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A Sophomore World History Gifted Program: A Second-Tiered Curriculum

Franz Grossman

Eastern Illinois University

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A SOPHOMORE WORLD HISTORY GIFTED

PROGRAM: A SECOND - TIERED CURRICULUM

(TITLE)

BY

FRANZ GROGSMA

FIELD STUDY

DEGREE

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1984

YEAR

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COMMITTEE MEMBER

May 29, 1984

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DEPARTMENT CHAIRPERSON
A SOPHOMORE WORLD HISTORY GIFTED

PROGRAM: A SECOND-TIERED CURRICULUM

BY

FRANZ L. GROSSMAN

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements for the degree of Specialist in Education at the Graduate School of Eastern Illinois University.

CHARLESTON, ILLINOIS

1984
The purpose of this field study is to describe the establishment of a second level of instruction in a Western World History course, offered in the sophomore year of the public high schools of Decatur, Illinois, District #61. This program of studies is designed to more fully develop the intellectual capabilities of students of high abilities, who may otherwise feel restrained as a member of a class containing many different academic levels. The curriculum seeks to aid students in developing more self-direction, confidence and historical awareness by various approaches of study of events, personalities of the past, dilemmas and conflicts of nations, and other historical situations. The study additionally offers a possible solution to instructors of Western World History, who may experience some frustration with handling a class resembling a cross-section of the general community, while presenting the high ability child in class with challenges necessary to develop his or her full potential.

The second-tiered curriculum would not be part of an official tracking system with the school system, but would nevertheless entice the students of high abilities to, voluntarily, operate at an intellectual level beyond that expected of his or her peers. Successful completion of the course would include a record of achievement that indicates the relative talents and abilities essential for selection to the District's Advanced Placement American History program. This latter course, offered at the senior level of high school, demands of students an ability to think abstractly, some expertise in research, and written and verbal communication skills, for which there is presently no deliberate program
of preparation in the District's Social Studies curriculum.

The content of the course covers the basic span of Western World History, beginning with the ancient world of the Middle East, through the various achievements and failures of the civilizations of Greece, Rome and the Middle Ages. The course concludes with a study of the political, economic and social experiences that brought on modern societies in the West. At each step, specific objectives are identified, to focus the instructor on the value of each suggested project, and to establish criteria for individual and course evaluation.

The appendices contained within this study offer the means of communication necessary to involve (or withdraw) a student in the program. An evaluation form is included to specify the relative strengths and weaknesses of the participants, with a further document to testify to the successful completion of the course. Specific projects for the major historical periods of the course are the final appendix. A bibliography containing source material on successful instruction to the academically talented child, concludes the study.
EASTERN ILLINOIS UNIVERSITY

A SOPHOMORE WORLD HISTORY GIFTED PROGRAM: A SECOND-TIERED CURRICULUM
by
Franz L. Grossman
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INTRODUCTION

In an effort to close the gap that separates the educably disadvantaged students from their more advantaged peers, school districts across the country have filled classrooms with a cross section of the student population. A child who is not mentally able to function on a normal grade level should, theoretically benefit from sharing classroom activities with the other students. This non-tracked system is often faulted for tipping the educational scales in the direction of one set of students to the detriment of the others. All students, especially the slower ones, are expected to benefit from the discussions generated by the advanced students, while the latter should gain an understanding and concern for his less fortunate classmates. Supporting statistics abound on all sides of the issue, but where that system is in operation the teacher must appeal to the whole span of intellectual levels in order to give to each child what is his due.

Assuming the near impossibility of true "individualized instruction" so popular in educational circles in the recent past, it is possible to tailor-make a separate curriculum for students of high abilities to run concurrently with the regular course. A well thought out plan would have a certain momentum of its own, as it would be designed around those
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[210x722]nigh
[86x685]STATEMENT
[149x685]OF THE PROBLEM

In the public schools of Decatur, Illinois, District #61, there is only the most limited attempt at tracking student's by ability in the social studies. This is a single Advanced Placement American History course, conducted during the student's senior year, and open to approximately 20 of the most capable students in that class. For reasons of scheduling, students apply for the course in the Spring session of their sophomore year in order to anticipate their social studies courses in the final two years. Because of the unique nature of the course, students who lack a command of the English language, and/or are deficient in the ability to think abstractly, are not permitted to take the course.

The method of selecting such students, aside from their grade point averages, is through consultation with the members of the social studies department for their judgement on the student's potential for success. This is a less than reliable system, both from the perspective of the professional staff member who must search the student list for clues to success, and for the child who may be selected, but who finds the rigors of the course unlike anything he has heretofore been expected to achieve.

There is a definite need to identify these children with special talents of organization, abstract thought and decision making, out of a normal class of 30 pupils or so.

Presently, an untracked class might contain several students whose level of reading, study habits and organizational abilities are minimal. The teacher must structure the course of studies so as to focus these individual's attention on the basics of the discipline. This methodical, but laborious task can have a stultifying effect on other children in
the class, some of whom have the ability to view the lesson in a larger perspective, and discern patterns of development both among the specifics of the particular lesson, but also in the unfolding of the course as a whole. Properly directed, this latter child has the ability to use as tools for much higher achievement, the content that is so difficult to master for his slower classmates, with a likely carry-over to other academic disciplines.

The plan envisioned in this study would be directed toward this talented child, but would not be part of an official tracking system established by the school district. The higher level curriculum would initially be open to all students with their parent's permission; upon completion, students would be issued a "Certificate of Achievement" for their records explaining the unique features of the curriculum and the significance of success in the course. While limited in scope, these students would benefit individually from the experience, and would be the most likely candidates to be considered for the Advanced Placement American History course. Over time, with proper records kept of the participants, the program could conceivably be developed into an Advanced Placement course itself, by the school district.
CHAPTER II

RATIONALE

Every worthwhile curriculum consists of goals, course content and an evaluative procedure. Designing a plan for a course of studies usually has the tendency of locking in the teacher and students to whatever the ideas of the designer were. Conceiving an innovative program can, if not conscientiously developed, create a structure so rigid that any desire or ability to stray beyond the original design might be frustrated at every turn. A curriculum should contain form or structure, but be a device that also encourages creativity and innovation. It should be a plan for action, a verb form, rather than a noun or adjective.¹

It is critical that when a course is designed for a particular field, the whole of the child's psychological, social and maturity levels be considered.

The plan of this study is to accommodate advanced students who are sophomores in Western World History. Since this curriculum is to be a precursor to the senior level Advanced Placement American History course, maturity and abstract thinking abilities will be somewhat undeveloped vis-a-vis the 12th graders. As individuals, the students to whom this curriculum is directed will be in the beginning stage of defining their

own goals in life and experiencing the first notions of philosophical
and aesthetic concepts.\(^2\)

Jean Piaget's research states specifically that from the ages of
11 - 15 years, "the child attains the intellectual capability for deductive and inductive reasoning."\(^3\) He not only has the capability to approach a task from various angles, but can actually be coaxed and speeded up in his reasoning abilities with the appropriate challenge from his material.\(^4\)

The curriculum thus becomes an "action" device and is the basis for revealing and channelling creativity in the child. Peter Medawar, combines imagination with critical thinking, and suggests:

Most really good ideas do not start with logical thought, but instead arise from intuition. Only then are these ideas tested by logic. To make creativity work, the delicate relationship between rational and intuitive thought must be restored.\(^5\)

This student, hypothetically poised for discovery, but waiting for some triggering mechanism to start the process, could be stimulated by a historical dilemma, a thought provoking poem or some similar device. If designed well, the student's own motivation will see him to fruition. "Investigating topics related to their own interests and curiosities becomes a matter of personal growth for [them]. Creative learners are curious and intuitive."\(^6\)

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\(^3\) Byron G. Massialas and Jack Zevin, Creative Encounters in the Classroom (N.Y.: John Wiley and Sons, Inc., 1967), p. 5.

\(^4\) Ibid.


\(^6\) Fredrick Paul Letzter, "Meeting the Special Needs of the Gifted and Creative Student in the World History Classroom," Social Education,
History as a discipline, is ideal for tapping the mental lode of the active student. Basic to history is the study of conflicts and power struggles, value concepts released by large social movements, and personality studies of heroism and cowardice, each of which is discovered by gathering evidence, documented materials, and keeping a critical eye for patterns of development. Such an array of possibilities in a lesson plan will focus on those talents that often seem so difficult to reach in a child.

Pursuing the topic will require the child to gather evidence (often times of opposing views), structure it in a form that will help place the event in chronological time, and see from this work, possibilities of problem solving or the development of major historical movements. Inevitably, solutions will not become apparent without recourse to creative or alternative thought. Fostering this by recourse to works of literature, art or music can be utilized to discover the essence or "soul" of a period of historical time. The child will thus be placed in a position to see the interrelationships of the various academic disciplines, by utilizing other field's unique features to ascertain the heart of our recorded past. History itself, should be approached in an inquiring fashion, "[as] a questioning of an unsettled past rather than a facts course."

Arriving at a conclusion in a lesson, can be a harrowing experience for the child. This, however, is where the educator must inevitably go.


?Marion Casey, "History as Inquiry: Introducing Gifted Students to History," The Social Studies - For Teachers and Administrators,
To deny the student the satisfaction of drawing conclusions, would leave the thoughtful student frustrated and do a disservice to the historical process. The child must reach a goal, or a point of perspective, to see the relevance in his work. "Thinking, willing, and judging are the three basic mental activities, [and] thinking, the quest for meaning, as opposed to the thirst for knowledge,"\(^8\) inevitably leads to the latter, the judging.

The process of reaching a conclusion need not endanger the student’s own ethical or value system. It does, however, imply a willingness to subject this personal system to scrutiny, since the pursuit of the "ought" in society’s history involves a hierarchy of normative principles. It touches on the philosophical, "because it tries to deal responsibly with value judgments and controversial social issues."\(^9\)

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9 Massialas, Creative Encounters in the Classroom, p. 20.
CHAPTER III

DESIGN OF THE STUDY

THE PROGRAM

The adjunct curriculum for the study of Western World History presupposes the student being responsible for the textual materials required of his peers not in his program. This course begins with a discussion of the elements of what constitutes "civilization," then delves into the various societies developing in the Nile/Tigris-Euphrates River basins. The bridge to the West concentrates on the Greco-Roman experiences and the development of feudal society amidst the rubble that once was Rome. The slow path to individualism, religious upheaval, scientific and artistic expression, is developed to the point (arbitrarily chosen as 1750)\(^1\) where the nation-state emerges. The second semester commences with how the scientific discoveries and philosophical thought of the Enlightenment inevitably led to the Age of Democratic upheavals and the rise of industrial societies. Political, economic and cultural pressures are then revealed when the course recounts the suffering and changes growing out of the two World Wars, and the unsolved problems left in their wake. Contemporary issues and speculation on the future course of events concludes the subject, but naturally is the moment of the greatest oppor-

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A student participating in this program should have the ability to operate at a level expected for this type of curriculum, without being hampered in realizing his potential due to deficiencies in the mechanical skills of research techniques, essay construction, and public speaking.

In James Ford Rhodes High School, of Cleveland, Ohio, a two year pilot program was set up that expected the prospective students to be, 

...creative, curious, persevering, capable of considerable independent study, and fully capable of profiting by unusual academic challenges....Special emphasis placed on the development of techniques contributing to the skill in writing papers and essay exams. An attempt made to gradually increase the length and difficulty of assigned papers and essay exams.

This requirement, it should be noted, enables the instructor to have very specific criteria in the production of an assignment, but also forces that person into an interdisciplinary approach. A lack of clarity and specificity of procedures have been a barrier to the alleged benefits of the inquiry approach in schools and their low level of use.3

Each lesson placed in the student's hands should thus be clear in its format and expectations. What actual form it will take, depends entirely upon the objectives of each lesson, and the specific projects designed to achieve those goals. But there are elements of such plans that necessarily must focus on some direction. A pioneer in curriculum development, Hilda Taba, established four questions that are absolutely essential in formulating educational objectives:

1) Do they provide over time for continual student development in the more general objectives and overall goals that are desired?

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2) Do they indicate clearly the precise behaviors desired of students?
3) Do they suggest certain kinds of learning activities that may help promote the behaviors identified in (2) above?
4) Are they both logically and psychologically obtainable by students?

A sophomore student in World History, now shoulderled with a set of class assignments, will be unaware that his instructor has started him on a path of discovery. New experiences for his mind will be anticipated in the design, while he slowly and methodically makes his way toward the goal that was preset for him, i.e., to have grown and matured sufficiently to appreciate and understand where he has been, and (hopefully) what the future may hold in store.

While it is understood and expected that this student will to some degree be self-motivated, no historian can rely on the subject having its own source of stimulation, if for no other reason than the fact that text books vary widely in their readability. Teachers of history can utilize the seemingly unlimited nature of their subject field to carefully select materials that are interesting and appropriate for the students. Swick and Miller suggest the following techniques to tie student interests to educational goals:

1) **Interest techniques** - teaching plans through topics of direct interest to students.
2) **Application techniques** - translate subjects into items directly related to the vocational interests of students.
3) **Experience techniques** - field trips, hands-on experiences, etc., for direct observation.
4) **Issues techniques** - when historical events are woven into a persistent-issues umbrella, to compare present problems with similar ones in the past.
5) **Analogies techniques** - involves making reasoned comparisons of events, people and places, with emphasis on having students

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develop potential solutions to problems inherent in different situations.

6) Illustration techniques - the use of maps, charts, etc., to study the relation of events to their visual (or statistical) illustrations.\(^5\)

In each of these, it is understood that the lessons will challenge the student to substantially develop his cognitive and/or affective capacities. Whether the lesson involves an inquiry approach to a problem, an appreciation of a piece of art or music, or an evaluation of a strategy of a nation at war, the aim is toward comprehensive development.

Utilizing the student's inherent talents to achieve a high level of creativity, maturity and independence within the realm of the discipline of history, is the direction and goal of the student's efforts.

Likewise for the teacher - who must ever be ready to learn, the quick minds of his students may confound the best laid plans of his units. Each lesson should be open to revision as the need arises (or from year to year), while the historian-teacher must be receptive to unique (and perhaps, incisive) student interpretations of his own field. Studying past events begs for interpretation as to cause and effect, but as William Westfall cautions, "Historians are...notoriously arbitrary in their application of the label 'cause' to events....Locating a contextual abnormality...does not necessarily yield an instructive cause."\(^6\) To Michael Howard, the historian should "start with the assumption that history teaches no 'lessons'...The path is infinitely various, an inexhaustible


storehouse of events from which we can prove anything or its contrary."

The historian-teacher who is truly interested in his field and its students, can take heart from Marion Casey's interpretation of the musings of R.G. Collingwood. Collingwood states that unfortunately,

...a student has to believe that things are settled because the textbooks and his teachers regard them as settled. When he emerges from that state and goes on studying the subject for himself he finds that nothing is settled. [Casey adds] And the student at this point has made a marvelous discovery.

**SELECTION OF STUDENTS**

Since the proposal under study would be one teacher's attempt at filling a need, rather than an official policy of a school district, selection procedures cannot disqualify anyone who would wish to try. Accordingly, in the beginning days of the course, a letter explaining the process would be sent to each student's parents or guardians outlining the scope and goals of the plan. Special precautions would need to be taken to clarify the reason for the special work expected of the students, and the direction it is expected to take them.

