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USAF HISTORICAL STUDIES: No. 124

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THE TEACHING OF MILITARY HISTORY IN COLLEGES AND UNIVERSITIES OF THE UNITED STATES

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Research Studies Institute
USAF Historical Division
Air University

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Research Studies Institute
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Foreword

THIS MONOGRAPH sets forth and evaluates the status of the teaching of military history in the colleges and universities of the United States in the past and at the present (1954) and suggests what should be done in the future to stimulate interest. Written for the USAF Historical Division by Dr. Richard C. Brown, Associate Professor, Social Studies Department, State University of New York, College for Teachers, Buffalo, N. Y., this study was made possible through a contract between the author and the Air University.

Like other Historical Division studies, this history is subject to revision, and additional information or suggested corrections will be welcomed.

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Introduction

IT IS AXIOMATIC of our nation that an informed and enlightened citizenry is the safest repository of the power of decision. A professor at one of our large universities has written: "Perhaps at no time since the great cathedral-building period in twelfth- and thirteenth-century France has so large a proportion of a free society's efforts been devoted in peacetime to support of a public enterprise as has that of the United States in building up and maintaining its present huge military establishment."[1] Yet decisions concerning our military establishment have been made in the past, are being made in the present, and will be made in the future with no firm basis of public understanding or concrete public opinion. This monograph has been written from the viewpoint that American citizens must learn more about the impact of military establishments upon the society in which they exist and about the reciprocal relationships between that society and its military establishment. The colleges and universities represent a place to begin—we must educate our citizens so that they may arrive at a sound decision concerning the place of our military establishment in this twentieth-century world in which we live. One area in which this education may take place is the area of history.

This is a study of the place of military history in American colleges and universities—what that place has been in the past, what it is in the present, and what it may become in the future. The sources of information for this study were of four types: first, the replies to a questionnaire that was sent, together with a covering letter, to chairmen of history departments in colleges and universities throughout the country; second, follow-up correspondence with some of the respondents and correspondence with other interested individuals; third, visits by the author to representative colleges and universities; fourth, conventional research in both published and unpublished sources, including college and university catalogs. These four types of sources have provided the materials for a very complete picture of research in and the teaching of military history in American colleges and universities.

In addition to support rendered by the Air University—support which in no way shaped either the content or the conclusions of the study—more than five hundred persons provided information used in this monograph. Without their assistance the study could not have been prepared.

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CHAPTER 1

What Has Been Done in the Past

1. The Study and Teaching of History in the United States.

Even though history is one of the oldest disciplines known to man, in the United States the scholarly study of history and the teaching of history, as we know them today, are scarcely seventy-five years old. This does not mean that history was not written or taught before the 1880's; rather, trained historians did not teach and write history, in fact, except for rare instances, did not exist before that time. When Andrew Dixon White was at Yale in the 1850's, the study of history meant recitations from Putz's *Ancient History* and the Reverend John Lord's *Modern History of Europe*.[1] Jared Sparks had delivered historical lectures based on his own research at Harvard between 1839 and 1849, but these were exceptions, and lectures in history, when they were delivered at all, consisted of little more than instruction in the prescribed text In 1880 there were only eleven professors of history in the United States.[2]

Today every college and university in the United States has at least one professor of history and any one of a number of our largest universities may have on its staff more professors of history than there were in the whole United States in 1880. Surveys of 150 institutions of higher learning made in the 1940's showed that an average of 25 courses in history were offered by these institutions at that time.[3] Writing and teaching history has become a profession

During this period of three-quarters of a century, styles of writing and of teaching history have changed. Each generation has interpreted its past in the light of its present experience. As our society has become more complex it has found interest in wider aspects of its past Our nation's growth has brought us to a position of world prominence, causing an increasing attention to the history of other countries, other continents and other areas of the world.

Before the 1880's the teaching of history and the writing of history were looked upon as separate and distinct crafts. Historical writing was considered a branch of literature, and skilled amateur historians contributed the larger part of our historical narratives from the time of the Revolution until the 1880's Parson Weems, George Bancroft, Francis Parkman, William H. Prescott and John L. Motley earned renown for themselves as the greatest of our "literary historians." The literary historians devoted much of the content of their histories to warfare, stressing its color and drama in order to capture and hold their large reading public.

During the 1880's a reaction set in against the literary historians with the rise of the "scientific school" of historians. The influence of German professors, such as Leopold von Ranke, became paramount, as the methods of the German seminar were transplanted at the University of Michigan, Harvard, and Johns Hopkins. Historians trained in these seminars began not only to teach history but also to write it. They differed from the literary historians in that they were more restrained and cautious in their statements; also, the scientifically-trained historians wrote

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more for each other than they did for the general public. The result was that the monograph with its scholarly apparatus replaced the multi-volumed literary history as the typical written production of the historian. The scientific school of historians began a much broader consideration of the social and economic background of history. Its members scornfully referred to their predecessors, the literary historians, as the "drum and trumpet school", deploring their emphasis on the warlike aspects of the past.

With the advent of the twentieth century, another generation of historians began an even broader consideration of our past. Edward Eggleston, president of the American Historical Association in 1900, declared that the chief object of the teaching of history was to make "good men and women, cultivated and broad men and women." He urged his fellow historians to study a "new history" that would put its main emphasis on the manners and customs of the people.[4] Historians have followed this advice, as well as continuing the former emphasis on the political and economic aspects of the past. Today the study and teaching of history has become specialized to the point where we have courses and books on political history, economic history, social history and intellectual history, with experts in all these fields. But, oddly enough, even though the study and teaching of history in the United States has shown a constantly increasing and broadening interest in the many aspects of the past, there has been, until recently at least, a constantly decreasing interest in the military aspects of the past. This lack of interest in the military aspects of the past reached its height in the period between the two greatest wars of the twentieth century. One American historian has written in this connection:[5]

> The "standard" European history texts which served a complacent generation of American instructors and students from 1919 to 1939 now seem as obsolete as the kerosene lamp Their preoccupation with social, economic and cultural history prevented them from preparing their students to judge the essentially warlike nature and the sinister purposes of Nazi Germany and Fascist Italy A student might finish studying any of the popular American college textbooks in recent European history on August 31, 1939, and be completely surprised at the outbreak of the most terrible war in history on the following day. If he had no other basis on which to shape his judgment, such a student would be completely surprised by every phase of the Second World War after that date

2. The Study and Teaching of Military History in the United States Before the First World War.

Why did military history not find a place in the curricular offerings of our colleges and universities during this period? Why did so few of our trained historians make themselves specialists in military history or in one or more of America's wars? Part of the explanation may lie in the natural reaction of the scientific school to the literary "drum and trumpet" school that had preceded it. Another part of the explanation may lie in the time when the scientific school, the seedbed of American historians, arose. Between the Civil War and the First World War the energies of the nation were devoted to the opening and exploitation of the West, to the rise of big business combines in the East, and to the political and social problems involved in reintegrating the South into the nation. The Spanish-American War and our flurry of imperialism represented only a brief interlude in this intense preoccupation with domestic affairs. Because of our supremacy on this continent and our geographical isolation from Europe, there appeared no possibility of a large scale war. Historians have generally believed that the study of history should serve some useful purpose in helping us solve current problems, so, because there appeared to be no problems of a military nature between the Civil War and the First World War, the leaders of the historical profession could see little practical value in a study of military history.

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There was some military history written during this period, however. Two amateur historians, John C Ropes and Theodore A. Dodge, devoted themselves to its study. Ropes graduated from Harvard Law School in 1861. He had always possessed an intense interest in military affairs, but a childhood injury to his leg prevented him from serving actively during the Civil War Nevertheless, he visited frequently with friends in the Union Army and carried on an extensive correspondence with them. After the war, he retained his interest in military history and in 1876 founded The Military Historical Society of Massachusetts, the first organization in the United States devoted exclusively to the study of military history.

This was probably Ropes' main contribution, but he also wrote several studies of wars and campaigns. He planned as his major work *The Story of the Civil War* but died in 1899 before he could finish it. Ropes, incidentally, showed that a study of military history did not necessarily make one a militarist. He was unqualifiedly opposed to war, believed that the Spanish-American War could have been avoided, and was a strong advocate of the anti-imperialist position when he died.[6]

Theodore A. Dodge was educated abroad at the Universities of Berlin and Heidelberg and at University College in London. He returned to the United States to serve during the Civil War and was wounded twice The second wound, received in the first day's fighting at Gettysburg, necessitated the amputation of one of his legs. Despite this handicap, he remained on active service until 1870. After his discharge from active service, he entered the business world with the avowed purpose of making enough money to enable him to follow more congenial pursuits. He was very successful in business, retiring after ten years to devote himself to research and writing in the field of military history. His first works dealt with the Civil War, but Dodge conceived as his greatest work a history of the art of war as exemplified in the careers of "great captains."

He crossed the Atlantic more than eighty times between 1877 and 1900 in order to take advantage of written records available only in Europe and to study the actual battlefields of the campaigns and wars waged by his great captains. The first volume in this series, *Alexander,* appeared in 1890, to be quickly followed by *Hannibal* (1891), *Caesar* (1892), and *Gustavus Adolphus* (1895). In 1900 Dodge moved his permanent residence to Paris so that he could make use of the library facilities in that city for his study of Napoleon. His four-volume history of Napoleon appeared between 1904 and 1907 and ended Dodge's work, as he died in 1909.

Dodge's military history was written carefully from primary materials, notably manuscripts and published records, and from visits to the battlefields. The value of his studies was appreciated only by scholars of ancient history, there being little appreciation of the practical value of military history among military men in the United States until after the First World War.[7] Even though both Ropes and Dodge made valuable contributions to the study of military history, they were outside the main stream of historical teaching and research in the United States. Dodge was an occasional lecturer at Harvard, but neither he nor Ropes occupied a permanent academic post or could be regarded as a professional historian.

Leaders of the military profession showed the same lack of interest in military history as did the historical profession. General Emory Upton began his historical study of the military policy of the United States in 1878 and continued it until his death in 1881. Then it lay dormant in manuscript form until 1904 when, at the instigation of Secretary of War Elihu Root, it was published as a War Department Document.[8] Neither the War Department nor the Navy Department had anything resembling a Historical Section until the last year of the First World War Both departments looked upon their historical function as being merely one of collecting and preserving documents of our past military

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experience. The War Department had collected and published in one hundred and twenty-eight volumes between the years 1880 and 1901 *The War of the Rebellion: The Official Records of the Union and Confederate Armies*. It had, however, refused to prepare an official narrative history of this war, a concept of historical function that prevailed down to the Second World War. Our military leaders remained as indifferent to the study of military history as did the leaders of the historical profession, and for much the same reason. They could see no practical value in it.

In 1912 this lack of interest in military history among the historical and military profession was high-lighted at a conference on military history held in conjunction with the annual meeting of the American Historical Association. A group of civilians and professional military men had joined in calling this conference because they felt that the protection of the nation in the future required a more intelligent understanding of military history by our citizens. The papers read and the statements made at that conference in 1912 deserve attention because they illustrate well many of the attitudes toward military history existing at that time, which, in some cases, still exist today.

Professor R. M. Johnston of Harvard, who read the first paper, stated that the study of military history was under a cloud; indeed, he said "The study of war in the minds of many would make us accessories to putting back the clock of civilization."[9] He noted that there had lately arisen in Europe much interest in the study of military history, with the lead being taken by Germany. In both Germany and France, the General Staff of the Army contained a historical section and in those countries there were several first-rate journals and magazines devoting themselves wholly or in part to military matters. By contrast, the United States had no historical section connected with its Army General Staff and, although there were several excellent service journals published, "military history plays no part in them."[10]

On the academic side, Johnston continued, there had been established at Oxford University a chair of military history, occupied by Professor Spenser Wilkinson.* The same university had another distinguished faculty member, Sir Charles Oman, who had won great renown through his studies of the art of war in the Middle Ages. In Germany, Professor Hans Delbruck had for years conducted a famous seminar in military history at the University of Berlin In the United States, not only was there no chair of military history at any of our great universities, but, as far as Professor Johnston knew, he himself taught the only course in military history offered in the country, outside of the professional military schools. And that, he ruefully confessed, was only a "half-course, given intermittently."[11]

Capt. Arthur L. Conger of the Army Service School at Fort Leavenworth gave two reasons why he thought military history was not a popular subject for scholarly study. First, because the War Department, in almost exclusive control of the main sources, either did not know how to use the sources or was unconvinced that the use of the sources for historical purposes was of any practical value. Second, it was difficult to find persons who combined a working knowledge of historical method and the necessary technical knowledge of warfare. Conger thought that much to remedy this situation could be done by the American Historical Association, by our universities, and by the establishment of a magazine devoted to military history. But, in his opinion, no real remedies would be found until there was a historical section in our General Staff. Captain Conger noted that the United States was one of the few western countries whose General Staff had not published official

* Spenser Wilkinson became Chichele Professor of Military History at Oxford University in 1909 In *The University and the Study of War* (Oxford, 1909) Wilkinson advanced the thesis that "a study of the State or of states that should omit to examine war must needs be crippled and defective. It would be like a study of the ship which should take no account of the sea"

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histories, together with accurate maps of the wars and battles that its Army had engaged in.[12]

This last elicited a lengthy comment from Oswald G. Villard, editor of the *New York Evening Post*. To Villard, Captain Conger's statements illustrated the nub of the question concerning military history. First, the military in their own minds confined the study of military history to the technical purpose of preparing men to take command in the field. Second, in any histories prepared by military men, or under their supervision, there was danger that history would become eulogy or would be used to justify the view held by the General Staff at that moment as to the proper military policy for our country. Villard stated that military history, if of any value at all, should be incorporated into a broader concept of history where it would be just as valuable to civilians as to professional military men. If military history needed to be written, he hoped that it would be written by civilians; therefore, he favored the establishment of a civilian society for the study of military history.[13]

Other members of the conference expressed themselves on the subject. Col. T. L. Livermore favored the establishment of a national society for the study of military history, modelled upon the Military Historical Society of Massachusetts.[14] Professor Fred M. Fling of the University of Nebraska stated that he knew professional military men could be trained to write good history, because it was being done at that very moment at Fort Leavenworth. He described his part in these efforts to establish an embryonic Army Historical Program.[15] Maj. J .W. McAndrew of the Army War College complained that much of what passed for military history in our history books perpetuated the view that American volunteers, with little or no training, could defeat the trained forces of any nation in the world. He declared that a military history of our country, honestly written, would show that we have always been tragically unprepared for war and were dangerously unprepared at that moment in comparison with the other great powers of the world. He recommended that a beginning should be made on the study of our military history by creating a historical section in our General Staff.[16]

Former President Theodore Roosevelt made the final speech of the conference, an impassioned plea for the study of military history, full of references to the difficulties he had encountered because of the stupidity or lack of knowledge on the part of some high-ranking officials, civilian and military, while he had served his country as Assistant Secretary of the Navy, colonel of a volunteer cavalry regiment and President of the United States. He thought that an intelligent study of military history might have improved the caliber of some of the officials with whom he had come in contact and could serve to educate the citizens of the United States to the true nature of war and its place in the twentieth-century world. Roosevelt concluded by stating, "I believe we must have a proper military history of the United States . . . I believe it should be written by the General Staff, but in collaboration with civilians."[17]

The conference adjourned after appointing a committee of five members* to consider the best means of furthering the study and presentation of military history as well as means of bringing into common action military and civilian students of the subject.[18] Several participants in the conference later took part in other activities connected with the study of military history, notably the establishment of the Historical Branch of the War Plans Division of the General Staff during the First World War.

3. The Study and Teaching of Military History from the First World War to the Second World War.

The magnitude of our effort during the First World War served to convince many governmental agencies of the necessity for preserving

* Professor R M Johnston was named chairman of the committee. The other four members were Professor Fred M Fling, Col. T L Livermore, Maj J W McAndrew and Maj George H. Shelton

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the record of that effort. At the 1917 meeting of the American Historical Association attention was called to the significance of the war records and the need, particularly in the case of the newly created executive agencies, for their preservation. The offices in the agencies of the First World War that took the most consistent interest in the preparation of histories and the preservation of records were the historical units. The most active of these was the Historical Branch of the War Plans Division of the General Staff

This historical branch, which did not materialize until 1918, was the culmination in part of the efforts of Professor R. M. Johnston, who, had for years been carrying on a crusade for the recognition of the significance of military history.* As part of this crusade, Johnston had lectured on the function of military history at the Army War College where his pleas for a better understanding of the practical value of the subject had made a profound impression on his audience. The Historical Branch of the War Plans Division of the General Staff as established in March 1918 was under the direction of Lt. Col. Charles W. Weeks Among the civilians who received emergency commissions and served on his small staff were Professors R. M. Johnston, Frederick L. Paxson, and Fred M. Fling.[10]

In addition to planning the work of collecting and preserving significant documents, the staff of the Historical Branch drafted a tentative outline for an elaborate history of the war activities of the United States. It was not to be confined to military operations alone, but was to include diplomatic relations, economic mobilizaton, military mobilization and concentration, supply, evacuation, replacement, military demobilization, and general history A section was set up to handle each of these broad subjects, to collect material, and finally to write its part of the history.[20]

These ambitious plans never materialized, for a number of reasons. The return of the emergency officers to civilian life in the great demobilization of the army during the summer of 1919 left only a small staff in the Historical Branch. This small staff was unable to cope with the mass of war records pouring into Washington, and it became evident that the immediate preparation of a general history of the First World War was not practicable. Plans for the history and for the publication of related monographs were definitely disposed of in August 1919 by Secretary of War Newton D. Baker in a memorandum which stated that the work of the Historical Branch should be limited to the collection, indexing, and preservation of records and the preparation of such monographs as were purely military in character and designed to be of use only to the War Department. Baker did not believe that it was within the province of the War Department to undertake the task of preparing a comprehensive and interpretative narrative history of the First World War.[21]

The Navy Department and the Marine Corps also organized historical sections in the final year of the First World War. Unlike the War Department, the Navy Department's Historical Section did not plan a comprehensive account of all phases of the war. It did have for its ultimate mission the preparation of a professional critical analysis of the operations of the United States naval forces in the war. Some monographs on various phases of First World War naval operation were printed, but in 1922 the printing of these monographs was stopped by congressional direction.[22] The Historical Division of the Marine Corps published in 1919 a brief history, *The United States Marine Corps in the World War,* as a preliminary to a longer and more detailed narrative history. Plans for the longer history did not, however, materialize, and the Historical Division of the Marine Corps developed, like its counterparts in the War and Navy Departments, primarily along archival lines: collecting, arranging, and indexing the records of the First World War.[23]

This concept of historical function reflected the general belief that any narrative account of

* See above, p 4.

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our experiences in the First World War, written by an official agency of the government would not be an objective, unbiased account. The result was that the story of our efforts in the First World War became known to the general public through newspaper accounts, biographies and "histories" written by journalists who never bothered to consult the multitudinous sources, and through memoirs written by distinguished participants in the war. None of these could be designated as complete, entirely objective, and unbiased. Trained historians did study various facets of our war effort, making use of the official written sources; and Benedict Crowell and R. F. Wilson edited a six-volume account of the nation's war activities, published in 1921, under the title, *How America Went to War*. Frederick L. Paxson undertook a three-volume history, *American Democracy and the World War*. The second volume of Paxson's work, *America at War, 1917-18,* was not published until 1939. By this time the complete story of what actually happened on the battlefields of France had faded from the memories of the participants or remained concealed in a mass of written reports unmanageable even by the most diligent efforts of any one individual.

It would seem that American experiences in the First World War would have stimulated interest in teaching and research in military history among members of the historical profession. Yet such does not appear to have been the case. Even though American historians served with the War and Navy Departments and the active battle forces in various capacities, these experiences apparently created no lasting interest in military history. When they returned to their academic posts, they found that the American public wanted to forget military affairs, wanted to return to normalcy.

In fact, the influence of the First World War probably did more to work against the study of military history in civilian circles than it did to aid such study. The continued growth of the peace movement was favored by the existence in all countries of widespread war-weariness, followed by general disillusionment in the 1920's and 1930's. Such studies as were made in the United States concerning war were motivated by cynicism in some people, wrath in others, and a grim determination in others never to have our country involved in war again. The emphasis was on the causes of war, the costs of war, and the prevention of war rather than on the study of what actually happened during wars, of what our military policy should be, or how we might profit from the past in the event that we were involved in a future war.[24]

Typical in some ways (but in some ways unique and in all ways remarkable) of the military studies carried on between the First and Second World Wars was "The Causes of War" project at the University of Chicago. In the spring of 1926, on the initiative of Professor Charles E. Merriam, several members of the departments of political science, economics, history, sociology, anthropology, geography, psychology, and philosophy met together to discuss topics for research on the causes of war[25] A total of sixty-six studies eventually resulted from the Causes of War project Ten of the studies were published in full as books and seven others were published in substance as articles in journals. The remaining studies are in manuscript form in the custody of the Causes of War Committee at the University of Chicago.[26] In addition to the individual studies prepared, Quincy Wright undertook a summarization and analysis of the work of the project, and coordinated the findings with as much of the vast literature in the field of the causes of war as he was able to do.*

Some faculty members connected with Princeton University and individuals at the Institute for Advanced Study pursued studies related to military themes during the inter-war period.

* Probably no single work in English contains so much material relating to studies of military affairs as does Quincy Wright, *A Study of War* (2 vols, Chicago, 1941) The material is scattered and not very well digested, but much of it is immensely thought-provoking and the appendices are especially stimulating

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Noteworthy among these was Professor E. M. Earle, who conducted a seminar at the post-doctoral level at the Institute. A small group of American and foreign scholars participated in the seminar and a number of significant publications originated with this group. One of the most important was the collaborative effort, edited by Professor Earle, *Makers of Modern Strategy,* published in 1943.

The establishment of the American Military History Foundation, now called the American Military Institute, represented another development in the study of military history during the period between the two World Wars. This organization grew out of lectures and conferences held at the Army War College by Professor C. J. H. Hayes, Professor J. B. Scott, Col. C. E. T. Lull, and Col. Arthur L. Conger. The Institute was originated in 1933 as a nongovernmental association, designed to stimulate and advance the study of military history, especially that of the United States. Since 1936 the Institute has published a quarterly, *Military Affairs.* It supervises the Moncado Revolving Book Fund, the purpose of which is to promote the serious study of American military and naval history through the publication of reference texts and monographic studies.*

These isolated developments, however, were only chips floating on the surface of the broad stream of historical research, writing, and teaching in the United States between 1919 and 1939. Samuel Eliot Morison, commenting on the influence of Charles A. Beard, doubtless the most influential American historian in the 1920's and 1930's, had this to say:[27]

> Throughout his evolution from left to right, Beard always hated war. Hence his writings were slanted to show that the military side of history was insignificant or a mere reflection of economic forces. In his *Rise of American Civilization* (1927) he led a procession of historians who, caught in the disillusion that followed World War I, ignored wars, belittled wars, taught that no war was necessary and no war did any good, even to the victor All these antiwar historians were sincere, and few of them were doctrinaire pacifists, as their actions in the past few years prove; nevertheless, their zeal against war did nothing to preserve peace

* The purposes of the Institute and the Moncado Fund are described in each issue of *Military Affairs.*

4. The Influence of the Second World War.

There is much evidence that the outbreak of war in Europe caused American historians to drop their "complacent" attitude, if, indeed, they had ever been entirely complacent to contemporary developments in the 1920's and 1930's. The program committee for the American Historical Association meeting in 1940 selected the theme "War and Society" for a series of discussions. In contrast to the 1916 meeting of the Association, when only three papers bore any relationship to war, almost half the formal papers read at the 1940 convention dealt with topics suggested by their connection with the existing war in Europe.[28]

During the Second World War scholars were called from all branches of the social sciences into the national war effort. Not the least significant in furthering the national war effort were the historians. The tremendous task of starting anew the machinery of war brought hurried calls to the National Archives. Harried administrators sought for answers to their problems in the records of First World War experience. The patient work of the historical sections of the First World War agencies, carried forward by the staff of the National Archives, paid dividends in the Second World War.[29] The records of the First World War proved so valuable during the first few months of the Second World War that immediate steps were taken to preserve the historical record of our efforts in the Second World War. President Franklin D. Roosevelt as early as March of 1942 gave encouraging and perhaps decisive support to the program of recording the nation's experiences during the Second World War. During that month, the President wrote a letter to the director of the budget expressing a deep interest in the steps that had been taken "to keep a current record of war administration," and urging further expansion of the program. Mr. Roosevelt stated as

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the historical program's main purpose, "The preserving for those who come after us of an accurate and objective account of our present experience."[30]

This timely and forceful expression of the President's attitude was repeated in January of 1944 when the historical endeavor was suffering from neglect in some organizations Mr Roosevelt again came through with a pointed letter reaffirming his abiding interest in the program, and his earnest desire that "a full and objective account" be made "of the way the Federal Government is carrying out its wartime duties."[31]

These statements by the President were important not only for the support they gave the historical program in general, but they were of profound and far-reaching significance in the part they played in changing the character of the historical program of our military forces. The historical function envisioned by the President in his desire for a "full and objective account" went far beyond the collecting and arranging of documents specified by Secretary Baker in 1919, and subscribed to by the Army thereafter. It clearly defined as the main objective a full, accurate, and objective account of war experience Hence, the goal specified for historians of the Second World War was a narrative history that pulled no punches, but recorded fully and frankly how the nation fought the war. This goal represented probably the most ambitious enterprise in the writing of contemporary history that has ever been undertaken.

During the war thousands of officers and enlisted men, in the United States and the overseas theaters of action, cooperated in setting down on paper the record of our military effort, down to and including the unit level. The decision to prepare a narrative history of the war, and as to the form this history would take, was reached in 1945. The plan was for the preparation of a history running to nearly one hundred volumes, including a seven-volume history of the Army Air Forces in the Second World War. Considered together with the history of naval operations, being written by Samuel Eliot Morison and his staff, this project is unprecedented in being the first sustained effort to produce a systematic history of our military services in war.[32]

The United States Army in World War II is a history of strategy and tactics, of supply and administration, of planning, training and combat operations Although an Army history, it shows the relationship between ground, air, and naval forces in action. It is written not only from records of the United States forces, but also uses records of Allied and enemy forces in order to present an integrated narrative of the war as a whole. All of the volumes, published and in preparation, fall into two general classes —combat, and those primarily concerned with other phases of the war. The combat volumes comprise about a third of the projected series. In addition to the comprehensive series, *The United States Army in World War II,* the Department of the Army has published a series of fourteen paper-backed volumes entitled *The American Forces in Action* This series was originally prepared to show the convalescent veteran his part in the unified plan to defeat the enemy, and the pamphlets give a cross-section of Army forces in action on various fronts.

The USAF Historical Division is preparing a seven-volume history entitled *The Army Air Forces in World War II,* six volumes of which have appeared to date.* The USAF Historical Division also plans to produce and publish a one-volume history of the Army Air Forces in World War II, a two-volume history of the Army air component before 7 December 1941, a two-volume history of the Air Force in the Korean conflict, a multi-volume history of the Air Force's participation in the Atomic Energy Program, and other histories dealing with Air Force activities.

* Titles of the seven volumes are Vol. I, *Plans and Early Operations,* Vol. II, *Europe—TORCH to POINTBLANK,* Vol III, *Europe—ARGUMENT to V-E Day,* Vol. IV, *The Pacific—Guadalcanal to Saipan,* Vol V, *The Pacific—Matterhorn to Nagasaki,* Vol VI, *Men and Planes,* Vol VII, *Services* (to be published).

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The Department of the Navy has not undertaken an official history of its operations during the Second World War, but has endorsed the series of volumes prepared by Samuel Eliot Morison, entitled: *History of United States Naval Operations in World War II*. The Marine Corps has published a series of volumes on the Corps' combat operations but has not issued an administrative history.

Thus during the Second World War a new conception of the function of the historical sections of our military forces was developed. In addition to the older function of collecting, collating, indexing, and storing documents, the historical sections began producing a "new history." It is official history, but not whitewashing history. The military history now being written by the historical staffs must be complete and honest in order to serve one of the basic purposes in having it written—the education and guidance of our present and future military leaders. Another guarantee of its honesty and completeness is that it is in great part being written by professional historians, men whose professional pride and reputation are at stake. Their mission was defined by Gen. Dwight D. Eisenhower, when he was Chief of Staff, in these words: "The History of World War II must, without reservation, tell the complete story of (our) participation in the war." In short, the historians writing for the Services' historical programs are not only free to call the shots as they see them, they are directed to do so. In truth, if the complete story of the Second World War was ever to be written, it had to be written under the sponsorship of the government. This was necessary in order to solve the financial problems involved, as the War Department was the only institution ready and willing to foot the bill. The writing of the history of the First World War was left to private initiative and, as a result, it never was written. This gap in our twentieth-century military history has been partly filled by the publication of a seventeen-volume documentary history of the First World War, begun in 1949 and completed in 1951, by the Department of the Army.

The "new history" will be of great service to text-book writers who are asked by their publishers to include chapters on the Second World War and its aftermath. Previously they would have had to rely on their own individual efforts to dig out the story, or on inaccurate and incomplete journalistic accounts. Now they have a wealth of material, complete, accurate, and well-written, ready at hand to select from and condense into the required length and format.

The "new history" is interesting history. It is far more than a mere collection of official orders and a rehash of combat operations. The technique of "mass interviews" with troops fresh from combat, used in collecting material for many of the volumes, has resulted in some of the most dramatic and colorful narrative history ever written. The "new history" is broad in its concept, exploring the social and economic impact of strategy and tactics, of supply and administration, of planning and training, of occupation forces and military government. There is material in the histories of interest to the economic historians, the social historians, the political historians, and the diplomatic historians of the present and future.

The "new history" is useful history. One of its purposes, as has been mentioned, is the education and guidance of our present and future military leaders. But it has usefulness above and beyond its utility to the military profession. In many of the volumes a thoughtful reading public can find information relevant to the problems we face today as we try to develop and maintain a satisfactory military policy for our nation.

The proof of the foregoing statements concerning the "new history" lies in the reviews that have been published in historical and military journals.[33] The reviewers have without exception testified to the frankness of these volumes of military history. In most cases, the reviewers have also praised the books for their interesting contents. Many have commented

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upon the usefulness of the volumes, not only to members of the military profession, but also to the general public.

The concept of this official writing of contemporary history and the techniques for its preparation developed during and after the Second World War have become so firmly imbedded that the historical sections of the Armed Forces are already at work gathering, preserving, and writing the history of our military efforts in the Korean conflict and in other aspects of the "cold war" period. It is obvious that research and writing in the contemporary phases of military history have reached a level never before attained in the United States.

If one turns back to the thoughts expressed at the conference on military history held in 1912 and compares them with the situation as regards military history today, the influence of the Second World War can be clearly seen. A historical section in the General Staff was established during the First World War, as Captain Conger had recommended, but it was not until the Second World War that official narrative histories were prepared. The objectivity and honesty of the official histories have been guaranteed by a variety of methods that would have allayed the suspicions of Oswald G. Villard, as he expressed them in 1912 After the Second World War, no one could say that it was impossible to find in the same person both a knowledge of military affairs and professional historical training. Finally, the Second World War had proven conclusively the real worth of a study of military history, not only to the professional military man, but also to many thoughtful members of the historical profession and the general public.

The first chapter of this study has dealt with study and research in the field of military history, with little mention of the teaching of military history. The reason for this is readily apparent. If the evidence contained in the quotations by DeWeerd and Morison is accurate, very little military history was taught.* Professor Johnston testified in 1912 that he taught the only course in military history in the United States at that time, and certainly the climate of opinion in American colleges and universities between the two World Wars was not favorable to the introduction of courses in military history The same conditions would undoubtedly apply to the introduction of military content into general history courses

Evidence of the increased interest in the study of military history as a result of the Second World War has been presented, and the current situation regarding the study and teaching of military history in the colleges and universities of the United States will be presented in the next chapter. Perhaps at this point it would be well to raise and discuss the question of why the study of military history is important.

The study of military history is important now because of the nature of the problems faced by the citizens of the United States. One justification for the study of history is that it helps to throw light on current problems and to suggest avenues of solution for these problems. Today there are very few problems faced by our citizens which do not have some relationship to military affairs, past, present, or future For this reason, any educational system that claims to prepare people for the duties of citizenship should include some instruction in the military aspects of our past as well as instruction in the impact of military affairs on our contemporary society. Our citizens need to know the accomplishments and the limitations of military power; a knowledge of military history would be of great help in creating an enlightened public opinion on military questions.

Some instruction in military history is particularly important in colleges and universities today. Our institutions of higher learning have provided the greatest proportion of our nation's leaders in the fields of business, law, medicine,

* See above quotations DeWeerd, p 2, Morison, p 8

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education, and other fields of endeavor. Not unnaturally, our Armed Forces have turned to our colleges and universities for leaders, and have gotten them through the Reserve Officer Training Corps (R.O.T.C.) and other programs. Good instruction in military history at the higher level would help attract capable and interested young men to the military profession and help hold them in the profession once they have entered it. For those who attain leadership in other fields, a knowledge of military history obtained while in college would also be beneficial.

Those institutions who train graduate students for teaching and research positions might well include training in military history as a legitimate field of academic preparation. It seems unlikely that a future historian could adequately interpret the history of the first half of the twentieth century without considerable knowledge of the military history of the period. The intellectual challenge of military history is just as great as that presented by any other area; similarly, research in that field requires all the techniques and skills of the trained historian. From the standpoint of vocational opportunities, the field of military history does not at first glance seem to be very promising. There are not too many courses in the subject offered as yet, but the number is growing. Furthermore, the historical programs of the Armed Forces offer employment to a considerable number of historians, and training in military history would be an obvious qualification for such a position.

But these are all utilitarian justifications for the study of military history. Over and above its usefulness lies the fact that military history is interesting. The popularity of such historic sites as Valley Forge, Gettysburg, Fort Niagara and many others shows that people are interested in the military aspects of our past. Any course in history which takes into consideration the military aspects of the period under study can awaken interest in the students. An interest in and knowledge of military history, cultivated in school, can provide a fascinating avocation for the rest of an individual's life. It can make richer every vacation trip and add meaning to one's leisure reading.

5. Summary.

Military history has never been a popular field of study in the United States for a variety of reasons. The reaction of the scientific school to the literary historians, the belief that military history served no useful purpose, the strength of the peace movement in the United States, the feeling that a study of military history would make us militaristic—all these played their part in the neglect of the military aspects of the past. But during and after the Second World War, a new interest in military history arose, and was developed particularly by the historical programs of the Armed Forces.

Today the study of military history has assumed a new importance. Its inclusion in the curricula of our colleges and universities, at both the undergraduate and graduate level, can be justified in a number of ways. A knowledge of military history is useful, even necessary, if our citizens are to be able to make intelligent decisions on the problems facing our country now and in the future. For young men who are to spend even part of their adult lives in military service, the study of military history can be a profitable experience. At the graduate level, for the historian-in-training a study of military history is almost imperative if he is to be able to interpret twentieth century history in a meaningful fashion. There are job opportunities for historians with an interest in military history and training in that field. Military history is interesting; it can contribute color and drama to any course in history. And, finally, military history can be of service throughout an individual's life, as a hobby or avocation.*

* These statements regarding military history are based not only on the author's own opinions, but are supported by numerous statements made by respondents to the questionnaire on the teaching of military history and by statements made to the author in person or in letters to him resulting from visits or correspondence with respondents to the questionnaire.

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CHAPTER 2

What is Being Done Now

1. The Use of the Questionnaire Method.

If the United States had only one system of higher education, it would be a simple task to ascertain the curricular offerings of our colleges and universities by writing to some central bureau or other authority. But such is not the case, so any investigation of curricular trends in the schools of higher learning must use other methods. There is so much local autonomy among our colleges and universities that any investigator usually has to seek information from each concerning the courses and policies in effect at that school. This can be done in at least two ways: through an examination of college and university catalogs or by using a questionnaire.

The first method, examining the catalogs of educational institutions, was not used as the major source of information for this survey for a number of reasons. In the first place, to obtain information from almost five hundred colleges and universities by this method would have been almost prohibitive in time and effort Secondly, catalogs frequently do not give an accurate picture of the current offerings of the college or university. Third, and most important, this survey was planned to get information, attitudes, and opinions that would not be revealed in college and university catalogs

College and university catalogs could give information concerning which schools offered courses in military history and which did not. But these sources would not reveal the factors restricting offerings in military history; nor would catalogs reveal the names of persons interested in and capable of offering courses in military history or policy. Information concerning the school's library resources for a study of military history was desired. Opinions concerning the adequacy of the school's R.O.T.C. program; suggestions for improving this program; suggestions for stimulating interest in research, study, and teaching of military history —these all were a concern of this survey. Clearly, the questionnaire method was most likely to produce the kind and volume of information, attitudes, and opinions desired.

A suitable questionnaire was sent, together with a covering letter explaining the purposes of the survey, to chairmen of history departments in 815 four-year institutions of higher learning in the United States. Five different types of schools received the questionnaire: universities, colleges, teachers' colleges, technical colleges and institutes, and women's colleges. Sufficient questionnaires were sent to each state and the District of Columbia to insure a nation-wide distribution of replies. A copy of the questionnaire and covering letter is included as Appendix I to this study.

Replies were received from 493 schools. This is a 60 percent return from a mailed questionnaire and represents a very high percentage of returns, in itself an indication of interest in the question of the teaching of military history in the United States. Analyses of the questionnaires sent and replies received, broken down geographically and according to category of schools,

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are included as Appendices II and III. A list of the schools replying makes up Appendix IV.

2. Schools Offering Courses in Military History.

The first question asked on the questionnaire was, "Does your institution offer a course or courses in purely military history or policy?" Thirty-one of the respondents answered "yes" to this question and six more indicated that they would offer such a course in 1954-55 or in the very near future. Percentage wise, this indicates that roughly 7 percent of the schools replying to the questionnaire offered or are about to offer courses in military history. The schools offering such courses may be broken down according to type of schools as follows 25 universities, 8 colleges, and 4 technical colleges or institutes. No women's college or teachers' college which replied to the questionnaire offers a course in military history.

Geographically, the 37 schools are heavily concentrated in the east, south, and southwest, with 29 of them being located in those regions. Of the remaining 8, four (Notre Dame, Kent State, Michigan and Illinois) are located in the midwest; 2 (Wyoming and Montana State) are located in the Rocky Mountain region, and 2 (Stanford and California Institute of Technology) are located on the west coast.

The 37 schools offer a total of 46 courses which they consider military history or policy. Most of them offer only one such course, but 7 offer 2 and one school offers 3 courses in military history. Thirty-six of the 46 courses are offered only to undergraduates; 5 are open to both graduate and undergraduate students and 5 are limited to graduate students. All but two of the courses are limited to one semester or one quarter in duration. A list of the schools offering these courses, their location, the course title, catalog number, level, approximate enrollment, course description, and the name of the instructor is given in Appendix V.

3. Types of Courses Offered in Military History.

When one reads the course title and course description of these 46 courses, a pattern emerges that shows the types of courses in military history being offered by American institutions of higher learning. Five types of courses in military history can be identified.

The type with the most numerous adherents is one that is modelled directly upon or is similar to the Princeton University course, "A History of Military Affairs in Western Society since the 18th Century." There are three distinguishing features of this type of course. First, it includes military developments in western Europe and the United States. Second, it is limited chronologically to the "modern" period, sometimes defined as from the Renaissance to the present, sometimes as from the 18th Century to the present. Third, much broader than a study of wars, campaigns, tactics and strategy, it attempts to examine the reciprocal relationship between the military establishment and the society in which it exists.

The second most popular undergraduate course in military history might be designated as the "United States" type. It has these distinguishing features: First, it limits itself geographically to the area comprising the United States; second, it is limited chronologically from either the colonial period or the American Revolution to the present; third, it varies in content from the "Princeton" type course applied to the American scene, to a course confining itself to strictly military subjects such as Army organization, strategy of our wars and tactics of American battles. Seven of the 36 undergraduate courses are of this type.

A course rivaling the "United States" type in popularity is the "Military History" type, with six adherents. Its distinguishing features are: One, a wider geographical horizon than the United States and western Europe, usually including what we would call today the Near and Middle East; two, the course covers a greater

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expanse of time than either of the first two types, starting with antiquity and coming up to the present; three, the course has a greater concern with strategy, tactics and military organization than any of the "Princeton" type courses and most of the "United States" type.

A fourth type of course offered to American undergraduates is the "Naval History" type. This course is offered at four schools and, as indicated by the title, is concerned mainly with naval history. Three of the four courses offered deal with naval history from the days of oars to the present; the fourth confines itself to the naval history of the United States

The fifth type of course is the "Specific War" type, confining itself to the study of the causes, strategy, tactics and impact of one or two specific wars. There are three courses of this type offered by American schools to their undergraduates. One at Western Maryland College studies the Civil War intensively. The course at Kent State University of the "Specific War" type examines the "Naval and Military History of World War II." At Dartmouth, "The First and Second World Wars" are the subjects of study.

To recapitulate the foregoing, there are 36 undergraduate courses described by the respondents as military history. These can be divided into 5 different types and listed in order of their popularity as follows: "Princeton" type, 16; "United States" type, 7; "Military History" type, 6; "Naval History" type, 4; "Specific War" type, 3.

The five courses offered to both graduates and undergraduates in American schools fit well into the same categories as the undergraduate type courses. Two of them duplicate the "Princeton" type and the other three fit, one each, into the "United States," "Military History" and "Specific War" types of courses. The five graduate courses are limited and specific in their content, as would be expected. Three are of the "Specific War" type, the University of Maryland offering a graduate course called "Problems in the History of World War II"; Rice Institute, "The First World War," and Huntingdon College reporting a graduate course in the "Civil War." Princeton University has a graduate course somewhat similar to its undergraduate course in military history, the graduate course being entitled "Military History and Problems." The fifth graduate course is a "Naval History" type, offered at Stanford University under the title, "Problems of Sea Power."

It is interesting to note that there is no course devoted exclusively, or even primarily, to the history, strategy, tactics, problems, or impact of air warfare. One might reasonably suppose, however, that air warfare receives considerable attention in courses of the "Princeton," "United States" and "Military History" types, as well as in the "Specific War" type when the war under study is World War II.

Enrollments in 22 of the undergraduate courses were reported, the total enrollment being between sixteen and seventeen hundred. Three of these courses account for over one thousand of this total, reporting enrollments of between three and four hundred each. The courses reporting these enrollments are required as part of the R.O T.C. program on the campus, but are taught by members of the regular history department. The University of Georgia offers one of these courses, a two-hour course meeting three times a week for one quarter. This course is entitled "American Military History," taught by Professors Horace Montgomery and Wilbur Jones, and is required of all freshmen in the R.O.T.C. program. The course at Princeton University is required of all Air, Army, and Navy R O.T.C students, but is also open to other students. Taught by Professor Gordon B. Turner, its catalog title is "A History of Military Affairs in Western Society since the 18th Century." William R. Emerson of Yale University offers "War and Western Society," the third of the large-enrollment courses in military history. The enrollment of approximately three hundred includes all freshmen R.O.T.C. students, plus

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other qualified undergraduates. The other 19 courses reported enrollments ranging from 10 to over one hundred.

The five graduate courses in military history report a total of 47 students enrolled. This is a significant figure because it is in these graduate courses that future instructors of military history are being trained. However, the types of graduate courses offered are not of the same type as the courses in which the market for undergraduate course instructors exists. To illustrate, the Princeton graduate course, which is somewhat similar to the undergraduate "Princeton" type courses, reports an enrollment of only two persons. Yet the "Princeton" type course is the most popular of all the undergraduate courses in military history. The largest enrollments in graduate courses are reported in those courses which are the least frequently taught at the undergraduate level.

Because of the popularity of the "Princeton" type course in military history, it appears desirable to examine this course in some detail.[1] Its popularity is indicated not only by the fact that 10* schools are already offering courses of this type, but even more strongly by the fact that all 5 of the schools planning to introduce courses in military history during the next year or so appear to be modelling their proposed courses on the "Princeton" type.

The impetus for the course at Princeton came from interested members of the faculty and administration, working in cooperation with the commandants of the local R.O.T.C. units. President Harold W. Dodds explained the program in its general setting in an article, "Your Boy and the ROTC," appearing in the *Atlantic Monthly*. The idea was to integrate the training of the prospective reserve officer with the academic program he was following, thus enriching and making both more meaningful. Professor Gordon B. Turner, working with an advisory committee composed of Professors Gordon A. Craig, Wesley Frank Craven, and Jeter A. Isely of the Princeton faculty, developed the course. A grant of funds from the Rockefeller Foundation assisted in the development of the course.

The course is required of all Army, Air, and Navy R.O.T.C. students at Princeton, but does not substitute for any part of their required R.O.T.C. program. It is also open to any upperclass students in this university as an elective and may be offered by history majors on their American and European Senior Comprehensive examinations In accordance with his experience in the course, Professor Turner has edited a book of readings,* commenting in the preface, ". . . the subject matter of this volume presents those topics in military affairs that provide a common meeting ground for *all* Reserve Officers Training Program students and for general college students alike."

The Princeton course places its main emphasis on the broader aspects of civilian-military relations and gives comparatively little attention to tactics, battles, and administration. Professor Turner feels that neither students nor professional historians will be interested in military history as long as it deals exclusively with tactics, battles, and administration. He holds the opinion that "until military affairs are integrated with other aspects of society in military history textbooks and special monographs, there can be little hope of enlisting enthusiasm in this field."[2]

Yale University has adopted the concepts of the Princeton course, requiring its "War and Western Society" of all freshmen R.O.T.C. students at Yale. The course surveys the history of war from the 18th century to the present, with special emphasis on establishment and development of American armed forces and on American participation in European diplomacy and war. Professor William E. Emerson, who teaches the course at Yale, states, "The history of war must be taught as a whole."[3]

* In addition to these 10, Professor Turner indicated that Colby College is offering a "Princeton" type course. However, no reply was received from Colby College, even though one original questionnaire and two follow-ups were sent For that reason, Colby is not included in this survey

* *A History of Military Affairs in Western Society Since the Eighteenth Century* (New York, 1953).

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A plan prepared by a Harvard University faculty committee has recommended that a "Princeton" type course be included in a general revision of the Army R.O.T.C. program at Harvard. This plan for revision is now under study by the Department of the Army.[4] Colgate University is attempting to work out a coordinated program involving the R.O.T.C. and the regular academic courses. One of the areas in which Colgate's R.O.T.C. Study Committee is interested is the area of military history. This may lead to the offering of a "Princeton" type course as a supplementation of, or substitute for, current R.O.T.C. requirements at Colgate.[5]

The history department of the University of Georgia offers a course in military history for the Army R.O.T.C.[6] Starting with the spring semester of 1955, the history department of the University of Florida will offer a course in military history that will be required of all Air Force R.O.T.C. students. Starting in the autumn of 1955, all Army R.O.T.C. freshman students at the University of Florida will take this course Neither of these courses will add to the number of hours of required R.O.T.C. courses, but will replace courses now required by the R.O T.C programs.[7]

Thus one of the reasons for the adoption of courses in military history taught by the history department at Princeton, Yale, and the University of Georgia has been the desire to provide instruction in military history to R.O.T.C. students. The same is true of the anticipated courses at the University of Florida and Harvard University The motivation for the courses in military history at the other schools offering such courses falls into two categories. Probably the strongest motivating force has been that of the individual who has become personally interested in military history. This seems to be a factor in the introduction of all of the courses, and the deciding factor in over two-thirds of the cases. The other reason is geographical. Students at southern schools, or perhaps their professors, seem to be more interested in military history than are their counterparts in the north and west. This geographical factor undoubtedly explains the reason for courses in Civil War history at two relatively small institutions, Huntingdon College, located at Montgomery, Alabama, and Western Maryland College.

4. Schools Not Offering Courses in Military History or Policy.

Four hundred and fifty-seven of the schools responding to the questionnaire checked "no" in answer to the question, "Does your institution offer a course or courses in purely military history or policy?" From these schools, information was obtained concerning the reasons why they did not offer courses in military history. The respondents were asked to fill out a check list that offered a choice of five specific factors and an opportunity to explain any other factors that they regarded as significant in limiting course offerings in military history. This information is tabulated in Table I.

An analysis of the tabulation shows that the respondents checked "other reasons" more frequently than any specific factor listed. Apparently the respondents regarded these, rather than any of the specific factors listed, as most important in limiting their course offering in military history, for almost 80 percent of those checking "other reasons" checked them first in importance.

TABLE I

SHOWING RESPONSES TO PART 3 OF QUESTIONNAIRE

"Rank the factors restricting your department's offering in military history, using *1* for strongest, *2* for next strongest, and so on"

I Factor. *Insufficient student interest*

Number checking Total	*Number checking 1st*	*2d*	*3d*	*Number checking 4th*	*5th*	*6th*	*Number checking X (no weight)*
222	103	46	18	8	3	3	41

II Factor: *No qualified instructor.*

Number checking Total	*Number checking 1st*	*2d*	*3d*	*Number checking 4th*	*5th*	*6th*	*Number checking X (no weight)*
168	45	51	24	8	4	2	34

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III. Factor: *Lack of Adequate texts and other materials.*

Number checking Total	Number checking 1st	2d	3d	Number checking 4th	5th	6th	Number checking X (no weight)
79	2	20	21	16	4	6	10

IV. Factor: *Administration opposed*

Number checking Total	Number checking 1st	2d	3d	Number checking 4th	5th	6th	Number checking X (no weight)
58	13	4	15	8	8	3	7

V. Factor: *Department opposed*

Number checking Total	Number checking 1st	2d	3d	Number checking 4th	5th	6th	Number checking X (no weight)
78	20	17	15	5	8	5	8

VI. Factor: *Other reasons*

Number checking Total	Number checking 1st	2d	3d	Number checking 4th	5th	6th	Number checking X (no weight)
253	203	20	9	1	0	1	19

The second strongest factor in limiting offerings in military history is "insufficient student interest." It is significant to note, however, that while this may be a factor, it was considered the most important factor in only half the cases where it was checked. Similarly, while "no qualified instructor" was regarded as a fairly significant factor, with 168 respondents checking it, only about 26 percent of the respondents regarded it as the most important factor in limiting course offerings in military history "Lack of adequate texts and other materials," "Administration opposed" and "Department opposed" are apparently factors of negligible significance in most institutions in limiting their course offerings in military history.

An examination of the "other reasons" listed by respondents reveals some reasons that repeat themselves often enough to establish a pattern. This pattern is especially apparent when the "other reasons" listed are compiled according to the types of schools responding to the questionnaire.

Of the 45 teachers' colleges responding to the questionnaire, 29 checked "other reasons" as being the most important factor in limiting their course offerings in military history. The "other reasons" listed show that teachers' training institutions follow the demands made upon them by our public education system. Twelve respondents specifically said that since there was no demand in public education for courses in military history, they offered no training in that regard. Nine respondents answered that they regarded military history courses as too specialized for their students, and four schools replied that courses in military history were unwarranted in teacher education, one of these four adding that military history was "old fashioned." One teachers' training institution, Central Michigan College of Education, reported that there was "much interest" in a course in military history but none had been set up as yet.

Forty-one women's colleges replied to the questionnaire. Twenty-one of these listed "other reasons" as limiting their course offerings in military history, 15 of these declaring that the "other reasons" were the most important factor. All 21 listed the fact that they were a women's college as being the most significant "other reason." This shows conclusively that, at least in women's colleges, military history is not regarded as a subject to which women should be exposed.

In technical colleges and institutes the most compelling of the "other reasons" listed appears to be the fact that the professional and technical subjects required occupy so much of their students' time that there is no room for courses. such as military history. Indeed, in some technical schools there is very little room for any history at all. However, two schools replied that there was no particular reason why they did not offer courses in military history; they had just not considered the question seriously.

In the case of the 235 colleges replying to the questionnaire, 112 checked "other reasons" as limiting their offerings in military history, 91 listing these as being most important. Forty-two of those 91 indicated that they believed military history courses were too specialized for liberal arts education. Twenty-one respondents said that their staff was so limited in size they could

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offer no more than a few basic courses in history. Many said that they thought specialized courses had their proper place only in large universities where the large student bodies, large staffs and diverse facilities offered an opportunity for graduate and undergraduate instruction in courses such as military history

However, the responses from the 152 universities which replied to the questionnaire show that the universities are not entirely in agreement with the viewpoint expressed by their colleagues in the colleges. Sixty-one of the university respondents checked "other reasons" as limiting their offerings in military history, 48 of them indicating these as the most important reason Eighteen indicated that they, too, had a shortage of instructors for the courses they regarded as necessary, and 15 said that they thought such specialized courses were not desirable, even on the university level Of course, not all universities are large in faculty, facilities, or student body, so these limiting factors would apply to them as well as to colleges

The most significant revelation in the university pattern of "other reasons," however, lies in the 22 respondents who replied that there was no particular reason other than disinterest which limited their offerings in military history. The respondents seemed to feel that if any interested faculty member wanted to offer a course in military history, there was no over-riding reason why he should not or could not do so. This is corroborated by letters from and conversations with persons now offering such courses in large universities. In other words, more universities would offer such courses if there were individual faculty members in those universities interested enough to take the lead.

Another factor mentioned by five of the university respondents was the relationship with the R.O.T.C. program. These five indicated that at some time during the post-war years they had contacted the R.O.T.C. department on their campus with the view of suggesting courses in military history, taught by the regular history department faculty. In all five cases, they had found the R.O.T.C. officials either not interested in such courses or unwilling to encourage them. Thus it might be well to consider the relationship between the R.O.T.C. and military history in American colleges and universities.

5. The R.O.T.C. Programs and Military History.

One hundred and seventy-six of the respondents who do not offer courses in military history reported that there were R.O.T.C. units at their institutions. These respondents were asked to answer two questions. First, "Is there a tendency to let the R.O.T.C. program substitute for courses in military history and policy which might otherwise be offered?" Second, "Do you feel that the R.O.T.C. program offers adequate coverage in its courses of American military history and policy?" The respondents could check "yes," "no" or "no opinion" in answer to each of these questions. Results were as follows:

IS THERE A TENDENCY TO LET THE ROTC PROGRAM SUBSTITUTE FOR COURSES IN MILITARY HISTORY AND POLICY WHICH MIGHT OTHERWISE BE OFFERED?

Total checking	*Total checking "yes"*	*Total checking "no"*	*Total checking "no opinion"*
176	45	60	68

In addition, three respondents indicated "possibly."

These results indicate that there is a considerable number of schools in which military history and policy might receive more emphasis if it were not for the R.O.T.C. programs. Still more significant, however, is the number (68) checking "no opinion." This figure might be interpreted in one of two ways. It might indicate that those who checked "no opinion" with regard to this question had never really considered the question of military history courses and for that reason had no opinion as to the limiting effect which the R.O T C. program had on their prospective course offerings. Or a "no opinion" answer might indicate that chairmen of history

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departments had no concrete idea of exactly what is offered in the way of military history in the R.O.T.C. programs on their campus.

The results in response to the second question were:

DO YOU FEEL THAT THE R.O.T.C. PROGRAM OFFERS ADEQUATE COVERAGE IN ITS COURSES OF AMERICAN MILITARY HISTORY AND POLICY?

Total checking	*Total checking "yes"*	*Total checking "no"*	*Total checking "no opinion"*
176	37	53	84

In addition, two respondents checked "yes" with reservations.

The consensus of those checking either "yes" or "no" seems to be that military history and policy are not covered adequately in the R.O.T.C. programs. But again the large number checking "no opinion" needs explanation. Here the explanation seems to lie definitely in the fact that history department chairmen are, on the whole, not well acquainted with the content of the R.O.T.C. program, and several admitted as much.

Seven respondents did show that they had some familiarity with the R.O.T.C. program, and six of these commented on the high caliber of the R.O.T.C. commandants on their campus and on the good relationships between the R.O.T.C. and their departments. Some had been invited to deliver an occasional lecture to the R.O.T.C. students; they reported that they had enjoyed the experience and thought it should be done more often. One respondent stated that he had attended three universities, as a graduate and undergraduate, and had known many R.O.T.C. instructors. He declared that some of them were as capable, if not more capable, than some of the civilian instructors he had had. But those respondents who answered in this vein represent the exceptions rather than the consensus.

Those 53 respondents who checked "no" in answer to the question concerning the adequacy of R.O.T.C. courses were asked to give any suggestions they might have for ways in which the R.O.T.C. program in American military history and policy might be improved. Thirty-five of the 53 did have suggestions, and almost without exception they urged that some arrangement be made whereby courses in military history in the R.O.T.C. could be taught by members of the history department. Several went beyond that to suggest that all courses (such as geography, geopolitics, etc.) included in R.O.T.C. programs that could be taught by members of the regular faculty should be offered by these faculty members rather than by the R.O.T.C. staff.

This opinion is reinforced when one examines the reports of the 37 schools now offering courses in military history. Thirty-four of these also have R.O.T.C. programs; only two schools, however, feel that the R.O.T.C. programs give adequate coverage to military history, and this only in a limited sense. Twenty respondents made suggestions for improving the R.O.T.C. program, and to a man they suggested that all R.O.T.C. courses in military history be taught by regular members of the academic departments.

Most of the respondents stated that they did not consider the inadequacy of the R.O.T.C. programs entirely the fault of the instructors. They did not expect the instructors to be specialists in military history or trained historians and teachers. They were aware that the system of rotation of instructors often removed a man from the campus at just about the time he was beginning to gain some competence in the subject he was teaching. They occasionally remarked that the instructor was handicapped by poor materials, by a lack of time in which to present his subject, and by the fact that he had to follow a "canned" course.*

Many respondents were aware that, if their departments were required to take over courses in military history or policy in the R.O.T.C.

* For an expression of opinion from an R.O.T.C. instructor see Raymond J. Pflug, "The R.O.T.C. Programs and the Colleges," American Association of University Professors *Bulletin*, XXXIX (spring 53), 231-235.

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program, it would mean hiring additional teaching members. This would require funds for which they could see no readily available source. Three felt, however, that such an arrangement would make the R.O.T C. courses more attractive to students and thus would be profitable in the long run to the military departments.

From the foregoing, conclusive evidence can be drawn to support the view that there is not as much coordination as there might be between R O.T.C. programs and the regular academic programs of our schools. The large proportion of respondents checking "no opinion" to questions concerned with the R.O.T.C. programs seems to indicate either little knowledge of these programs or not much prior thought as to their possible relationship to history department offerings. The feeling, bordering on unanimity among the 55 respondents expressing themselves, that history department members could do a better job than R O.T.C. instructors is not surprising. But what is surprising—and significant—is the eagerness with which many respondents would take advantage of the opportunity to teach courses in military history or policy to R.O.T.C. students if some arrangement could be worked out.

6. "Quasi-military" Courses.

Even though a college or university offers no course in military history or policy, it is possible that students may receive considerable instruction in military affairs in other history courses. There are many history courses in which an instructor may guide some part of the work in the direction of military history, military policy, the causes and results of war, and the reciprocal impacts between military establishments and society. The term "quasi-military" was used on the questionnaire to indicate courses in which this would be possible.

Question 4 on the questionnaire reads, "Please list courses, by title and instructor, offered by your department which might be considered quasi-military in content (such as 'The Civil War and Reconstruction', 'The French Revolution and the Napoleonic Wars, 1789-1815')." The results of the responses to this question are tabulated in Tables II, III, IV, and V.

In a little over half the schools reporting, students are exposed to some military history in these quasi-military courses. From the responses to this question, it appears that the students attending universities are the best served in this respect; students attending teachers' colleges, women's colleges and technical colleges and institutes have relatively little chance to take courses described as quasi-military. Courses in the Civil War and Reconstruction and the French Revolution and Napoleonic period, given in about half the schools reporting quasi-military course offerings, predominate by a wide margin over any other quasi-military course. This predominance may be due in part to the fact that these were given as examples of "quasi-military" types of courses. Twenty-eight different courses were reported by the respondents as being "quasi-military" in content.

This finding raises the question of interpretations placed by respondents on the term "quasi-military." It does not seem likely, for example, that only 38 courses in United States history are offered in American colleges and universities. Apparently those 38 schools considered their courses in American history to be quasi-military, while the others did not. Just what proportion of each of the 562 courses is devoted to the military aspects cannot be determined from the responses to the questionnaire. Some indications can be gotten from other sources, however.

TABLE II

QUASI-MILITARY COURSES

UNIVERSITIES

Number of universities reporting	152
Number offering no quasi-military courses	47
Number offering quasi-military courses	105
Courses offered:	
Civil War and Reconstruction	68
French Revolution and Napoleon	67
Europe, 1914-present	21

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European History		18
American Revolutionary Era		17
United States History		14
United States Diplomatic History		8
Recent History of the United States		7
Contemporary World History		7
Miscellaneous (reported by 5 schools or less)		42
Includes:		
Ancient History	5	
World War II	5	
English History	4	
Conduct of World War I	4	
History of the South	3	
Imperialism and World War I	2	
The Crusades	2	
Modern Germany	2	
Russian History	2	
Modern Far East	2	
The Southern Confederacy	2	
The American West	2	
Naval History	2	
Europe since 1939	1	
Medieval History	1	
International Relations	1	
Latin America	1	
Economic History of Modern War	1	
TOTAL QUASI-MILITARY COURSES OFFERED BY UNIVERSITIES		269

Table III

Quasi-military Courses
Colleges

Number of colleges reporting		235
Number offering no quasi-military courses		108
Number offering quasi-military courses		127
Courses offered		
French Revolution and Napoleon		61
Civil War and Reconstruction		44
Europe, 1914-present		22
European History		15
United States History		15
American Revolutionary Era		14
Recent History of the United States		10
Contemporary World History		10
United States Diplomatic History		9
International Politics		8
Miscellaneous (reported by 5 schools or less)		22
Includes:		
Ancient History	5	
Modern Far East	4	
Latin America	3	
Russian History	3	
History of the South	2	
The American West	2	
Near and Middle East	1	
World War II	1	
Modern Maritime and Naval History	1	
TOTAL QUASI-MILITARY COURSES OFFERED BY COLLEGES		230

Table IV

Quasi-military Courses
Teachers' Colleges,
Women's Colleges,
Technical Colleges,
and
Institutes

Number of schools listed above reporting	106
Number offering no quasi-military courses	70
Number offering quasi-military courses	36
Courses offered:	
Civil War and Reconstruction	17
French Revolution and Napoleon	13
Modern European History	8
United States History	9
Contemporary World History	6
United States Diplomatic History	4
American Revolutionary Era	4
Russian History	1
Ancient History	1
TOTAL QUASI-MILITARY COURSES OFFERED BY SCHOOLS LISTED ABOVE	63

Table V

Quasi-military Courses
Total—All Schools Reporting

Number of schools reporting		493
Number offering no quasi-military courses		225
Number offering quasi-military courses		268
Courses offered:		
French Revolution and Napoleon		141
Civil War and Reconstruction		129
Europe, 1914-present		43
European History		41
United States History		38
American Revolutionary Era		35
Contemporary World History		23
United States Diplomatic History		21
Recent History of the United States		17
Miscellaneous (reported by 11 schools or less)		74
Includes		
Ancient History	11	
International Politics	9	
Modern Far East	6	
World War II	6	
Russian History	6	
History of the South	5	
Latin America	4	
American West	4	

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English History	4
Conduct of World War I	4
Naval and Maritime History	3
Imperialism and World War I	2
The Crusades	2
Modern Germany	2
The Southern Confederacy	2
Near and Middle East	1
Europe since 1939	1
Medieval History	1
Economic History of Modern War	1
TOTAL QUASI-MILITARY COURSES OFFERED BY ALL SCHOOLS	562

In 1951, Jennings B. Sanders of the Federal Office of Education, conducted a questionnaire survey on "How the College Introductory Course in United States History is Organized and Taught."[8] Respondents to his questionnaire were asked to give an emphasis-rating to each of seven phases of United States history: political, economic, diplomatic, constitutional, social-cultural, military, and intellectual. The lightest emphasis was reported for military history, but that for intellectual history was only slightly heavier. The emphasis accorded different phases of United States history by 324 persons teaching the course was, in order of emphasis from heavy to light, as follows: political, economic, social-cultural, diplomatic, constitutional, intellectual, and military.[9]

A brief survey of pupular texts, picked at random, for courses in the Civil War and Reconstruction, the French Revolution and Napoleonic periods, Europe since 1914, and Recent History of the United States, shows one-fourth to one-third of the content of these books devoted to the causes, conduct and results of the wars fought during the period they cover. In view of the trends reported in Chapter I of this study, in the Sanders' report, and in the survey of popular texts, one might make an intelligent estimate of the military content of the majority of these "quasi-military" courses. This estimate would be that the military content varies from about one-third, at the most, down to practically no emphasis at all.

There is, however, a sprinkling of courses reported as "quasi-military" in which the military content would almost have to be much more than one-third. Six schools reported as "quasi-military," courses entitled "World War II"; four reported as "quasi-military", courses in the "Conduct of World War I." Other schools reported as "quasi-military," courses entitled "Imperialism and World War I" (2); "Naval and Maritime History" (3); "Europe since 1939" (1); and the "Economic History of Modern War" (1). Surely the majority of these 17 courses could have been designated courses in military history and policy rather than "quasi-military," had the respondents not chosen to put that interpretation on them.

7. Availability of Instructors and Library Materials for Courses in Military History.

Two other factors relating to the teaching of military history remain to be reported upon. First, it is possible that courses in military history are limited in number because of an insufficient supply of available instructors who might be interested in and capable of offering courses in purely military history or policy Some evidence regarding this factor is provided by question 3 of the questionnaire in which respondents were asked to rank the factors restricting their department's offering in military history. One of the specific factors which respondents could check was "no qualified instructor." As has been shown, this apparently is not a decisive factor, although it is a factor of some consideration.*

More evidence is provided by replies to a section of the questionnaire which asked the respondents to "Please list name of person or persons on your staff who might be interested in and capable of offering courses in purely military history or policy." Almost exactly one-third (159) of the respondents indicated that there were members of their departments who could

*See Table I.

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teach military history and would be interested in doing so. Many of the respondents listed more than one person in this category, a total of 257 names being listed. Twenty-five of these listed indicated that they would be interested or consider themselves capable only under certain conditions. For example, in the event of a war emergency, or if the course to be given was limited in scope, such as United States military history.

Thus the availability of instructors in military history does not represent a very strong factor in limiting the number of courses in military history that might be taught. There is an untapped reservoir of interest and capability in military history in the colleges and universities of the United States. A high proportion of the instructors in history in American schools who are under the age of forty-five or thereabouts undoubtedly saw service in the Armed Forces during the Second World War. Many of them have had experience with the historical programs of the Armed Forces. No doubt these experiences have stimulated their interest in military history and added to their capability to teach such a subject.

When one examines the reported availability of library materials in military history, the picture which emerges is not quite so optimistic. Respondents to the questionnaire were asked, "Please check whether in your opinion your institution's library has sufficient material to enable students to specialize in military history." Each respondent could check "yes" or "no" to four different levels of instruction: undergraduate major, undergraduate minor, graduate major and graduate minor. The results are summarized in Table VI.

Eighty-three of the respondents did not reply to this part of the questionnaire, many of them indicating that they had no opinion on the matter. Perhaps in these cases the absence of opinion was due to lack of knowledge of materials that would be required if their schools should start offering instruction in military history or policy.

It appears from this report that the libraries of about one-half the schools responding (193 to 410) have enough library materials to offer an undergraduate minor in military history. About one-fourth (101 of 410) have enough

TABLE VI

AVAILABILITY OF LIBRARY RESOURCES FOR COURSES IN MILITARY HISTORY

I. *Among colleges.*

Total Replies	*Undergraduate major*		*Undergraduate minor*	
	Yes	*No*	*Yes*	*No*
195	30	165	74	121
Total Replies	*Graduate major*		*Graduate minor*	
	Yes	*No*	*Yes*	*No*
136	2	134	7	129

II. *Among universities.*

Total Replies	*Undergraduate major*		*Undergraduate minor*	
	Yes	*No*	*Yes*	*No*
101	39	62	66	35
Total Replies	*Graduate major*		*Graduate minor*	
	Yes	*No*	*Yes*	*No*
81	10	71	22	59

III *Among teachers' colleges, women's colleges, technical colleges and institutes*

Total Replies	*Undergraduate major*		*Undergraduate minor*	
	Yes	*No*	*Yes*	*No*
78	4	74	19	59
Total Replies	*Graduate major*		*Graduate minor*	
	Yes	*No*	*Yes*	*No*
65	1	64	2	63

IV. *Among those schools offering courses in military history or policy.*

Total Replies	*Undergraduate major*		*Undergraduate minor*	
	Yes	*No*	*Yes*	*No*
36	28	8	34	2
Total Replies	*Graduate major*		*Graduate minor*	
	Yes	*No*	*Yes*	*No*
31	14	17	21	10

V. *Among all schools replying to question concerning availability of library resources.*

Total Replies	*Undergraduate major*		*Undergraduate minor*	
	Yes	*No*	*Yes*	*No*
410	101	309	193	217
Total Replies	*Graduate major*		*Graduate minor*	
	Yes	*No*	*Yes*	*No*
313	27	286	52	261

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materials for an undergraduate major in military history or policy. The situation at the graduate level is not nearly as good. One possible explanation for this might be that the library materials, and particularly the necessary bibliographical tools, for graduate instruction simply do not exist. Less than one-tenth of the schools (27 of 313) replying report enough materials for a graduate major in military history More than half of these (14 of 27) are schools that already offer graduate or undergraduate instruction in military history. About one-sixth of the schools replying (52 of 313) could offer a graduate minor in military history, using the resources of their own libraries.

8. Research and Writing in the Field of Military History.

There are numerous signs that questions concerning the past, present, and future relationships between civilian and military affairs are engaging the attention of American historians, economists, and political scientists. If this trend continues, the lack of library materials in the field of military history may be remedied within the next few years. The work of the historical sections of the Services in the field of military history has already been mentioned. