues of the War a living reality to him.

#### COMBINATION WITH ENGLISH COMPOSITION

6. Many institutions will desire to combine the course on the Issue of the War with English Composition and in engineering schools this combination is required. In engineering schools the combined War Issues Course and English Composition must be kept within the three hours per week prescribed as a minimum. In other institutions the combined course may be kept within these limits or may occupy four or five hours a week as desired.

When the War Issues Course is combined with English Composition a text book on the fundamentals of English Composition and a dictionary may be prescribed in addition to the other books used in the course. When this combination is made there should not be more than one lecture per week, with one hour for class discussion, and one for the discussion of written work on the subject of the course, considered both for its form and its content. Professors in engineering schools should organize the material of the course according to the suggestions contained in this Memorandum and the one of September 10th, adapting the material to fit into the limits of the time pre-

scribed. They will recognize that the combined course will allow little time for formal instruction in Rhetoric.

The discussion of written work from the point of view of its subject-matter as well as from that of its form will make this hour devoted to Composition work reinforce and drive home the points which are made in the course. The subject-matter of the course offers ample material for general discussions and for active differences of opinion. When a discussion has proved to be of vital interest it is an easy matter to get students to write on the topic discussed. They then have something to say, and are concerned that what they write shall be written effectively.

On some occasions it may be worth while to organize the discussion formally by requiring a "committee report," prepared by two or three students, to be presented to the class meeting as a deliberative body with a student chairman and a student secretary. The treaty of Frankfort, for example, would serve well as a subject for such a report, and with the facts before them, the class would debate the kind of treaty which should be made at the end of the present war. Other topics suitable for such treatment will readily be found.

In recitations it must not be forgotten that the student, as possible officer material, needs to learn to speak on his feet, not only without hesitation, but with clearness and vigor. He must enunciate distinctly and pronounce his words correctly. These things must be insisted upon, whether he is answering a question put by the instructor, participating in a class discussion, or making an oral report or a short address. To accomplish this end for all students, small sections, 20 to 30 in number, are desirable.

When the War Issues Course is combined with English Composition the students should be required to hand in a written exercise at least once a week. The main forms in which he should be trained are correspondence and reports. It is best that the practice he receives in reports should be based on his reading and on the discussions. This will help him in class and prepare him directly for the reports which he will have to write as an officer. Correction of the common faults in paragraphing, sentence structure, and the use of words, comments upon the logical arrangement of material and upon the clearness and accuracy of expression, should be made effectively, without being allowed to occupy too large a proportion of the time.

#### EXAMINATIONS

7. Institutions should conduct examinations in the course on the Issues of the War exactly as in their other courses. In general, it may be said that this course should be given with the same care and thoroughness as any other work of collegiate grade.

**RELATIONS TO WAR AIMS COURSE IN TRAINING DETACHMENTS**

8. The course on the Issues of the War outlined for the collegiate section of the Students' Army Training Corps is quite distinct from the briefer course which has been given during the summer and will continue through the winter in the National Army Training Detachments. These Training Detachments will, hereafter, be alluded to as the vocational or "B" Section of the Students' Army Training Corps. While the same instructors may perfectly well give courses to both the vocational and the collegiate sections of the S. A. T. C., it will not be possible to give the same course to the two sections because of the widely varying conditions of time and the difference in the character and preparation of the two groups of men.

**ARMY PAPER WORK**

9. Arrangements will be made by the committee to give the student-soldiers a certain amount of drill in Army Paper Work. This is quite distinct from English Composition here outlined and has no connection with the War Issues Course. The provision for this work will be found in Memorandum C. a. 4, dated September 13, section 11-A, under the heading "Military Law and Practice." It will consist in practice in filling out Army Forms, making requisitions, and so on. The Army Paper Work will probably be taught by an Army Officer as a laboratory course at a time set apart for that purpose.

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