Inevitably, some students who have very little ability to function on the expected level will respond as potential participants. Due to its unique nature, all who wish may take part, but by the second or third lesson, the numbers would be reduced to include only those actually capable. No failing grades will be recorded for those whose ambitions exceeded their abilities.

Since the two tiered course would be open to all students who

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8 Casey, "History as Inquiry: Introducing Gifted Students to History," p. 100.
would try, those who decide to abandon the process could achieve, at the highest, a letter grade of "B". This student, electing to follow the basic portion of the course, will then experience the same historical studies of his peers in other classes, distinguished only by each teacher's methodology and teaching style. Mastery of the course (letter "A") involves a higher order of studying. Thus, when selection of Advanced Placement students begins, the grade-point average would continue to be used, but a student profile would be created to assess the child's abilities to gain a high achievement in the course.
CHAPTER IV

THE PROGRAM IN OPERATION

PREPARATION

This program is designed to operate in conjunction with the regular World History course, but is geared strictly for the sophomore level of high school, and concentrates only on the development of Western European history. Being broad in nature, in terms of major divisions of those civilization's histories, it can be used to accompany most standard texts, over a two semester period. Some adjustment by the instructor will probably be needed due to differences in each text's approach.

Since the Decatur Public School system does not provide any organized process to prepare students specifically for the senior year Advanced Placement Program, each of the beginning sophomore students is eligible to attempt the work. By the second or third lesson, however, patterns showing the student's relative abilities to master the unique types of problems will begin to show. The instructor must be sure the parents have a clear understanding of the dimensions, and goals of the program, and have signified their acceptance by returning the form: "Program Description, and Parent Acceptance."¹

Each student whose parents have responded affirmatively, will then have a student profile card which will accompany him or her through the

¹See Appendix I.
school year to indicate progress and the proper direction to proceed.\(^2\) If the student has not shown adequate progress by the third lesson, in the judgement of the teacher, a notice to this effect will be sent to the counsellor and parents.\(^3\) The notice will include an opportunity for the parents to respond prior to the child being withdrawn from the program. Any student (or parent), who wishes to cease participation in the program may do so at any time. Successful completion of the program will include the letter grade, the completion of the teacher’s assessment of the student’s relative progress, and the presenting of a "Certificate of Achievement" for the student’s records.\(^4\) This information will then serve as a prime resource when the school's Social Studies department convenes to consider the candidates for the Advanced Placement Program.

THE CURRICULUM

The second-tiered Western European history course contains numerous projects that are designed to give the students adequate opportunity for in-depth study of prominent events, to search for facts in remote areas, engage in value judgements and speculate on "what might have been." It consists of studies that are in addition to the regular course work, beginning with the ancient civilizations of the Middle East, and ending with an analysis of the Western World after World War II.

It is expected that the instructor will exercise judgement with regard to the partial or full use of these projects, and tailor them to fit the numbers of students who will be enrolled in the program. The

\(^2\)See Appendix II.

\(^3\)See Appendix III.

\(^4\)See Appendix IV.
general text of the class will provide the overall picture of the his-
torical period under study, the second-tier curriculum, the opportunity
to research behind the popular accounts, and the selected references,
some direction to proceed.

These references, however, are the barest minimum for the student. In order for the student to develop research skills, the quest for sour-
ces must be experienced first hand. However, besides general works of history located in most libraries, specialized periodicals provide a wealth of information that would easily supplement these problems. Thus, the student will make valuable use of the various reader's guides to periodicals which are available in all libraries.

The lessons, overviews and objectives of the curriculum are below. The suggested projects for each lesson are contained in Appendix V.

I. ANCIENT CIVILIZATIONS OF THE NEAR EAST

A. OVERVIEW - The ancient peoples of the Nile, Tigris and Eu-
phrates rivers, developed into civilizations at different times, through their own ingenuity, and as a result of competition with their neighbors. From these peoples, a clear understanding of what constitutes a "civilization" developed, while cultural, political and economic foundations were laid which saw fruition on the European continent.

B. OBJECTIVES

1. To examine the major characteristics of a people to develop the elements of the concept "civilization."

2. To discern patterns of development in various civiliza-
tions, past and present.

3. To contrast the "rights" of peoples, identified as civil-
ilizations or not, when their interests may conflict.
4. To visualize civilization's proximities in the Middle East through boundaries drawn on a map as of a particular date.

5. To thus demonstrate the interrelationship of civilizations and their actions, from the historian's chronological presentation by civilizations.

6. To distinguish between a well-known Biblical account of an event in Hebrew and Egyptian history with what is known about it through modern research.

II. THE CIVILIZATION OF GREECE

A. OVERVIEW - The ancient Greeks developed a highly advanced civilization from very primitive origins, in a relatively short period of time. Despite their high level of intelligence and civility, however, their eventual destruction developed from within.

B. OBJECTIVES

1. The student will learn the development of governmental systems over time, and the relationship of each to the people they are to control.

2. To appreciate the beauty of Greek architecture and how it is honored by imitation in the student's own local setting.

3. To judge the character of a civilized society under stress as spoken by two great statesmen, who sought to focus their citizen's attention on their basic values.

4. To evaluate the seriousness of the trial of Socrates, by comparing the condemned with the apparent standards of his accusers.

III. THE ROMAN CIVILIZATION

A. OVERVIEW - The civilization that was ancient Rome showed what could be accomplished by a relatively small number of determined
people. Out of their struggle developed a degree of democracy. But domestic problems and territorial ambitions led to a powerful empire for security and prosperity, with less emphasis on political participation by the general public. Despite its influence and might, Rome’s internal difficulties would render it helpless to its less civilized but more aggressive neighbors to the east.

B. OBJECTIVES

1. To compare the level of participation in government, and societal concerns of the average Roman citizen during three very different time settings.

2. To identify some societal problems in Roman life and prescriptions for resolutions, from the view of a notable person who represented a growing and popular philosophy during the times.

3. To analyze how a very large and powerful civilization can disintegrate over time, and which of these difficulties might be present in the United States in modern times.

IV. THE EARLY FEUDAL TIMES

A. OVERVIEW - Out of the rubble that once was Rome, a new social, religious and political pattern began to develop that was to last, essentially, a thousand years. While seemingly at a standstill, the different civilizations continued to develop along increasingly complex lines, pursuing interests that would ultimately give rise to nation-states.

B. OBJECTIVES

1. To search and describe the civilizing influences of several prominent individuals whose visions were beyond the norm at the time.
time.

2. To analyze a "community" of the Medieval period, to envision the extent and quality of social, economic and political life.

3. To interpret a seemingly innocent political act between two prominent persons, as to its motivation and consequences.

4. To compare and contrast the ambitions and goals of three powerful monarchs and how each of them sought to extend their influence, and reorganize society.

5. To judge the long-range effects on a people by the actions of a few individuals, as a demonstration of the possibilities of political power.

V. THE LATE FEUDAL TIMES

A. OVERVIEW - As Western Europe slowly eased into modern times, evidence of a growing complexity of life began to make its appearance. This could be seen in people's living patterns, their domestic and national projects, and in the great historical forces that cause change over time. Feudalism, as a social structure, exhibited the symptoms of a decaying corpse.

B. OBJECTIVES

1. The student will analyze the factors that began to develop which led to the ultimate demise of the feudal system.

2. To examine and compare the living patterns of the period's urban areas, with an emphasis on the degree of pre-planning present.

3. To illustrate how living and worshipping structures now reflected a greater understanding of architectural principles.

4. To identify in the city of Decatur, structures that reflect Medieval standards of function and beauty.
5. To examine how individual Knights were afforded increasingly limited protection by their suits of armor, and which weapons of war were used to neutralize the Knight's effectiveness.

6. To view first hand the armaments of this period by taking a field trip to the house of Mr. Frank Hubbard, Sr., who has a nationally rated collection of Medieval armor and arms.

VI. MAN EXPLORES HIS IMAGINATION, AND HIS SOUL

A. OVERVIEW - As the drab but orderly feudal period gave way to the vibrant and chaotic Renaissance, Western Man came to grips with much that was implied with the new philosophy of humanism. Individual creativity, national differences, and (sometimes) unrestrained violence stood as evidence of the potential of this new spirit of man. Throwing off the checks and restraints of the Medieval world, man now chose his own path to the future - a voyage that was to be taken under his own power.

B. OBJECTIVES

1. To compare and interpret selective masterpieces of the Renaissance as to technical composition and national traits.

2. To examine the characteristics of the European societies to assess their receptivity to the new religious ideas growing out of Martin Luther's protest.

3. To analyze the political thoughts of Nicolo Machiavelli as a reflection of the troubled political times.

4. To evaluate his "ends justify the means" philosophy, in order to better recognize modern variations of the theme, and formulate a perspective with regard to its use.

5. To compare alternative choices of a major religious
leader in order to better understand the weight of decision making and its consequences.

6. To dramatize how history is determined by seemingly minor events, by speculating on the possible outcomes, had decisions gone a different route.

VII. THE AGE OF ABSOLUTISM

A. OVERVIEW - This period saw the first full power of the state, since the days of ancient Rome. While the elements of philosophical dissent were beginning to be felt, most of the larger nations were led by monarchs who, quite simply, had unlimited power. This strength, coupled with massive armies and navies at their command, reduced the citizen to little more than a pawn. A series of financially-breaking, and very destructive wars, plus overseas expansion produced a wealth of activity on the continent. Restraints to power were felt only in England, which would lead the way in the West, to a more democratic society.

B. OBJECTIVES

1. To analyze the prime differences of overseas colonization.

2. To conceptualize the bases of state action against its opponents.

3. To understand how the process of individual rights continues, through struggle, under the right conditions.

4. To evaluate the actions of a powerful state acting in its self-interest, despite a cultural or religious association with its competitors.

VIII. THE AGE OF DEMOCRATIC REVOLUTIONS

A. OVERVIEW - The continent that revelled in humanism
ultimately would face the opposing forces of Absolutism and Individualism. If Man could successfully challenge his physical world, his church and his artistic ignorance, then why could he not question "divine right"? Ultimately, the state and the subject would confront each other, and Western Europe, America and the rest of mankind would forever be changed.

B. **OBJECTIVES**

1. To contrast the ideas of three important Enlightenment philosophers as to the nature of Man and his political position in society.

2. To identify the point where some of the philosophers called the citizen to action against his government.

3. To differentiate in political and philosophical terms what meaning was given to the terms "liberal" and "conservative" in the late 18th Century.

4. To analyze the American Declaration of Independence as both a philosophical and a political statement.

5. To discern patterns of disintegration in societies where revolution is taking hold.

6. To illustrate verbally to a class, and field questions pertaining to the various elements in a society undergoing a revolution.

IX. **REACTION AND REVOLT AFTER NAPOLEON**

A. **OVERVIEW** - The national leaders who met in Vienna to reassemble their broken world, had lived with revolution and its wars in Europe since 1789. Twenty-five years of chaos was more than enough evidence to confirm their worst fears about the nature of the beast. The document that emerged from the Congress reflected clearly their view of the state and its citizens, and oddly, set the stage for nearly
a century of the discord that it was designed to prevent.

B. OBJECTIVES

1. To identify the prime political goals and fears of the main participants at the Congress of Vienna.

2. To appraise the value of the documents that were produced at the Congress in light of the subsequent disorders that plagued Europe and Latin America in the several decades following the conference.

3. To gain an appreciation of the give-and-take of national leaders who, despite their country's goals and aspirations, must deal with the foibles of personalities.

X. INDUSTRIALIZATION AND REFORM MOVEMENTS OF THE 19TH CENTURY

A. OVERVIEW - The tenuous political settlements emanating from the Congress of Vienna were destined for eventual failure at the hands of Europe's nationalists and political radicals. Another force, however, would complicate matters, and provide the continent with heretofore unheard of wealth and power, existing along side urban squalor. Industrialization was the fruition of the new movement to science during the 16th through 18th Centuries, but the societies which thus benefited, were at once awed and overwhelmed by it. The urban centers and the new working classes provided a threatening factor for the reactionary governments at the time, but through struggle, they ultimately reached a mutual accomodation.

B. OBJECTIVES

1. To visualize an industrialized England by illustrating an outline map of that country with the details of the effects of the factory system.

2. To understand how the political term "liberal" underwent
a change of meaning during the century.


4. To examine the philosophy of Karl Marx in the light of the times, and demonstrate its shortcomings by identifying modern industrial and social reforms.

XI. IMPERIAL RIVALRY

A. OVERVIEW - Much had changed in Europe since the settlements of 1815. Monarchs continued to maintain control, but were ever alert to the forces of nationalism and liberalism, and yet captivated with the power bestowed by the Industrial Revolution. Having committed themselves to industrialization, the European powers both required and yearned for foreign territories. Inevitably, they would tempt each other to action through competition for markets and bravado. Seeking security in a matrix of alliances only postponed the day when their mutual commitments would force them toward each other’s borders. August, 1914, loomed in the distance.

B. OBJECTIVES

1. To recognize Europe’s quest for empire by illustrating how the continent of Africa was gradually engulfed by the powers.

2. To evaluate the mythical basis of German nationalism through a retelling of the story of Richard Wagner’s “Siegfried.”

3. To examine what the strong and determined Bismark could accomplish through "Realpolitik," in his quest for German unification.

4. To dramatize through the eyes of some onlookers, the effects on a rural countryside of a modern army attempting to practice its maneuvers.
5. To interpret through a witnesses' personal account, the intentions of a monarch bent on proving a military and political point.

XII. THE GREAT WAR

A. OVERVIEW - This four year period on Man's history destroyed any ties with the past that might have survived the turbulent 19th Century. Before it was over, the old order was swept aside, the United States was jolted out of its "splendid isolation," and a generation of young men would never again see the open arms of their loved ones. During this conflict, a single battlefield's death toll would top 300,000, while an old and stagnant monarchy would be toppled by an aggressive revolutionary cadre that generations of people would come to know firsthand. Ultimately, the disaster of this war would exhaust the parties, but unable to see clearly the forces at work on the continent, the designers of the peace settlement insured that yet another generation of people would have to demonstrate the folly of clever thinking.

B. OBJECTIVES

1. To interpret from official correspondence, the machinations of an empire trying desperately to survive a disastrous war.

2. To recognize how nations at war utilize other's interests to achieve battlefield decisions.

3. To discover a parallel world-wide disaster in the 1918 swine flu pandemic, and its connections to the war in Europe.

4. To describe and illustrate the extent to which Germany paid the price of its "war guilt" by the loss of territory, reparations, etc.

XIII. BETWEEN THE WARS

A. OVERVIEW - The legacies of the Great War, and the attempts
by the various nations to reach accommodations under new circumstances, were the operating forces that moved Europe into the 1930's. Dictators, financial crises, and a rising Oriental power tested the mettle of all who held "Western" values dear. Whether the Second World War began with the invasion of Poland, or China, or with the war that was waged internally on the people of the Soviet Union or the Third Reich, matters little. The period of the 1920's and 1930's continued the task of building on the rubble left from 1918.

B. OBJECTIVES

1. To illustrate the extent of German disaffection by analyzing the causes of the hyper-inflation problem of the 1920's.

2. To examine an immediate post-war European trouble spot as a harbinger of future difficulties.

3. To criticize a popular analogy of revolutionary betrayal.

4. To analyze one literary description of Josef Stalin to appraise the nature of the man who was leading the Russian people toward a new "Utopia."

XIV. THE SECOND WORLD WAR

A. OVERVIEW - The war seemed as inevitable as its predecessor, but its extent totally dwarfed the Great War. Its causes have been well-documented by historians for years, and with the possible exception of Biblical literature, more has been written on the subject than any other. The dictators, the empires, the fears, the machines of war, the scores to settle, all combined in a mass of destruction that even today is haunting generations with new spectors of Armageddon. World War II was both a crusade, and a lesson of past failures. It remained for
mankind to see this one through, and once again to pick up the pieces.

B. OBJECTIVES

1. To evaluate nation's values vis-a-vis a dictator's insatiable hunger.

2. To document a continent's incremental steps to general conflict.

3. To speculate on the possibilities of halting what seemed to be an inevitable move to war.

4. To compare what was publicly known about major events of the war, with what was actually done.

5. To judge the secret decisions of the Allies in their efforts to stop Hitler's war machine.

6. To examine the successes or failures of these decisions and consider some possible alternatives.

XV. THE POST WAR YEARS

A. OVERVIEW - The exhaustion of the nations after the war was not enough to neutralize old antagonisms from previous years. Rather than ridding the world of dictators, the war merely replaced them with others, and presented the survivors with the haunting questions that have faced centuries of civilizations. Was this new era something unique, or were age-old dilemmas merely disguised in different clothing? Could man make anything of these past experiences, or is there nothing at all to be gained for having been a survivor?

B. OBJECTIVES

1. To illustrate two systems of international alliances for security.

2. To catalogue nation's fears or goals which were to be
served by this mutual aid.

3. To interpret and judge an essay by a well-known participant of these years as to how the nations fed their own fears by their (possibly) misguided actions.

4. To demonstrate a knowledge of the subject by leading a class discussion on these years of turmoil.

5. To comprehend a general statement of the nature of war and peace by another well-known participant in international affairs.

6. To analyze several major post-World War II crises in the light of this statement on war and peace.

7. To speculate on how these (or other) events of the past might have been affected under other circumstances.
CHAPTER V

CONCLUSION

GENERAL SUMMARY

There is an enormous amount of information available to the general public today on current national and international events that, without the proper training and perspective, could overwhelm the individual. Further, by virtue of its very nature, the discipline of history sharpens the focus of the public when a current event begins to unfold piecemeal, in the media. An educated citizenry in a democracy is the fundamental ingredient to that system's functioning properly.

The education community then, has this as its central responsibility: to prepare the student for his or her future by promoting the fullest degree of education for each person, and thereby provide the larger society with the means to continue its democratic ideals.

The degree to which a voter is properly attuned to participation in a democracy, and capable of understanding events as they unfold daily, is in no small part dependent on the Social Studies curriculum that he or she was exposed to in the formal years of high school. Specifically, the World History curriculum broadens the individual's outlook on the different cultures and traditions of other peoples, while preparing the person for a better understanding of American History. In the public schools of Decatur, this task is attempted primarily without the benefits of tracking students on different levels of abilities.
One notable exception to this, however, is the Advanced Placement Program, offered in American History. This course draws its student from candidates who apply during their sophomore year. Final selection is by the Social Studies department, based on the individual teacher’s estimation of how each student could operate on the level expected in the program. The difficulty with the present system stems from the fact that there is no organized means of continuous, intensive study for the more educationally talented students on the sophomore level, in the rigors of research and the exercising of analytic skills.

The purpose of this study, is to reiterate the need for such a program, and to establish a course of studies for the child whose academic and psychological needs are beyond the norm. The student will be exposed to the unfolding story of western civilizations along with his peers, but be required to experience some of the minutiae of events that are the ingredients of history.

Those who succeed in the program, and whose records of this accomplishment will be available for scrutiny by the Social Studies department, will be more easily identified for the Advanced Placement Program. Should they desire to participate, they will be more capable of operating in a meaningful and productive fashion.

**IMPLEMENTATION OF THE PROGRAM**

The Second-tiered Western World History curriculum is designed for ease in implementation, and at no significant cost to the school district. Since each student in the World History course is a potential candidate, with selection determined by successful completion of the first three lessons, no prior screening of candidates is necessary. The parent’s intentions, returned on the proper form, are all that is necessary to
begin the process. Once begun, a record of the child's progress is maintained and will be the prime source for selection to the Advanced Placement Program.

Flexibility is inherent in the course, by centering the student's work on activities chosen from a myriad of sources, rather than a specific text. No additional cost is anticipated for the District, outside of correspondence with the parents.

As with any new program, adjustments to some particulars will be necessary during the course of the school year. Should the program become a successful part of the District's World History curriculum over a period of several years, the statistics accumulated, parent's and student's reactions, and the lessons gained from the experience, could form the nucleus for establishing a separate, Advanced Placement World History Program for the schools.
APPENDIX I

PROGRAM DESCRIPTION,
AND PARENT ACCEPTANCE
Dear Parent:

Your child is presently beginning his or her sophomore World History course of two semesters, entitled: "The Rise of Civilizations to 1750," and "The Rise of the Modern World." This is a full year of studies designed to give the child a basic understanding of the development of civilizations through the ages, to the present time. It has within it a wealth of possibilities for your child's understanding of the world around him, and in particular, the world that is revealed through the media. These critical four years of high school, in most cases, will be the final opportunity for your child to develop a clear understanding of his country and its relations with others, and the privileges and responsibilities inherent in being a citizen of this nation.

We are pleased, indeed, to have your child as one of our students, not only for what he or she can learn from our course, but for the contribution that his or her special personality and background can bring to the class.

Our course is unique, though. In addition to conducting a study of civilizations for the average child, we are searching out those with special talents and abilities beyond their peers. When your child returns from a day's work at school, does he or she occupy free time with reading materials at home? Does your child frequently (or even occasionally) ask you probing questions on current issues that he has seen on television? Does your child ever show some insight into the motivations of political leaders, or nation's activities?

In general, we would like to single out students in our classes who are exhibiting thinking skills that reveal a genuine desire to search out answers to problems, and gain valuable understanding and appreciation for the treasures of historical study.

As we move from civilization to civilization this year, we are directing some of our students into special projects that will give them the opportunity to give full vent to their inquisitiveness, and yet channel them toward a specific, meaningful goal. Our program will afford them numerous opportunities to do research, write essays, conduct portions of classes, organize their thoughts and weigh their values.

It is possible, of course, that your child will need more time, before he or she can take full advantage of this program. We have structured our course to identify at an early stage, any such special difficulties. Should it be discovered that the basic course is adequate for your child's interests, he or she can be withdrawn with no stigmas. You simply contact us with the notice at the end of this letter. We may also have observed some problems, of course, and will notify you when we believe it necessary.
Should your child remain with our program throughout the year, our evaluation of his or her work will be placed in the student's records, and will be used by our department's staff to aid in selecting candidates for the senior year, Advanced Placement American History Program.

We are very enthusiastic about our plans, and anxious to see the depths your child can achieve. If you wish to have your child in our program, or wish to know more about it before committing yourself, please indicate your intention below, sign it, and return it to our Social Studies department. If you do not wish for your child to be a part of the program, then you need not reply at all.

Thank you for your time,

(Signature of Teacher)

(Please cut here)

TO:

(Teacher's Name)

(School)

I have read your letter concerning the special program for academically talented children, and would:

____ like to know more about it.

____ like for my child (children) to be involved.

My child's name: ________________________________

...and: ________________________________

(Signature of Parent or Guardian)

(Date)
APPENDIX II

STUDENT PROFILE
NOTICE TO TEACHERS: Please indicate, in your judgement, the level of proficiency or achievement that you have observed in the student on the following continuum. The scale is meant to be an approximation of the various abilities identified. This form should be used for each lesson, and also at the end of the course to determine an aggregate score.

DESCRIPTIVE CONTINUUM

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A GRAPHIC PRESENTATION OF LEARNING ACTIVITIES

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APPENDIX III

NOTICE OF

INADEQUATE PROGRESS
NOTICE OF INADEQUATE PROGRESS

(Date)

Dear (Parent's Name),

We would like to talk with you concerning your child's progress in our World History program. We see some difficulties in his/her achieving the level of proficiency expected.

Specifically, the areas of improvement needed are:

________________________________________________________________________

It is essential that we discuss these problems at the earliest possible date. Please phone our office as soon as possible.

It would be helpful if you would indicate any observable problems that you see in our program. Please feel free to touch on any aspect of the course - in theory or in practice. Your observations will be essential in our on-going evaluation of our course of studies.

Thank you for your promptness,

(Signature of Teacher)
APPENDIX IV

CERTIFICATE

OF

ACHIEVEMENT
CERTIFICATE
OF
ACHIEVEMENT

THIS IS TO CERTIFY THAT ____________________,
HAS SUCCESSFULLY COMPLETED THE SECOND-TIERED, WORLD
HISTORY COURSE, DURING THE SCHOOL YEAR: SEPTEMBER,
19__, TO JUNE, 19__. 

(Signature of Teacher)

(DATE)
APPENDIX V

INDIVIDUAL LESSONS
SUGGESTED PROJECTS
LESSON I

ANCIENT CIVILIZATIONS OF THE NEAR EAST

RESEARCH PROBLEMS:

I. Ancient, pre-historic peoples, have been located in certain areas for hundreds of years, but become the subjects of historians when they develop into "civilizations." What common characteristics would the ancient Egyptians, Babylonians, Persians and Phoenicians have, for instance, when compared to the Old Stone Age peoples who occupied their various areas of Europe and Africa? How would these characteristics distinguishing the two types of development be helpful in studying modern man? How could these differences be applied to our own country's historical background, such as the policies we pursued with the various American Indian tribes found by colonial Americans, or in the 19th Century American west? Should "civilized" people yield in their development over larger territories to "uncivilized" peoples?

II. On an outline map of the Nile and Fertile Crescent areas, draw in the approximate boundaries of all civilizations as of 1400 B.C. On the map, identify the capital cities of each civilization by placing a dot at each location, and writing in their names next to the appropriate dots. You will find it helpful to consult a Bible atlas for this project, in addition to other historical atlases.

III. The book of Exodus in the Old Testament tells of Moses leading the children of Israel from captivity to the desert, and freedom. On an outline map of Egypt and the Sinai Peninsula, and in an accompanying essay trace the apparent path(s) of these people, locating the towns, mountains, etc., where they were said to have been. Then describe the period of Egyptian history in which this occurred, who the Pharoah
was (were), and how Biblical scholars and archeologists explain the various plagues, and other references to Divine intervention found in the book.

SELECTED REFERENCE:

LESSON II
THE CIVILIZATION OF GREECE

RESEARCH PROBLEMS:

I. In a short essay, trace the development of government in Greece, from tribal organization, to oligarchy, to democracy and dictatorship. How much sharing of power was done as a result of struggle between economic interests? Why did government develop differently in Athens, as compared to Sparta?

II. The Greeks are considered to have had a refined sense of beauty in their statuary and buildings. Be able to identify the major differences in the three Orders of Greek architecture, and explain how the following terms typify Greek structural beauty: a) entasis, b) principle of the Golden Section, c) arete. Select ten buildings in the Decatur area that utilize some Greek architecture, and describe or illustrate on paper what elements are thus used.

III. From the book entitled: 32 Problems in World History, by Edwin Fenton, read Pericles' funeral oration. Then read the following dialogue between the Athenians and the citizens of Melos. In an essay, describe what traits of character Pericles expected of the Athenians, compared to what is observed in the dialogue. When did both occur, and what had happened between the two events to cause the change? What famous American President many centuries later would give a speech very much like Pericles, and under similar circumstances?
Dialogue between the Athenians and the Melians:

"The Athenians made an expedition [says Thucydides] against the island of Melos with thirty ships of their own, six Chian, and two Lesbian, 1,800 hoplites and 300 archers besides twenty mounted archers of their own, and about 1,500 hoplites furnished by their allies in the islands. The Melians are colonists of the Lacedaemonians who would not submit to Athens like the other islanders. At first they were neutral and took no part. But when the Athenians tried to coerce them by ravaging their lands, they were driven into open hostilities. The generals, Cleomedes the son of Lycomedes and Tissias the son of Tissaphernes, encamped with the Athenian forces on the island. But before they did the country any harm they sent envoys to negotiate with the Melians. Instead of bringing these envoys before the people, the Melians desired them to explain their errand to the magistrates and to the chief men.

"Athenians: Well, then, we Athenians will use no fine words; we will not go out of our way to prove at length that we have a right to rule, because we overthrew the Persians; or that we attack you now because we are suffering any injury at your hands. We should not convince you if we did; nor must you expect to convince us by arguing that, although a colony of the Lacedaemonians, you have taken no part in their expeditions, or that you have never done us any wrong. But you and we should say what we really think, and aim only at what is possible, for we both alike know that into the discussion of human affairs the question of justice only enters where the pressure of necessity is equal, and that the powerful exact what they can, and the weak grant what they must.

"Melians: Well, then, since you set aside justice and invite us to speak of expediency, in our judgment it is certainly expedient that you should respect a principle which is for the common good; and that to every man when in peril a reasonable claim should be accounted a claim of right, and any plea which he is disposed to urge, even if failing of the point a little, should help his case. Your interest in this principle is quite as great as ours, inasmuch as you, if you fall, will incur the heaviest vengeance, and will be the most terrible example to mankind.

"Athenians: The fall of our empire, if it should fall, is not an event to which we look forward with dismay; for ruling states such as Lacedaemon are not cruel to their vanquished enemies. And we are fighting not so much against the Lacedaemonians, as against our own subjects who may some day rise up and overcome their former masters. But this is a danger which you may leave to us. And we will now endeavor to show that we have come in the interests of our empire, and that in what we are about to say we are only seeking the preservation of your city. For we want to make you ours with the least trouble to ourselves, and it is for the interests of us both that you should not be destroyed.

"Melians: It may be your interest to be our masters, but how can it be ours to be your slaves?

"Athenians: To you the gain will be that by submission you will avert the worst; and we shall be all the richer for your preservation.

"Melians: But must we be your enemies? Will you not receive us as friends if we are neutral and remain at peace with you?

"Athenians: No, your enmity is not half so mischievous to us as your friendship; for the one is in the eyes of our subjects an argument of our power, the other of our weakness.

"Melians: But are your subjects really unable to distinguish between
states in which you have no concern, and those which are chiefly your own colonies, and in some cases have revolted and been subdued by you?

"Athenians: Why, they do not doubt that both of them have a good deal to say for themselves on the score of justice, but they think that states like yours are left free because they are able to defend themselves, and that we do not attack them because we dare not. So that your subjection will give us an increase of security, as well as an extension of empire. For we are masters of the sea, and you who are islanders, and insignificant islanders too, must not be allowed to escape us.

"Melians: Surely then, if you and your subjects will brave all this risk, you to preserve your empire and they to be quit of it, how base and cowardly would it be in us, who retain our freedom, not to do and suffer anything rather than be your slaves.

"Athenians: Not so, if you calmly reflect: for you are not fighting against equals to whom you cannot yield without disgrace, but you are taking counsel whether or no you shall resist an overwhelming force. The question is not one of honor but of prudence.

"Melians: But we know that the fortune of war is sometimes impartial, and not always on the side of numbers. If we yield now, all is over; but if we fight, there is yet a hope that we may stand upright.

"Athenians: Hope is a good comforter in the hour of danger, and when men have something else to depend upon, although hurtful, she is not ruinous. But when her spendthrift nature has induced them to stake their all, they see her as she is in the moment of their fall, and not till then. While the knowledge of her might enable them to beware of her, she never fails. You are weak and a single turn of the scale might be your ruin. Do not you be thus deluded; avoid the error of which so many are guilty, who, although they might still be saved if they would take the natural means, when visible grounds of confidence forsake them, have recourse to the invisible, to prophecies and oracles and the like, which ruin men by the hopes which they inspire in them.

"Melians: We know only too well how hard the struggle must be against your power, and against fortune, if she does not mean to be impartial. Nevertheless we do not despair of fortune; for we hope to stand as high as you in the favor of heaven, because we are righteous, and you against whom we contend are unrighteous: and we are satisfied that our deficiency in power will be compensated by the aid of our allies the Lacedaemonians; they cannot refuse to help us, if only because we are their kinsmen, and for the sake of their own honor. And therefore our confidence is not so utterly blind as you suppose.

"Athenians: As for the gods, we expect to have quite as much of their favor as you: for we are not doing or claiming anything which goes beyond common opinion; about divine or men's desires about human things. Of the gods we believe, and of men we know, that by a law of their nature wherever they can rule they will. This law was not made by us, and we are not the first who have acted upon it; we did but inherit it, and shall bequeath it to all time, and we know that you and all mankind, if you were as strong as we are, would do as we do. So much for the gods; we have told you why we expect to stand as high in their good opinion as you. And then as to the Lacedaemonians, when you imagine that out of very shame they will assist you, we admire the simplicity of your idea: but we do not envy you the folly of it. The Lacedaemonians are exceedingly virtuous among themselves, and according to their national standard of morality. But, in respect of their dealings with others, although many things might be said, a word is enough to describe them, of all men whom we know they are the most notorious for identifying what is pleasant with what is honorable, and what is expedient with what is just. But how inconsistent is such a character with your present blind hope of deliverance!

"Melians: That is the very reason we trust them; they will look to their interest, and therefore will not be willing to betray the Melians, who are their own colonists, lest they should be distrusted by their friends in Hellas and play into the hands of their enemies.
"Athenian: Help may come from Lacedaemon to you as it has come to others, and should you ever have actual experience of it, then you will know that never once have the Athenians retired from a siege through fear of a foe elsewhere. You told us that the safety of your city would be your first care, but we remark that, in this long discussion, not a word has been uttered by you which would give a reasonable man expectation of deliverance. Your strongest grounds are hopes deferred, and what power you have is not to be compared with that which is already arrayed against you. Unless after we have withdrawn you mean to come, as even now you may, to a wiser conclusion, you are showing a great want of sense. For surely you cannot dream of flying to that false sense of honor which has been the ruin of so many when danger and dishonor were staring them in the face. Many men with their eyes still open to the consequences have found the word honor too much for them, and have suffered a mere name to lure them on, until it has drawn down upon them real and irretrievable calamities: through their own folly they have incurred a worse dishonor than fortune would have inflicted upon them. If you are wise you will not run this risk; you ought to see that there can be no disgrace in yielding to a great city which invites you to become her ally on reasonable terms, keeping your own land, and merely paying tribute; and that you will certainly gain no honor if, having to choose between two alternatives, safety and war, you obstinately prefer the worse. To maintain our rights against equals, to be polite with superiors, and to be moderate towards inferiors is the path of safety. Reflect once more when we have withdrawn, and say to yourself over and over again that you are deliberating about your one and only country, which may be saved or may be destroyed by a single decision.

IV. In an essay, explain the nature of the crime for which Socrates was condemned to death. How do the Peloponnesian War, Sophistry, and the Athenian character blend to find fault with Socrates? Is there any evidence of such conflicts in today's American society? Of what specific concern would that be to students in high school?

SELECTED REFERENCES:


LESSON III
THE ROMAN CIVILIZATION

RESEARCH PROBLEMS:

I. Write three descriptions of the average plebian citizen of Rome in the years 130 B.C., 130 A.D., and 284 A.D. In these, describe how much actual say the average citizen had in the affairs of government, and what major concerns they had about the problems of society at their respective times. A clue to this rests in a clear understanding of the relative political, social and economic health of the civilization at the time. If you were a citizen during any of these times, what would your concerns be?

II. The following is a quotation from Edward Gibbon, the author of the work: The Decline and Fall of the Roman Empire. Read it carefully and answer the subsequent questions:

"The decline of Rome was the natural and inevitable effect of inmoderate greatness. Prosperity ripened the principle of decay; the causes of destruction multiplied with the extent of conquest; and, as soon as time or accident had removed the artificial supports, the stupendous fabric yielded to the pressure of its own weight. The story of its ruin is simple and obvious: and instead of inquiring why the Roman Empire was destroyed, we should rather be surprised that it had subsisted so long."

How many separate reasons did Gibbon give for the fall of Rome? What does Gibbon mean when he refers to Rome's problems as a

result of "immoderate greatness"? Research from three different sources, as many causes of Rome's fall as possible, and list them under Gibbon's various reasons. Choose one of these reasons and describe how the U.S. today is struggling with a similar problem. How did Rome approach this dilemma you have just described?

III. From the book, The City of God, by St. Augustine, summarize in an essay what he believed was wrong with the citizens of Rome. What time period does his book cover? Refer to his, Book I, sections 30-36, and Book II, sections 1-3. What lessons is he trying to point out to the reader, and why does he see in the Barbarian, an element of hope? What is his prescription that he sees as offering hope to the Roman world?

SELECTED REFERENCES:


LEsson IV

THE EARLY FEUDAL TIMES

Research problems:

1. The following illustration is a typical manor settlement of the feudal ages. From its layout, discern its probable population, what occupations must have been present to support the population, and what manner of authority probably was in charge. From other sources, describe the way of life of a peasant family, their food, clothing, housing, and generally, how prosperous they were.

Fig. 1. Plan of a Typical Manor

II. On Christmas day in the year 800 A.D., Charles the Great attended Mass in Rome, celebrated by Pope Leo III. During the Mass, the Pope placed a crown on Charles' head - a simple act, but one which had enormous implications. What was the effect on Charles, as King, and Leo, as Pope, by this act? Why would the Pope be motivated to do such a thing?

III. Three monarchs, William of Normandy (the Conqueror), Henry II (Plantagenet family of England), and Otto the Great, of Saxony, each sought to maintain complete control of their thrones, while expanding their influence. Their approaches were different however, and their kingdoms reflected these differences. Familiarize yourself with their respective reigns, what their chief goals were, and how their kingdoms were changed as a result of them. What apparent weaknesses did any of them exhibit which inhibited the realization of their goals? Which of the reforms or actions had the most far reaching, positive effects on the society? In contrast, were any of the policies detrimental to the society under which it occurred? Explain.

SELECTED REFERENCES:


LESSON V
THE LATE FEUDAL TIMES

RESEARCH PROBLEMS:

I. Feudalism, which is a governmental system with no strong central authority, gave way to the development of nations, where the governmental power was highly concentrated. Explain the reasons why the feudal structure disintegrated and why complete nation-building was not totally achieved in every part of Europe.

II. As the Middle Ages developed, feudal man sought better methods of achieving more usable space in his buildings, both domestic and religious. The problem was an engineering one, i.e., how to widen the rooms while raising the ceiling, and yet support the weight of the roof. Solutions and styles to this problem can be seen in buildings of the architectural periods called "Norman" (or "Romanesque"), and "Gothic." Consult a source on the subject, and describe the difference between them, and what types of structures were commonly built in the styles. Then illustrate very carefully on a blank sheet of paper, how the people of this period solved these engineering problems, by drawing profiles of the following structural forms: a) hammer-beam, b) base-cruck, c) tie-beam, d) fan and webbed vaulting, e) flying buttresses, f) pinnacles. Finally, collect the names and/or addresses of ten public or private buildings in Decatur, that exhibit examples of Norman, Romanesque, or Gothic architecture. Describe or illustrate on paper, the particular style (or mixture) of each building.

III. Below are the street plans of two towns of this period. Study their layouts carefully (street patterns, rivers, entrances, etc.), describe their importance to their areas, estimate what their populations
must have been, what precautions they seem to have taken for security, and why the towns must have developed into the shapes that they are. Can you tell from the layouts, how much of the town's activities were governed by a local monarch, or a market place? What activities or forces would be at work to cause the streets to be laid out as they are?

Fig. 2. Freiburg during the Middle Ages

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SELECTED REFERENCES:


5Gutkind, Urban Development in Central Europe, p. 250.
LESSON VI
MAN EXPLORES HIS IMAGINATION, AND HIS SOUL

RESEARCH PROBLEMS:

I. On October 31, 1517, Martin Luther nailed his 95 theses of protest to the front door of the Castle Church, in Wittenberg, Saxony, starting what historians have come to call the Protestant Reformation. Major portions of the Holy Roman Empire, as well as other parts of Western Europe, broke with the Church of Rome. Assuming that most people in Europe could not read or write sufficiently to understand the theological problems raised by Luther, what differences existed among the peoples of Europe at this time that would explain why some followed his reform, and others remained with the Church?

II. According to Nicolas Cheetham, in his, Keepers of the Keys, 19th Century German historian Leopold von Ranke referred to the Renaissance Pope, Clement VII (1523-34), as the most disastrous of all pontiffs. During his reign Rome was brutally sacked by the imperial troops who should have been its protectors, the English Church broke with the Papacy and the Protestant tide in Germany and the Nordic countries was shown to be irreversible. Assuming Clement's good intentions, what precipitous decisions were made on his part that (somehow) resulted in the circumstances just mentioned? What were the alternatives of each decision? Placing yourself in his shoes, what were the chief factors that he had to consider before making his decisions? Finally, select one of these decisions and assessing the consequences, try to imagine the outcome if his decision had gone another way. To do this, you make the decision, and then place yourself in the positions of others who might have been involved, and consider the possible alternatives.
III. Read the excerpt of the book, *The Prince*, by Nicolo Machiavelli, in the classroom set of the book, *32 Problems in World History*. What specific problems was the city-state of Florence beset with that would cause Machiavelli to proscribe such medicine for his Prince. What is his rationale for distrusting his own fellow citizens? What qualities of leadership must a Prince exhibit, before Machiavelli would consider him fully in control? What basic principle does he see as a guiding light when a Prince must choose between good and evil? Are there any modern political groups or national leaders that appear to subscribe to his, "the ends justify the means" philosophy?

IV. The Renaissance was one of the most revolutionary periods in the history of art. Whether considered from the vantage point of creativity, the influence of science or the larger focus of "humanism," the world of art had never been so changed as it was in this period. Choose three representative artists, of different schools of art, and describe in an essay the distinguishing features of this unique art. In your essay, explain how each reflects the following: a) humanism, b) genre, c) new artistic techniques. Consult the film catalogues for the Decatur Public Schools, and the Macon County Educational Service Region, for audio/visual materials to illustrate your project. Your teacher will place on order, any such materials that you desire.

SELECTED REFERENCES:


Regional Superintendent of Schools. *Macon County Cooperative Film Catalog*. Macon County Educational Service Region, 1982.
LESSON VII
THE AGE OF ABSolutISM

RESEARCH PROBLEMS:

I. Read Chapter II, Book I, of Hugo Grotius', The Law of War and Peace, and a general reference work that summarizes Thomas Hobbes', The Leviathan. Then illustrate on the chalkboard before the class, the basic principles found in The Leviathan, and what you learned in your research on Machiavelli's, The Prince. Concentrate on what the latter two books viewed as the relationship between the government and the people. In addressing the class, be sure to explain how the European situation differed from Machiavelli's time with that of Hobbes'. Then compare Grotius' approach to this same subject, and explain what he believes statesmen must take into consideration before sending their subjects into war.

II. The country of England had as much potential as any other in Europe to be ruled by an absolute monarch, and yet royal power was limited severely. Explain in an essay the various domestic factors that prevented the monarchs from becoming all-powerful, and how democratic principles gained ground, through struggle, in England. It will be necessary to trace the developments in England through most of the 17th Century, after making note of what you have already learned of that monarchy, in previous lessons.

III. The three chief colonizers of the Western Hemisphere were England, France, and Spain. Each was interested in the wealth to be gained by such trade, each saw the chance to gain prestige, and each was beset with huge financial burdens. Compare and contrast their three different styles of colonization, as to their objectives, how they were to be financed, and what elements of the home populations were to participate
in it. In each case, describe the relationship of the colonizers with the indigenous population.

IV. The following statement, concerning the Treaty of Westphalia that concluded the Thirty Years’ War, appears in Geoffrey Barraclough’s, The Origins of Modern Germany:

The territorial settlement of 1648 was exactly suited to French interests: a Germany divided into 234 territorial units, all claiming sovereign independence and at loggerheads among themselves, had no hope of escaping French tutelage. With good reason a French diplomat later described the peace of Westphalia as 'one of the finest jewels in the French crown'.

Why did France come to view the German nations with such scorn? In the three decades that it took for this war to be played out, were France’s goals and alliances consistent? Were there any dominant personalities or statesmen at the helm who might be designing the country’s foreign policy after his own aims? What were the major results of this disastrous war? Were there any positive results to come out of the struggle? Explain clearly.

SELECTED REFERENCES:


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LESSON VIII
THE AGE OF DEMOCRATIC REVOLUTIONS

RESEARCH PROJECTS:

I. Write an essay comparing the ideas concerning a "Social Contract" between men, of Jean Jacques Rousseau, John Locke, and Thomas Hobbes. In an essay, be specific about why man had to be taken into consideration in the governance of a state. Which of the three seemed the more likely to be the rallying cry of the "liberal"? What did it mean to be a "conservative" in those days?

II. Read a copy of the Declaration of Independence. Where did the justification for revolution against a legitimate monarch come from? What case did they make against their monarch? Make a list of eight of their grievances against the King of England, and identify the specific instance each was referring to. Why do these grievances lay blame so heavily on King George? Does not Parliament share the blame, in their minds? Consider this answer from a purely political view - if you were among the revolutionists, what would you gain or lose by heaping blame on Parliament?

III. Read Chapter 7, "A Pattern for Revolution," in the book: The American Revolution, by D. Duane Cummins and William Gee White. This concerns a study by Crane Brinton, of the elements of a society undergoing a revolution. During the period of the 17th and 18th Century, Great Britain, the United States (as British colonies), and France all experienced revolutionary problems that were similar in some respects - giving rise to the idea of "patterns" in a society's upheavals. Illustrate Brinton's theories to the class and be prepared to handle questions from the class on his work. To prepare yourself, concentrate on why he
believed that the three revolutions cited, all had similar beginnings? What stages does he believe a "typical" revolution goes through? Do each of these revolutions adhere to the pattern that he identifies? Which revolutions were guided more by outside influences, than strictly domestic ones? What decisions could the monarchs or legislature have made that might have changed the course of events?

IV. While Napoleon Bonapart had Europe engaged in conflict, Prince Clemens von Metternich, Chief Minister of Austria, was studying the French Emperor carefully, searching for any sign of vulnerability. From the following account concerning the two men, what appears to be Napoleon’s weaknesses, and why do "Austerlitz", "Jena", and "Spain" give insight into Napoleon's alliances?

Napoleon’s war in Spain seemed to confirm Metternich’s expectations. For the first time, Napoleon was confronted by an enemy which did not surrender after a lost battle and the resources of which did not augment those of France. The early reverses of Napoleon’s replacement army shattered the myth of his invincibility. "We have learned a great secret," Metternich wrote in 1808. "Napoleon has but one army, the Grande Armée and French recruits are no better than those of other nations." He took it for granted that Spain would be defeated militarily, but that it would not be pacified. Since Napoleon’s arch-enemy would not be a threat, Spain would remain a drain on French resources of men and material. Even more important was the moral gain. Austerlitz had demonstrated that it was risky to be Napoleon’s enemy; Jena, that it was disastrous to remain neutral; but Spain proved beyond doubt that it was fatal to be Napoleon’s friend.

SELECTED REFERENCES:


LESSON IX

REACTION AND REVOLT AFTER NAPOLEON

RESEARCH PROJECTS:

I. In April, 1814, in the city of Vienna, Austria, the leaders of the nations that figured in most prominently in the defeat of Napoleon, met to redraw the map of Europe after their own image. Construct a chart with the following columns: a) the name of the person representing the various major powers, b) the goals he wished to have achieved at the Congress, c) the primary fears each country had over the outcome of the conference, d) what political reforms or revolutions the nation then experienced over the next thirty years.

II. Assume the personality of one of the major leaders of the Congress of Vienna. In a casual setting before the class, discuss with the other members of the Congress, the questions put to you by the moderator. No notes, please, just be "yourself." Remember, this is a relaxed atmosphere, but your casual conversation should provoke some response by the other members. The teacher will serve as the Moderator, asking questions that are pertinent to the Congress, and designed to bring out the various personalities and interests that were present. For effect, the setting could include costumes, a large wall map of Europe - possibly dated at the beginning of the Congress, and a cloth covered table with some accoutrements on it. In preparation for the interview, review the chart just completed in the previous project, and have firmly fixed in your mind, what the members thought on the following very important issues at the event: a) the principle of "legitimacy" in the post-Napoleonic governments, b) the principle of "compensation" for the war effort, c) what alliance systems were considered in order to
preserve the "balance of power" in Europe.

SELECTED REFERENCES:


LESSON X

INDUSTRIALIZATION AND REFORM MOVEMENTS OF THE 19TH CENTURY

RESEARCH PROJECTS:

I. On an outline map of Great Britain, illustrate how the Industrial Revolution changed the face of England from a commercial and agricultural oriented society to an industrial one. Since that country was now being criss crossed with railroads and canals to connect the sources of raw materials and market places, you will need to create some symbols for the map "Legend," to indicate these. Include also, symbols necessary to show the cities that now became England's major industrial centers.

II. You and your colleagues are journalists from New York on your first visit to England and Ireland. The date is 1858. Your assignment is to tour London and Dublin and their rural environs, and to report to your respective publications about the quality of life that you see. Since photographs are not possible yet for your newspapers, you must write descriptive accounts of family life, economic and social activities, in such a way that they will appeal to the readers of the publications that you represent. These publications are: The Liberator, and Harper's Weekly. The choice of which you will represent will be your own.

III. The term "Utopian Socialist" began being heard more and more during the 19th Century, to describe a person who wished to work for a centrally controlled, perfect society. Karl Marx, a German philosopher-economist taking refuge in England from his native Germany, believed that he had discovered a scientific explanation of why societies evolved as they did. Borrowing from another German philosopher, George Hegel, his formula of development called the "Dialectic," Marx saw
industrialized societies then in existence on a collision course with revolution. But inevitably, the conflict that would come from this would create a utopian society of classless citizens, who lived in a state of peace and prosperity. In an essay, explain how this formula, the "Dialectic," provided Marx with a description of how history developed from one stage to another, why the "proletarian" class arose when it did and what special role it was to play in history. Finally, explain what Marx saw as man's greatest evil - so great in fact, that once it was eliminated, his "second to the last" stage of society could systematically prepare for the final, utopian society: Communism. In the concluding portion of your essay, suggest four or five institutions or reforms that are common today, as evidence of why Marxism is not a significant threat to industrialized economies. In visualizing your response, think of some governmental reforms that we all take for granted today, that Marx could not possibly have thought of.

SELECTED REFERENCES:


LESSON XI

IMPERIAL RIVALRY

RESEARCH PROJECTS:

I. By the latter part of the 19th Century, only the Italian and German states remained of a once divided, medieval Europe. The German people longed for unification, as others before them, but it would come only after a long struggle. Two people, of very different backgrounds, would play prominent roles in the process of Germany achieving this goal - one of the spirit, and the other, the fact. When, finally, unification came, the person who presided over the ceremonies was (mad?!) King Ludwig II, of Bavaria, an unabashed admirer of Richard Wagner, and one who stood in awe of the aggressive Chancellor of Prussia, Count Otto von Bismark. What Wagner achieved for the German spirit, Bismark gained by his "realpolitik." Try to gain a sense of the spirit, or the politics of the times, by researching the contributions of one of the two men. In a short, but detailed essay, a) relate the story of "Siegfried," as told by Wagner, and describe what effect this Opera may have had on the German sense of nationalism in the latter part of the century, and b) describe how Bismark took advantage of the social and political conditions in the German states to bring into being the German nation. Pay close attention to how he manipulated events to achieve his goals.

II. The following description is an interesting representation of how a nation's attempt at military preparedness can sometimes upset life for the common people. As you read it, keep in mind the following questions: a) What nationality in the Empire is in the majority, and where the war games were taking place? b) What is meant by the term "logistics," and what was logistically necessary to put on these war
c) What elements of medieval life still remained in these times? d) Why did the Austrian government choose this site for its war games? Was there any cause for regret? e) How did the government view the outcome? Why do you suppose the official results differed so, from those described by the witnesses? This account was written by Ferenc Kormendi, and published in The Reporter, November 17, 1966. The account begins on the next page.
The Emperor’s War Games

FERENC KORMENDI

IT ALL HAPPENED quite a few years before I was born, and the story of the visit of Franz Joseph, Emperor of Austria and King of Hungary, to the great-grandfather’s house in Transylvania came to me from Grandmother Matthew, the youngest of Great-grandfather’s five sons and an enthusiastic chronicler of family history. Although during Great-grandfather’s last years I, like the rest of his children and his children’s children and their children, had spent the summers at Sebes Castle, it was not until a grown man I came to read the basis of a major family lawsuit that I discovered that the Sebes castle had contained immense grainfields, pastures, forests, two lakes and many矿物, a good portion of the Sebes River along with several water mills and fisheries, snow-capped mountains and a tan high on an almost inaccessible plateau, the ancient village of Sebes, two smaller villages, many hamlets, numerous mansions and manors, grain elevators, distilleries, and agricultural industrial plants, as well as the huge park that surrounded the castle. From the same source I found out about the large bank loans and mortgages in which all this magnificent property became more and more encumbered and about the sewage-infested family villa on the estate.

On that day, June 1883, a telegram addressed to your great-grandfather arrived from Vienna and turned life in Sebes upside down.” Grandmother Matthew used to say as she began to tell, or retell, the story. “It was signed by the Superintendent General of the Imperial and Royal Household. The message conveyed the luscious information that two gentlemen from Vienna would arrive at Sebes Castle the following Monday to confer with your great-grandfather on what it termed an important and confidential matter.

“We went into wild fantasies as to what the ‘important and confidential matter’ could be,” Grandmother Matthew continued. “One of my brothers, an incurable optimist and a romantic, suggested that the gentlemen were sent by the King to find out whether Father was prepared to accept some high civilian distinction. Another feared something had gone wrong with the usual visit. My eldest brother hoped for something marvelous: for him, anything; in connection with the Vienna court was nothing less than marvelous. The gathering went on and on, but we all missed the truth by a mile.”

The truth, we learned from further research, was this: The general staff of the Austro-Hungarian Army had decided that the annual great war games, scheduled for the fall, were to be held that year in Transylvania. (The reason for this decision was probably the intention to impress, if not to exert pressure, on neighboring Romania to sign a treaty of alliance with the Dual Monarchy, secret diplomatic negotiations had been going on for well over two years.) The war games were to be a Kaiser-Jahre, with the Emperor and King participating as chairmen of the Imperial-Great Hungarian War Review Board, a great event indeed. Therefore, proper quarters were to be secured for the visit of Franz Joseph I, his personal retinue, and his staff. And since the Sebes estate lay in the dead center of the region selected for the war games, with Sebes Castle being on its side, it

liked best to hear when I was in my teens and he in his early sixties tells the story of the King’s visit.

O...
center, the latter was the logical place to serve the purpose."

The dare for the war games had been set for the first week in October, a time when the harvest was in and the autumn sowing not yet begun. Two armies—dubbed the Blue Army and the White Army—were scheduled to participate, each one in the strength of four peace-time divisions or some thirty thousand men. The first troops would arrive on September 28 early in the morning and, camp on either side of the village. Further contingents were to arrive throughout the next three days.

The King and his retinue would arrive at Kolozsvár and proceed to Sebes Castle on October 2. October 3 would be the day for the deployment of the troops of the opposing armies. On October 4 the King and his aids would inspect field positions on both sides: in the evening the two army groups would be alerted and at night they would start marching. The main battle would be fought on the plain northeast of Sebes Castle on October 5. On October 6 reports true to the umpires and observers would be received and scrutiniized by Operations Evaluation officers of the General Staff. On October 7 the Review Board would meet at the castle to sum up the results and pass judgment. On October 8, the King and his retinue would leave for Vienna: the troops would be reassembled and either entrained or marched off.

The King's suite would include his only son and heir apparent, Field Marshal Vice Admiral Prince Rudolf; his two oldest and most intimate friends and personal aides; his personal physician; his valet; several archdukes and princes holding high military ranks; field marshals, generals, the Chief of Staff; and the Inspectors General of the three branches of the army. All of these notables were to be billeted at the castle.

The family was most graciously permitted—in other words, informally ordered—to give a gala dinner in honor of His Majesty on October 4 at half past eight in the evening. The list of persons to be invited would reach Great-grandfather from the King's private bureau by the first of July.

A list of servants employed at the house should be submitted to the King's private bureau not later than September 1, whereupon a officer from Vienna, accompanied by the Kolozsvár police chief, would come to Sebes to interview the domestics. A Hofmeister, to arrive one week in advance of the royal party, would be in charge of all ceremonial matters, including the business of introduction, seating at both the regular daily meals and the banquet, and such. "As the weeks went by," Granduncle Matthew explained further, "two men came to inspect the water-supply system, the plumbing, and the sanitary installations. Two other men came to suggest a number of measures for the prevention and the fighting of fires. Yet another two men came to inspect the rooms for the distinguished guests and select the furniture for them. His Majesty, they informed us, slept an iron field cot with a hard horsehair mattress: one such bed, as well as certain hygienic equipment, would be sent along with his personal baggage.

The first troop trains arrived in Kolozsvár on schedule early in the morning of September 29. Your great-grandmother said she wished it was not Friday, but she was a superstitious woman: the General Staff was obviously more enlightened. Around, the troops de-arenined and marched off to the point of assembly south of the village. By the evening of the first day everything seemed fine, but at around midnight a storm whipped through the whole region, and a cloudburst, followed by a couple of hours' torrential rain, turned the vicinity of Kolozsvár into a swamp and destroyed a half-kilometer stretch of railroad tracks west of the town. Repair work was started in a panic by torchlight as soon as the rain had stopped. I rode out to see things for myself at dawn, and it did not look promising. Troop trains, I was told at Kolozsvár, were gathering at an alarming rate in the marshaling yards of the neighboring town to the west, or were halted on the open tracks.

"The most frantic efforts could not restore the tracks earlier than the afternoon of the following day. Late at night on September 30, they were declared safe for traffic and the trains began rolling again. Since the original schedule had been upset by more than twenty-six hours, an officer at the Quartermaster General's office decided to order the troops off the stalled trains on the spot and march them across the flooded fields to their assembly areas in the vicinity of Sebes. The retreat from Moscow of the Grande Armée could hardly have offered a sadder sight."  

"By the morning of October 1, practically nobody knew any longer what was what," Granduncle Matthew continued. "Train after train arrived on the eastbound track and poured out units of the Blue and the White Armies all over the place. We seem to be in for something," the commander of the Kolozsvár garrison said when I saw him for a moment at the Officers' Club that evening. "How in hell could I tell you now whether or not it's vill on? It—the plan. Everything I had been trying to find out from the general if the royal visit was to take place, despite the upheaval, according to the original plans or possibly, was to be postponed. But there's one thing I can tell you for sure. We off you—there—and he resorted to a favorite soldiers' expression, 'if things don't work out and don't work out promptly.' "  

"However, they did work out. At sunrise on October 2 and just in time, too, the situation seemed to be in hand, with the trains, moving..."
in both directions, the terrain reasonably dried up after two days of nothing sun and short, cool nights. The royal train was scheduled to pull into Kolozsvár station at eleven o'clock in the morning.

"Then at about time o'clock, somebody gave a wrong order and somebody else pulled the wrong switch. Presently, instead of the train carrying the special honor guard composed of twenty-four picked men and one captain from each of twelve elite regiments, a cattle train and then another pulled into a nearby marshaling yard reserved for the final military operations. Before anyone understood what had happened, half of the more than four hundred Transylvania white shorthorn cattle, destined for the Budapest livestock market and set on their journey with two days' delay, were unloaded. It took almost two hours for attendants, trammen, drivers, and soldiers to reload the cattle, inadequately cared for during the past two days and thoroughly frightened by the mess they had helped to complete, and shunt the trains to one of the outermost freight yards."

"Before they were out of sight, the communications officer came on the double to report the hair-raising news that the royal train was waiting for the green light at the last stop before Kolozsvár. The train of the honor guard stood on a sidetrack outside the station. It was cleared in a hurry and the men in their gala uniforms took their posts opposite the railroad station. The red carpet lay rolled out. The military bands stood ready to strike up. The garrison commander and his folk staff, as well as the civilian officials selected to represent the town and county administrations, formed a semicircle in the main trainless waiting room. Twelve splendid four-in-hands with traditionally liveried coachmen and a colorful mounted escort picked from the younger members of the county's nobility waited outside the building. And by some miracle, the royal train pulled into the station with a mere two-hour delay at one o'clock sharp.

"Meanwhile, the family were waiting up at the castle in a state of pandemonium for the arrival of their fairytale guests," Granduncle Matthew went on. "The welcoming ceremony had been amply studied, and rehearsed often enough, to go off without a hitch. The first person to approach the King, as he stepped out of the carriage in his resplendent field marshal's uniform and shako and stood facing the main gate at the other end of the drawbridge, was your mother. She was, I think, five years old then. She had a bouquet of late-blooming white roses in her hands. A bouquet so heavy that she could hardly carry it. But carry it she did as she toddled up to the King in an obvious trance, with a half happy, half scared smile on her flushed face. She made a formal Ho! Ho! drooped the bouquet, picked it up unself-consciously, and then to my father. My mother curtsied, my father made a deep bow. As they shook hands, the King opened the conversation in a rather Viennese-sounding Hungarian with his unabashed smile. They were the harvest? Instead of the obligations it was fine, my father, obviously forgotful in his tenor of what he had been told to answer, said with a bright smile, 'Thank God, Your Majesty, it wasn't too hard.' And how is this house from the town? The King inquired after a moment's pause. Fourteen kilometers, Your Majesty, Father replied. 'In a car-coach,' the King said. 'And an hour back? My father looked mythical and remained silent. God rest his soul, but he simply looked stupid. Yet, person reached it out with both hands to the King.

"The King looked down upon her unsmilingly, took the bouquet from her hands, and, as though trying to get rid of something unpleasant to the touch, handed it to one of his aides who stood on his left. On his right stood the Crown Prince. Now, your mother had been told, and told repeatedly, to kiss the King's hand if and when ... But the ifs and buts were negligible and the only thing she appeared to remember was that she was expected to kiss the royal hand. The King, however, just stood there looking down at her, without offering it. All of a sudden, your mother reached out, grabbed the King's right hand in its white kid glove, and planted a smacking kiss upon it. The Crown Prince, who was a character of repose, stood the situation. He picked up your mother, kissed her on both cheeks, and set her down out of his aunt father's way. An officer took her by the hand and led her smilingly back across the drawbridge to where the rest of the family stood in a group."
he had not been asked the question of a major's simpleton: it was the question of a soldier or a hunter. I mean across the fields, the King explained after another brief pause. My father looked both relieved and ashamed. 'Less than ten, Your Majesty,' he said. 'Good,' the King said.

As soon as the King and his retinue settled down in their quarters at the house, self-important comings and goings broke out all over the place. Couriers jumped on and off their horses by the main gate. A central telegraph office had been set up in a large room on the ground floor, connecting by direct lines the royal headquarters at Sebes Castle with the Kolosvar garrison. The headquarters of the two army commanders at the village and the Imperial court and the War Ministry in Vienna. Staff officers kept bustling themselves at endless meetings. The clicking of heels never stopped for a moment as junior staff officers kept arriving or departing in hunches in armchairs.

'The King, the Crown Prince, and their entourage rode out frequently to inspect the troops in the field. The weather was glorious, with a benevolent sun presiding over a lovely Indian summer. And, as the Kolosvar garrison commander told me repeatedly, everything seemed to work beautifully.

'The first incident to cause serious worries was reported on October 3, when, in the course of deployment, an infantry battalion of the Blue Army came down with symptoms of dysentery soon after supper. It was an obvious case of food poisoning which was traced back without difficulty to some tainted goulash. But there was an immediate rumor that Romanian nationalist agents had poisoned the wells with cholera germs. 'A sinister looking man' was said to have been seen lurking around a well used by the military at a hamlet not far from the village. Presently, a suspect was unsuccessfully challenged and almost shot by a sentry before it was discovered that he was the village idiot. The poor devil was left alone and the spy hunt stopped. Each of the sitting infantrymen was given a quinine tablet, a ration of zwieback, and a swig of rum for supper. With everybody assumed to be restored to full health by dawn next day, the whole thing was forgotten.

'But the affair that followed before the day was out could not be forgotten or hushed up so easily. The twelve officers of the honor guard, just sitting around in Kolosvar awaiting the departure of the royal party on October 8, decided to relieve their consuming boredom by throwing a party at the café of the best hotel in town. They sent an exceptionally handsome courier to negotiate a deal with the madam.

"The next disaster struck the following day," Granduncle Matthew went on. "The waters of the region, affected by the heavy rains of the preceding weekend, were still abnormally high. A boat carrying two officers and six men engaged in inspecting the understructure of a dam that was being constructed across the Sebes River, capsized and only one officer and two men managed to swim ashore. The other men washed no higher up than the arms of the commander's headquarters. The funeral was held in secret at the military cemetery of Kolosvar. Cremations come in threes, and we hoped we'd seen the end of..."
them.' Grand Duke Mathew continued. 'But this popular superstition was related on the day of the main battle. Soon after the battle had been joined at dawn, an artillery attack was simulated against a water mill that was serving as an advance post of the opposing army, and one of the shells turned out to be live. It scored a direct hit, killing a sergeant, three foot soldiers, and the miller’s eldest son. It also set the mill on fire and burned it to ashes.

"Next, two regiments of the Blue Army somewhere got miss-directed in the course of the deployment at night: they were last seen marching away from the battlefield, and at about eleven o’clock in the forenoon, a column of soldiers was still reported missing. The gap had not been filled yet and a two-kilometer stretch of the battle line lay uncovered.

"Number six. A patrol of one of the regiments of the Blue Army discovered a well-stocked wine cellar in a house in a hamlet on the estate and descended upon it while the officers were studying their plans at the other end of the place. The patrol got drunk to the last man and went on a rampage shortly after midnight, dragging several peasant girls out of their houses. They raped the girls and killed two elderly peasants who went at them with pitchforks: they shot a young officer who, with some of his fellow officers, tried in vain to calm them down. Order was finally restored by two other patrols that were hurriedly summoned, and the hamlet was cordoned off.

"Number seven. A patrol of a highlander regiment, which was detailed to perform some foraging operation in the enemy’s mountains, lost an ace and four men who had crashed into a mule and were found dead by a rescue party.

"Number eight. Instead of taking by storm, as planned, a manor house and its surroundings each in the afternoon, thereby pinning the southern flank of the enemy, a company of the Blue Army unexpectedly came upon another manor house, already occupied by another Blue Army company, a score of kilometers to the north of the original target, and settled down There practically overnight. This was no accident.

"Number nine. A gigantic pincer movement against the other army, marched instead on each other along the north-south axis of their fronts, brought a bitter mock battle against each other, and defeated each other. In a surprising move, both began to retreat, panic-stricken, toward their original positions, leaving the main body of the army, some four kilometers to the east, exposed and defenseless. No doubt, unqualified victory would have been awarded to the Blue Army if it had realized the plight of its opponent and, taking advantage of the situation, pursued the devastating enemy. It might have achieved this by the simple tactic of means of marching toward, unexpected. But by some incautious act of the Imperial and Royal Austrian-Hungarian military mind, the commander of the Blue Army got the impression that his army had been routed, and ordered a general retreat forthwith. All over the terrain dividing the two armies, the silence of a long and unoccupied territory prevailed. Only a few glossy numbers of the struggling advance guard, unexpectedly turned rearward, haunted the scene when a group of observers, including the foreign military attachés, approached on horseback the very section of the battlefield that had been selected as the stage for a triumphant show of military skill.

"The mounted group turned back, dismayed, and soon came upon another splendid group of horsemen, approaching from the direction of the castle, which included the King, the Crown Prince, and their aides. After this encounter, the King withdrew to his rooms in the castle and nobody was permitted in his presence for the rest of the day.

"The following day was devoted to, or wasted upon, a desperate attempt at piecing things together and finding out what actually had happened and why. Rumors of further disaster incidents circulated unfruitfully. Here a munition cart exploded, and there four men drowned while crossing a fishpond without reason or authorization. A minor forest fire caused by carelessness, disclosing some military operation elsewhere, and universal evidence everywhere. And when, the day after, the War Review Board, prevailed over by His Majesty, met in a climate of utter despondency, the munitions were simply unable to determine whether the commander of the Blue Army or his counterpart in the Blue Army was to blame for writing a new chapter in the long history of the monarch’s military ineptitude.

"Considerably, enough, the King—known for his munitions and not infrequent flukes—never gave Tưrmos as he loosed a little abominable cloud in the long-winded and rather spirited debate at the conference table. He looked a bit tired, but no sign of innocence showed on his face. Nevertheless, both army commanders were arrested on the spot. Also relieved, at their own request of course, were an officer, a ranker, and a prince. A new top post was created: Imperial General of the Armed Forces. The positions vacated through these changes were filled before the meeting was over. But even after it was over, the rolling of heads continued all through the
military hierarchy from senior staff officers down to junior field officers. It was an earthquake,' and that, in substance, was the story of the war games as recounted by Granduncle Matthew.

In the early thirties, at the office of the newspaper where I was working, I met an obscure freelance journalist by the name of Tárcay. He was a big man with a sad, bald head and an old-fashioned Hussar mustache. He wrote articles in a rather out-of-date manner on subjects fit for the Sunday family supplement, and succeeded in selling some of them if and when the managing editor happened to be in a charitable mood.

Before long I learned that Tárcay was a native of Kolozsvár and knew my mother’s family but, for reasons he never disclosed, he did not want to meet any of its members, including my Granduncle Matthew. When he told me that he had started his journalistic career on the Kolozsvár Opposition, I asked him whether he happened to know the man who had written an article long ago about an officers’ scandalous coffee-house parties.

"Sure I know him," Tárcay said. "It was I. But how do you know about it?"

I told him, and the next time he showed up I asked him to read a few pages of the news I had made of Granduncle Matthew’s narrative. He scanned the newspaper and read the indicated pages slowly and carefully, and finally asked me, "Faithfully accurate," he said at last, "Not scientific, though. I'm going to show you another manuscript.

"The following day he came back with a huge package wrapped in newspaper and put it on my desk. It was a manuscript, written in a meticulous, clipped hand, entitled "A Chronicle of the Austro-Hungarian Army from Its Beginning in 1868 to the Outbreak of World War I in 1914," and consisted of about 100 pages. He had written the war games in Transylvania in 1885 as "an unqualified success," with the victories awarded to the White Army—characteristically, the "infantry" force. A footnote to the author pointed out that a secret treaty between the Dual Monarchy and Romania, whose conclusion the war games had intended to mock, was signed in Vienna before the end of that year.

Tárcay’s account made me wonder whether the war games at Sáby had been as much of a defeat as Granduncle Matthew insisted they had. With the exception of the Kolozsvár café orgy—not necessarily a military operation and therefore omitted from Tárcay’s "Chronicle"—the events were reported almost identically by both sources, but Tárcay’s story included several movements and episodes Granduncle Matthew failed to remember or tell me about. These seemed to have been in conformity with military routine, and nothing about them appeared particularly disastrous. Now Granduncle Matthew had based his account on personal recollections and rumors he had succeeded in squeezing out of several friendly officers, and he impressed me as more authentic than Tárcay’s impressional version based on official documents.

I returned the manuscript to Tárcay and said something about how shameful it was that such important work remained unpublished, but I was convinced that... "All right, all right," Tárcay interrupted. "Thanks for trying not to discourage me, all the same. We see each other rather often after that, but we never talked of his work again.

Over I asked Granduncle Matthew whether he remembered Tárcay. He certainly did. Granduncle Matthew said: he was the one who raised that stunt about the officers’ coffee-house adventure in 1883. "He was quite a gifted squire, but he aimed too high," Granduncle Matthew said. "Several years later, he wanted to marry Ann Elise. You remember her, don’t you? She was quite a beauty, and he was a good-looking boy. But he was without means and she was rich. They got secretly engaged and planned to elope, but somehow I found it out. I had a long talk with Elise and that was the end of it. She died a spinster in 1915, or was it 1916?"

I told Granduncle Matthew about Tárcay’s "Chronicle," but he seemed uninterested. Instead he continued talking this stuff about some other, more suitable, young men whom Ann Elise had subsequently referred to many.

SELECTED REFERENCES:


LESSON XII
THE GREAT WAR

RESEARCH PROJECTS:

I. In our library you will find the book, Animal Farm, written by George Orwell. Begin reading the book, and have it completed by the next lesson. Do not be misled by the ease at which the story flows, it was done in all seriousness, as you will see.

II. Study the official message, below, between the German Empire and the state of Mexico. This note, when revealed to the American public, mobilized this nation's war fever almost to the breaking point. When your teacher reaches this point in the class study of World War I, be prepared to conduct a session of class concerning this message. In preparation for this, be ready to answer the following questions: a) Why would the German government be communicating with the Mexican government? Had Mexico joined in the war effort? b) Why was this message communicated at this time? Could it not have been done earlier? Later? c) Why would Japan be a party to this? What would Japan and Mexico gain from this arrangement? d) Do you think Mexico would have taken this note seriously?

WE INTEND TO BEGIN UNRESTRICTED SUBMARINE WARFARE ON THE FIRST OF FEBRUARY. WE SHALL ENDEAVOR IN SPITE OF THIS TO KEEP THE UNITED STATES NEUTRAL. IN THE EVENT OF THIS NOT SUCCEEDING, WE MAKE MEXICO A PROPOSAL OF ALLIANCE ON THE FOLLOWING TERMS: MAKE WAR TOGETHER, MAKE PEACE TOGETHER, GENEROUS FINANCIAL SUPPORT, AND AN UNDERSTANDING ON OUR PART THAT MEXICO IS TO RECONQUER THE LOST TERRITORY IN TEXAS, NEW MEXICO, AND ARIZONA. THE SETTLEMENT IN DETAIL IS LEFT TO YOU.
III. When Woodrow Wilson, the President of the United States during the war, proposed his "Fourteen Points" as a means of ending all future wars, he was hailed by millions of people, on both sides of the conflict, as a great and humanitarian leader. When he joined the victors at Versailles to write the treaty that would end the conflict, the German people became very disappointed in him. In an essay, and on an outline map of Germany, list and illustrate the main points of the Treaty of Versailles, with regard to the following: a) the responsibility for the war, b) the costs of the war and how they were to be paid, c) the provisions for insuring that Germany would never again wage war, d) the network of free-zone cities and international waterways, e) territorial adjustments. Finally, explain which of Wilson's "Fourteen Points" seemed to be denied to the Germans, in the treaty.

IV. When the war began, the Triple Alliance was fighting along two main battle fronts. Before American troops began arriving in Europe,

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however, one of the main participants, Russia, had quit the war. That
country was now in the grip of the Bolshevik revolution, and on the
verge of a civil war, and an invasion by Allied forces. Nikolai Lenin's
rise to power was just the first part of his struggle. Real problems
arose when contingents of the Russian army mobilized against him, while
the nation faced massive starvation. When the war on the Western front
ended, the United States, with some Allied help, invaded the northern
shoreline of Russia in order to retrieve military supplies shipped to
Russia during the war. These problems, and more, faced Lenin as he at-
ttempted to stabilize his position in the government of Russia. What
techniques did he use to hold power, and how did he have to resort to
capitalism ("one step backward, in order to take two steps forward"),
to rescue his fledgling revolution?

SELECTED REFERENCES:

1954.

Tuchman, Barbara W. The Zimmermann Telegram. N.Y.: Dell Publishing
RESEARCH PROJECTS:

I. When George Orwell wrote the book, Animal Farm, he had become disillusioned with the promises and realities that were the Soviet Union. Seeking to express this condition, he dealt with a very complex situation in basic terms - to illustrate how the overall struggle was being changed by the betrayal of some people within the movement. Who were the main characters of the book, and what role did each play in the real Russian revolution? What was the main task that the animals on the farm were working on, and how does that correspond to Russia in the 1920's and 1930's? At what point do the animals begin to see their leadership betraying the ideals of their revolution? Describe the scene where the animals finally witness the abandonment by their leaders, and join forces with the enemy. Why do you believe the leaders of the revolution abandoned their original ideals? Do you think that their convictions were not all that strong to begin with, or that other factors entered the picture to change their course?

II. Below is a description of the power that Josef Stalin possessed during the 1930's. Read this excerpt from a larger work, and try to envision the type of personality Josef Stalin was. How was he actually able to control such a remote place as this scene describes, in such a vast nation as the Soviet Union? Of what purpose was all of this to the person of Stalin? Was this actually unique to him, or might he be following the advice on how to run a country, from a voice out of the past?
The damascene steel of Article 58, first tried out in 1927, right after it was forged, was wetted by all the waves of the following decade, and with whistle and slash was used to the full to deal telling blows in the law's attack upon the people in 1937–1938.

Here one has to make the point that the 1937 operation was not arbitrary or accidental, but well planned well ahead of time, and that in the first half of that year many Soviet prisons were re-equipped. Cots were taken out of the cells and continuous one- or two-storied board benches or bunks were built. Old prisoners claim to remember that the first blow allegedly took the form of mass arrests, striking virtually throughout the whole country on one single August night. (But, knowing our clumsiness, I don't really believe this.) In that autumn, when people were trusting in a big, nationwide amnesty on the twentieth anniversary of the October Revolution, Stalin, the prankster, added unheard-of fifteen- and twenty-year prison terms to the Criminal Code.

There is hardly any need to repeat here what has already been widely written, and will be written many times more, about 1937: that a crushing blow was dealt the upper ranks of the Party, the government, the military command, and the GPU-NKVD itself. There was hardly one province of the Soviet Union in which the first secretary of the Party Committee or the Chairman of the Provincial Executive Committee survived. Stalin picked more suitable people for his purposes.

Olga Chavchavadze tells how it was in Tbilisi. In 1938 the Chairman of the City Executive Committee, his first deputy, department chiefs, their assistants, all the chief accountants, all the chief economists were arrested. New ones were appointed in their places. Two months passed, and the arrests began again: the
chairman, the deputy, all eleven department chiefs, all the chief accountants, all the chief economists. The only people left at liberty were ordinary accountants, stenographers, charwomen, and messengers. . . .

In the arrest of rank-and-file members of the Party there was evidently a hidden theme not directly stated anywhere in the indictments and verdicts: that arrests should be carried out predominantly among Party members who had joined before 1924. This was pursued with particular rigor in Leningrad, because all of them there had signed the "platform" of the New Opposition. (And how could they have refused to sign? How could they have refused to "trust" their Leningrad Provincial Party Committee?)

Here is one vignette from those years as it actually occurred. A district Party conference was under way in Moscow Province. It was presided over by a new secretary of the District Party Committee, replacing one recently arrested. At the conclusion of the conference, a tribute to Comrade Stalin was called for. Of course, everyone stood up (just as everyone had leaped to his feet during the conference at every mention of his name). The small hall echoed with "stormy applause, rising to an ovation." For three minutes, four minutes, five minutes, the "stormy applause, rising to an ovation," continued. But palms were getting sore and raised arms were already aching. And the older people were panting from exhaustion. It was becoming insufferably silly even to those who really adored Stalin. However, who would dare be the first to stop? The secretary of the District Party Committee could have done it. He was standing on the platform, and it was he who had just called for the ovation. But he was a newcomer. He had taken the place of a man who'd been arrested. He was afraid! After all, NKVD men were standing in the hall applauding and watching to see who quit first! And in that obscur, small hall, unknown to the Leader, the applause went on—six, seven, eight minutes! They were done for! Their goose was cooked! They couldn't stop now til' they collapsed with heart attacks! At the rear of the hall, which was crowded, they could of course cheat a bit, clap less frequently, less vigorously, not so eagerly—but up there with the presidium where everyone could see them? The director of the local paper factory, an
independent and strong-minded man, stood with the presidium. Aware of all the falsity and all the impossibility of the situation, he still kept on applauding! Nine minutes! Ten! In anguish he watched the secretary of the District Party Committee, but the latter dared not stop. Insanity! To the last man! With make-believe enthusiasm on their faces, looking at each other with faint hope, the district leaders were just going to go on and on applauding till they fell where they stood, till they were carried out of the hall on stretchers! And even then those who were left would not falter... Then, after eleven minutes, the director of the paper factory assumed a businesslike expression and sat down in his seat. And, oh, a miracle took place! Where had the universal, uninhibited, indescribable enthusiasm gone? To a man, everyone else stopped dead and sat down. They had been saved! The squirrel had been smart enough to jump off his revolving wheel.

That, however, was how they discovered who the independent people were. And that was how they went about eliminating them. That same night the factory director was arrested. They easily pasted ten years on him on the pretext of something quite different. But after he had signed Form 206, the final document of the interrogation, his interrogator reminded him:

"Don't ever be the first to stop applauding!"

(And just what are we supposed to do? How are we supposed to stop?)

Now that's what Darwin's natural selection is. And that's also how to grind people down with stupidity.

But today a new myth is being created. Every story of 1937 that is printed, every reminiscence that is published, relates without exception the tragedy of the Communist leaders. They have kept on assuring us, and we have unwittingly fallen for it, that the history of 1937 and 1938 consisted chiefly of the arrests of the big Communists—and virtually no one else. But out of the millions arrested at that time, important Party and state officials could not possibly have represented more than 10 percent. Most of the relatives standing in line with food parcels outside the Leningrad prisons were lower-class women, the sort who sold milk.

The composition of the hordes who were arrested in that powerful wave and lugged off, half-dead, to the Archipelago was of such fantastic diversity that anyone who wants to deduce the rationale for it scientifically will rack his brain a long time for the answer. (To the contemporaries of the purge it was still more incomprehensible.)

The real law underlying the arrests of those years was the assignment of quotas, the norms set, the planned allocations. Every city, every district, every military unit was assigned a specific quota of arrests to be carried out by a stipulated time. From then on everything else depended on the ingenuity of the Security operations personnel.
The former Chekist Aleksandr Kalganov recalls that a telegram arrived in Tashkent: "Send 200!" They had just finished one clean-out, and it seemed as if there was "no one else" to take. Well, true, they had just brought in about fifty more from the districts. And then they had an idea! They would reclassify as 58's all the nonpolitical offenders being held by the police. No sooner said than done. But despite that, they had still not filled the quota. At that precise moment the police reported that a gypsy band had impudently encamped on one of the city squares and asked what to do with them. Someone had another bright idea! They surrounded the encampment and raked in all the gypsy men from seventeen to sixty as 58's! They had fulfilled the plan! This could happen another way as well: according to Chief of Police Zabolovsky, the Chekists of Ossetia were given a quota of five hundred to be shot in the Republic. They asked to have it increased, and they were permitted another 250.

Telegrams transmitting instructions of this kind were sent via ordinary channels in a very rudimentary code. In Temryuk the woman telegrapher, in holy innocence, transmitted to the NKVD switchboard the message that 240 boxes of soap were to be shipped to Krasnodar the following day. In the morning she learned about a big wave of arrests and guessed the meaning of the message! She told her girl friend what kind of telegram it was—and was promptly arrested herself.

(Was it indeed totally by chance that the code words for human beings were a box of soap? Or were they familiar with soap-making?)

III. When nations go to war, they generally need large amounts of money very quickly, and resort to special policies to collect it. At the beginning of World War I, Germany, and most other countries, temporarily ceased backing its money with gold— which means the government could now print as much as it thought was necessary for the war. With ever larger amounts of money circulating in the economy, the value of each bill (called the "Reich Mark") began to go down. After the war, the German government began pursuing policies that resulted in the unbelievable figures shown below. These figures are from a "Wholesale

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Price Index" during the years indicated. Study this index of prices, and delve into the experience of Germany in these troublesome post-war years.

1922-23 HYPERINFLATION

From mid-1922 to November 1923 hyperinflation raged. The following table tells the story:

<table>
<thead>
<tr>
<th>Time</th>
<th>Wholesale Price Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1914</td>
<td>1.0</td>
</tr>
<tr>
<td>Jan. 1919</td>
<td>2.6</td>
</tr>
<tr>
<td>July 1919</td>
<td>3.4</td>
</tr>
<tr>
<td>Jan. 1920</td>
<td>12.6</td>
</tr>
<tr>
<td>Jan. 1921</td>
<td>14.4</td>
</tr>
<tr>
<td>July 1921</td>
<td>14.3</td>
</tr>
<tr>
<td>Jan. 1922</td>
<td>36.7</td>
</tr>
<tr>
<td>July 1922</td>
<td>100.6</td>
</tr>
<tr>
<td>Jan. 1923</td>
<td>2,785.0</td>
</tr>
<tr>
<td>July 1923</td>
<td>194,000.0</td>
</tr>
<tr>
<td>Nov. 1923</td>
<td>726,000,000,000.0</td>
</tr>
</tbody>
</table>

As you can see, these figures are outrageous! In an essay, explain why the German government did this to its own people. To get to the heart of the matter, it will be necessary to: a) identify what is meant by the "Wholesale Price Index", b) determine what Germany was held accountable for in the Treaty of Versailles, c) what policies the German government followed toward the victors of the war, and the welfare of its citizens back home, d) what special role France played immediately after the war - especially with regard to the reparations

payments from the Ruhr (industrial) area. Did you know that France actually invaded Germany during this time? And that many Germans actually benefited by the destruction of their money? Incidentally, what was the young Adolph Hitler up to while this was happening? If you look carefully, this is when he makes his first move for power.

SELECTED REFERENCES:


LESSON XIV
THE SECOND WORLD WAR

RESEARCH PROJECTS:

I. "Appeasement." The American College Dictionary describes it as: "to accede to the belligerent demands of a country by a sacrifice of justice." This one word has become identified with Allied cowardice and betrayal in the face of Hitler's aggressions. When the German Dic­
tator first began moving his troops, and the French and British did nothing, this signaled both his intentions and his opponent's will. Be­ginning with this specific incident, and each other acquisition by Hitler, up through Poland, list a) what (specifically) he desired, b) the basis on which he made his demand, and c) why the appeasers either did nothing or participated in the act. Incidentally, do not forget about Josef Stalin in these early years of the conflict. Then, in an essay, speculate on the past by assuming you had the power to stop things from happening. Which of these "appeasements" seemed justified by the Allies? Which seemed otherwise? When could people have anticipated Hitler's next move, and either stopped it, or staisfied him? Consider the many events that con­cerned the nations at the time, and suggest in your essay if he was really worth stopping during any of these crises.

II. In 1975, a small paperback book was published in Europe and the United States, that literally rewrote portions of what we thought we knew about the course of World War II. That book was called, The Ultra Secret, and concerned the cracking of the German secret codes by the British. Every history book on the war had now to be rewritten. Obtain

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\[12\] The American College Dictionary, 1968.
a copy of this book from our library and compare its explanations of
some specific accounts of the war with those in the memoirs of such
people as General Dwight D. Eisenhower, General George Patton, and
Prime Minister Winston S. Churchill. For example, how does Winston Church-
ill's account of the Nazi bombing of Coventry, England, compare with that
of the Ultra Secret? What of Patton and General Montgomery's battles with
Nazi General Erwin Rommel, in North Africa? In each case, relate in a
few sentences the account given by the memoirs, and that of the Ultra
Secret. Choose five additional, and decisive events during the war, com-
paring the two accounts in a sentence or two. In a summary paragraph, ex-
plain why the Allies used such deception, even to the extent of making
it a part of their personal memoirs (or histories) for future generations
to read. Do any of these decisions on their part seem questionable or
unjustified to you? What alternative choices might have been made to
achieve the same ends? Use your imagination on these!

SELECTED REFERENCES:


Patton, George S. War As I Knew It. Boston: Houghton Mifflin Company,
1947.

Winterbotham, F.W. The Ultra Secret. N.Y.: Dell Publishing Company,
LESSON XV

POST-WAR REFLECTIONS

RESEARCH PROJECTS:

I. Bulletin board project:
   
   A. Cut out in roughly the correct shapes from different colors of construction paper, the main national participants of World War I. Make these large enough, and in their correct shapes, to place in their correct positions to form the continent of Europe. Utilize only one half of the board, and assign the date, August, 1914, as the heading.

   B. Once in place, put a straight pin on each of these participants, and connect them by a brightly colored strand of yarn to show the alliances prior to the war. Use a different color of yarn for each alliance.

   C. On each country, carefully print the primary goals or fears that each had, so that they are visible to the other members of the class.

   D. On the second half of the board, repeat the procedure using the European boundaries of 1950, with pins and strands of yarn depicting the post-World War II settlements. For countries that are major allies of the European nations, but are not in Europe, place paper shapes, pins and yarn to the right or left edge of the board to indicate their presence. Repeat number 3, above, for each country reflecting their goals and fears of today.
II. Read the article: "The Price We Paid for War," by George F. Kennan. In an oral report to the class, and using the bulletin board display just completed, develop the theme: "There are lessons to be learned from the past." Consider these ideas by Kennan: Who gets to write history upon completion of a war? Considering the two sides of World War II, how has the history of the war been written? What are "defensive alliances," and are they realistic? Are they based on real concerns, or imaginary ones? How has the nature of the weapons of the two periods reflected the alliance systems set up in their quest for security, rather than surrender? What problems were created as a result of the failure of the First World War system, and how do you think this might develop in the present arrangement? At the end of your report, quote from Mr. Kennan, this statement: "History reveals that every one of the warring powers (in W.W. I) would have been better off to have concluded peace in the early stages of the war on the adversary's terms rather than to accept the loss of life attendant on continuation of the war to 1918." Then, pose this question to the class: "Do you think Mr. Kennan was either realistic or morally right in making this statement?" Be prepared to lead the class into a discussion of the present alliance systems that are our defense against the Soviet Union, and probe the class for its opinions on how realistic or morally right our position is.

THE PRICE WE PAID FOR WAR

BY GEORGE F. KENNAN

Diplomat and historian, George F. Kennan entered our Foreign Service in 1936 following his graduation from Princeton. He served as a Russian-speaking aide to Ambassador Bullitt from 1923 to 1925; was in Prague at the time of the Czecho-Slovakia subjugation; in Berlin until Pearl Harbor; and was our ambassador to Moscow from 1932 to 1933 and to Yugoslavia from 1941 to 1943.

Fifty years ago there occurred, in the Bosnian capital of Sarajevo, the assassination of the Austrian heir apparent, the Archduke Ferdinand, the event that touched off World War I. It was far from being the war's actual cause. The real causes were of great complexity. They reached back into the past, as the historical roots of great events always do. They have been the subject of exhaustive study and of long controversy among the historians.

If the question were to be posed, What were the broad historical circumstances out of which the war arose? one would probably be safe in naming two: first, the failure to find an acceptable place in the European order for the United Germany which had come into existence in 1870; and, second, the rivalry between Russia and Austria-Hungary over the succession to the disintegrating Turkish empire in the Balkans. The European order ensuing from the Napoleonic Wars proved insufficiently flexible; in other words, to stand the subtraction of one great power in the southeast of the continent and the addition of a new one in the northwest.

History, it has often been observed, works to be written by the victors. Certainly this was to some extent true in the English-speaking countries in the case of World War I. Many of us were brought up on a view of the war that depicted the German as those most responsible for its outbreak. The concession of Germany’s primary guilt in this respect was embedded in the Versailles Treaty, over the violent protest of an entire generation of Germans.

There can be no question that the statesmanship of the imperial German government of the post-Bismarckian period was guilty of grievous mistakes which entered importantly into the origins of the world war. Outstanding among these were the insistence on challenging British naval power by the attempts to build a fleet of comparable strength; the uncritical support given at crucial moments to an aggressive Austrian policy in the Balkans; and the fatal decision to inaugurate hostilities against France in 1914 by moving through Belgium, thus assuring Britain’s entry into the war.

But it would be an oversimplification to accept these mistakes as proof of Germany’s primary guilt. The tragedy of Germany’s situation lay in the fact that the establishment of the German Reich was practically coincidental with the conduct of the Franco-Prussian War of 1870-1871, and that this war ended with the incorporation into the new,
united Germany of two provinces, Alsace and Lorraine, which had previously been part of France. This territorial change was never really accepted by the French. And this meant, in effect, that the French never really reconciled themselves to the presence of a united Germany in the family of the European powers. In the decades just prior to World War I, France was actually more hostile to the existing status quo in Europe than was Germany. Germany was a saturated power in Europe; France was not. Germany had no territorial aspirations anywhere on the continent; France did.

These two situations—the Franco-German tension and the rivalry in the Balkans—were brought together for the first time in the Franco-Russian Alliance, concluded in 1874. This flowed directly from the French unwillingness to accept the loss of Alsace and Lorraine. Had France been willing to accept this loss, no alliance with Russia would have been required for France’s protection. Germany, after all, had no further territorial designs on France.

Ostensibly, the Franco-Russian Alliance was a defensive one. Almost every alliance is defensive—on paper. Actually, this one was conceived by the French as a framework within which, eventually, when the time was ripe, they could move toward the recovery of the lost provinces.

In several respects, the Franco-Russian Alliance had unfortunate consequences. It constituted the first link in that encirclement of which the Germans so bitterly complained. It was the first great step toward Germany’s isolation. But this isolation increased Germany’s dependence on its one faithful ally, Austria-Hungary, and caused Germany to feel that there was no choice but to support that ally faithfully, even when the latter’s policies were reckless and aggressive.

For the Russians, on the other hand, the alliance with France was an unnatural commitment. It reflected no real Russian interest. Russia’s acceptance of the alliance initially, and adherence to it down through the years, were simply consequences of financial weakness. It represented a political price Russia was obliged to pay for France’s financial support in a period of rapid economic development in Russia, a period in which the need of the Russian economy for investment capital was great and indigenous sources of capital were inadequate. And it had the dual effect of causing the Russians to lose much of their independence of policy vis-à-vis Germany, where an independence of policy might have been helpful in preventing a world war, and yet to gain too much independence of policy in the Balkans, where an active Russian policy could only increase the danger of that.

Originally, the Franco-Russian Alliance was not supposed to be applicable to the conundruga of a war between Russia and Austria. But it led to such extreme political tensions that any Balkan war in which Russia should be involved could no longer be isolated. It was, after all, over just such a Russian-Austrian conflict, not over any German attack on either Russia or France, that the alliance was finally invoked in 1914. There can be no question that Russian policy in the Balkans in the years from 1906 to 1914 was strengthened and made sharper by the knowledge on the part of Russian statesmen that Germany could not come to the aid of Austria in a Balkan conflict without inviting the intervention of France on its western frontier.

As for the conflict between Russian and Austro-Hungarian interests in the Balkans, here again it is not a simple matter to assess the rights and wrongs from a distance of fifty years. It must be recognized that Austrian interests were more vitally affected than were those of Russia by the disintegration of Turkish power and the emergence of the South Slav peoples to independent political activity. This development constituted no threat to Russia, which was itself a Slavic state. To Austria, on the other hand, which already had great Slavic minorities within its borders, the establishment of new, independent Slavic states on the immediate southern periphery of the empire could have dangerous consequences.

The Russian interest in the Balkans was occasioned at that time not by any real defensive interests, but by two sentimental enthusiasms of the Russian educated class: a romantic sympathy for fellow Slavs, and the long-standing desire to control the straits at the entrance to the Black Sea. Neither of these aspirations looks very impressive from a distance of fifty years. Membership in the Slavic branch of the human family is not really, as history has shown, a very important bond. Cultural and religious traditions, varying widely among the Slavic peoples, are more important as determinants of national policy, over the long run. And as for the Russian yearning to control the straits, it is hard to view this as anything more than a matter of prestige. The regime of the straits that existed in the period prior to the war occasioned no difficulties for Russian commerce. And if one looks at the matter from the military standpoint, one can only say that this regime, barring as it did the passage of foreign warships through the straits, was a positive advantage to a country which had lost most of its naval strength at Tsushima.

All these considerations lead to the conclusion that it was indeed the Austrians, not the Russians, whose interests were most vitally concerned in the development of events in the Balkans in the last
years of this century. And one cannot blame the
Austrians for wishing to assure that the liberation
of the Balkan Slavs from the Turkish hegemony
should not occur in a manner likely to endanger the
integrity of the Austro-Hungarian empire. But one
can and must blame them for the reckless and ag-
gressive measures by which they attempted to assure
this: measures which offended the South Slavs
themselves, relied on raised force far more than on
persuasion, alarmed the international community,
and made it much more difficult than it need other-
wise have been for Russia to remain aloof without
suffering real damage to its prestige. If it be true,
as I believe it to be, that in the relations between
governments the "how" is generally at least as im-
portant as the "what," then one must indeed charge
the Austro-Hungarian statesmen of that day with a
responsibility second to none for the outbreak of the
world war in 1914.

Such, in the main, were the political origins of the
war. They point, as one can readily see, to the con-
clusion that none of the four greatest continental
powers involved was without blame in the compli-
cated process of its origins. But behind these specific
colitical circumstances, there was a deeper defi-
ciency which lay in the spirit and the outlooks of
the time and pervaded the diplomacy of all four of
these powers. This was the disparity between the
real implications and possibilities of major warfare
as an instrument of policy in the modern age, and
what people supposed these implications and possi-
bilities to be.

The international society of that day was still
dominated by romantic concepts of warfare, and
these concepts embraced two great errors. First,
they exaggerated the role of personal bravery and
determination in a war fought with modern weapons.
Under the influence of this misapprehension, they
reckoned warfare too much as a test of the personal
qualities and spirit of a nation and too little as a test of its manpower and resources and
its capacity for social discipline. It was thought
that if a nation's people were brave enough, spirited
enough, determined enough, a nation won. People
failed to realize that in a war where military
realities would be governed so extensively by the
machine gun and barbed wire, effective personal
value would be only a small and temporary factor of
victory or defeat. A victory over a nation would depend primarily on the
mathematics of mutual destruction and,
above all, on who was prepared to expend and to
sacrifice the greater quantities of men and materiel.
In many of the offensives undertaken in that war,
it could be and was calculated in advance that so
and so many tens of thousands of men, one's own
men as well as those of the enemy, would inevitably perish in the course of the offensive. They would perish from shells and bullets fired by men whom they could not even see. It would make no dif-
ference, or very little difference, whether they
were brave as lions: they would perish anyway.
War was no longer a matter just of valor and
enthusiasm.

This lesson could have been learned, one would
think, from the Russo-Japanese War. It does not
seem to have been. As a result, governments moved
lightheartedly into the horror of war in 1914, and
millions of young men went singing to their death,
encouraged to believe that they were embarking on
a great martial adventure, as in the days of
chivalry.

Second, the statesmen of the period preceding
World War I had no idea of the destructiveness
of modern war. They had no idea how long it would
last or how many lives and resources it would
consume. They deceived themselves in believing that
the fruits of victory would easily outweigh the
attendant sacrifices. But they grievously misesti-
mated both elements. It did not occur to them
that the losses of life — the losses, above all, of
young life, of the flower of the male youth — would
be so great that no conceivable fruits of victory
could possibly justify them. No defeat could have
been carried with it disasters worse than the sacrifice of
young manhood actually incurred in pursuit of
victory. And no victory could have been so glorious
as to justify this sacrifice. History reveals that every
one of the warring powers would have been better
off to have concluded peace in the early stages of
the war on the adversary's terms rather than to accept
the loss of life attendant on continuation of the war
to 1918. This loss inflicted on each of the belliger-
ents a subjective damage from which it could not
recover, even superficially, for at least a generation.
In a deeper sense, some may be said in have not
fully recovered to the present day.

Any loss of young manhood on the scale that was
incurred by the major belligerents in World War I
inflicts both genetic and spiritual damage on the
nation that incurs it. The age structure of the popula-
tion is disbalanced. The spirit of the older people is
terribly affected. They cannot stand this slaughter
of their sons. A portion of themselves — of their
taste for life, their capacity for hope — dies with
those in whom so much of themselves was invested.
Great damage is done to the youth, who are forced
to grow up in an unsettled world without the guid-
ing hand of the fathers. On the political scene, the
continuity of the tradition is destroyed. The ideal
is left to be contended for by the very old and the very
young, among whom there is no maturity. We shall
never know how many of the troubles and failures
of European civilization in the 1920s and 1930s,
including the drift into a new world war, were attributable to these conditions. All these are subjective damages which no victory could have made good, even if it had been as glorious as the statesmen of 1914 pictured it to themselves, and even if it had accorded fully with the objectives they had in mind when they entered the war. But actually, the war ended with results which nobody could have predicted, and which did not correspond at all with the aims for which the victor powers entered the war.

The war, as it turned out, produced the destruction of all three of the great empires so prominently involved in its outbreak: the Austro-Hungarian, the Russian, and the German. This was something which no one—not even the French and British, but least of all the statesmen of those three empires themselves—wished or expected to achieve when they went to war in 1914, and from which no one really profited.

The destruction of the Austro-Hungarian empire led merely to the establishment in Central and Eastern Europe of a new status quo even less stable than the one that had existed prior to the war. It involved the establishment of an entire tier of independent states in Central and Eastern Europe, lying between Germany and Austria, on the one hand, and Russia, on the other. The idea was that these states, in alliance with France, would keep Germany helpless and would serve as a barrier to the spread of Russian Communism into Europe. This was, therefore, a status quo predicated on the weakness of both Germany and Russia. It was bound to break down as soon as that weakness was overcome. And break down it did, in a manner that contributed greatly to the outbreak of World War II. In addition to that political defect, the new status quo represented a deterioration from the standpoint of the integration of the economies of that area. No new form of international unity could be found to replace the unity which the Austro-Hungarian empire had once given to the economic life of the peoples of the Danubian Basin. None has been found to this day.

If we turn to the collapse of the Russian empire, we have to note that the Russian Revolution of 1917 was the direct result of the war. The Revolution would probably never have occurred at all at that juncture had the Czar's government not involved itself in the war. It would certainly not have ended in a seizure of power by the Communists if the Allies had not insisted that the Provisional Government continue the war effort. The Russian Revolution, the enfranchisement of Russia, the conversion of Russia, with its great resources, from the status of a friend to that of an opponent of the Western nations for a period of at least half a century—all this must be regarded as part of the price paid by the victors of 1918 for the privilege of smashing Germany. A higher price, surely, it would be difficult to imagine.

And the significance of the Russian Revolution was of course not restricted to Russia's relations with the West. This Revolution represented only the first phase of that great revolt, moral and political, of "non-Europe" against Europe which has been a dominating development of this century and has included other Communist revolutions, notably the Chinese, as well as the worldwide anticolonial movement. All these processes were greatly hastened, if not caused, by the Russian Revolution.

Finally, there was the destruction of the German empire itself. Who gained from this? True, the Germans were thoroughly defeated. For a number of years they could no longer threaten Britain on the seas. They were obliged to return Alsace and Lorraine to France. But these were perhaps the only Allied gains of any importance from the four long years of war. It proved impossible to collect from the Germans anything more than a fraction of the reparations the Allies once thought to collect. Even when the reparations could be collected, the transfer of them turned out to present serious financial difficulties. The restrictions placed on German rearmament were only temporarily effective. So long as they were observed, their principal result was to free the Germans from the financial strain of maintaining armed forces, thus giving them a competitive advantage over the Western Allies in economic recovery. The moral and political effect of the effort to impose a punitive peace on Germany in the 1920s was just enough, together with the economic crisis, to overstrain the resources of moderate, democratic government in Germany, and to render the political life of that country vulnerable to capture by extremist forces.

We all know the result. Within less than two decades after the world war came to an end, the Allies were faced with a revived and restored Germany, but this time under a leadership—that of Adolf Hitler—far more hostile and dangerous to the remainder of the West than the Kaiser's Germany they had been so concerned to defeat in the period from 1914 to 1918. In the damage it did to the structure of international life, and in the even deeper damage it inflicted on the biological and spiritual condition of the European peoples, World War I still looms on the historical horizon as the great determinative tragedy of our century. There are many lessons to be gained from it for our own generation. But one stands out in importance. It is the lesson of the unsuitability of major war as an instrument of policy in the modern age. In that period of 1914 to 1918, thirty years before the development of the nuclear weapon, it was demonstrated that war, con-
ducted in the grand manner and as a means of achieving major political objectives, was no longer a rational means of procedure. Defensive war might still have a rational purpose, as long as it remained exclusively and truly defensive and as long as one hoped for nothing from it but sheer survival. Limited war — war for limited objectives — might still have a rational purpose, provided one could be sure of stopping in time. But all-out war, involving the total commitment of a nation’s manpower and resources and aimed at the total destruction of an enemy’s will to resist and the complete power to order his life and to shape his behavior, had already, in 1914, lost its rationale.

It had lost its rationale because of the terrible destructiveness of modern weapons, because of the enormous cost of cultivating and employing such weapons, because of the great complexity of modern society, because of the impossibility, the sheer technical impossibility, of one great country holding another great country in subjection for any long period of time and shaping its life in ways contrary to the will of the people.

In the 1930s, this lesson was widely forgotten or ignored. The result was tragedy and great suffering. Today, when the destructiveness of weaponry is many times greater than it was in 1914, one can no longer afford to ignore it. If people today will ponder the meaning of the great conflagration that occurred a half century ago, and will learn to take it into account in the conduct of statesmanship, then, perhaps, the eight and a half million young men who laid down their lives at that time will not have died entirely in vain.

III. The following is a quotation that may be applicable to the whole dilemma of Man’s quest for security or gain in the world. The paragraph tempts one to search through historical time for evidence that this indeed, contains the long awaited answer for world stability. Can you use this "check list" of principles to expose successes and failures in the past? Why, for instance, did the American Revolution stop when it did, but not the French? What was wrong with the "Balance of Power" prior to World War I, that would prove inadequate to maintaining the peace? Should the United States have acted differently when the Soviet Union blockaded Berlin in 1948, or invaded Hungary and Czechoslovakia in 1956 and 1968, respectively? Did the face-off and the eventual settlement of the Cuban missile crisis of 1962, indicate any of the elements of peace (or war), that Dr. Kissinger refers to? When the North Koreans invaded South Korea, the United States’ response was geared toward a much larger world crisis than simply the Korean peninsula. Our struggle on the battlefield and at the negotiations table found us unprepared

\[14\] Kennan, "The Price We Paid for War," pp. 50-54.
for what faced us. Reflect on the details of three of these crises (or any other which you believe would be instructive). What elements of this list of principles seem to be present in the crises you chose, or were notable for their absence, causing the events to develop as they did? As you consider these, imagine what might have happened, had other forces entered the picture to change the situation. Do you see any hope for peace between the United States and the Union of Soviet Socialists Republics, that might come from the principles of this paragraph? Read it carefully, and ponder all the possibilities Dr. Kissinger sets up for us.

Although every war is fought in the name of peace, there is a tendency to define peace as the absence of war and to confuse it with military victory. To discuss conditions of peace during wartime seems almost indecent, as if the admission that the war might end could cause a relaxation of the effort. This is no accident. The logic of war is power, and power has no inherent limit. The logic of peace is proportion, and proportion implies limitation. The success of war is victory; the success of peace is stability. The conditions of victory are commitment, the condition of stability is self-restraint. The motivation of war is extrinsic: the fear of an enemy. The motivation of peace is intrinsic: the balance of forces and the acceptance of its legitimacy. A war without an enemy is inconceivable; a peace built on the myth of an enemy is an armistice. It is the temptation of war to punish; it is the task of policy to construct. Power can sit in judgment, but statesmanship must look to the future.

SELECTED REFERENCES:


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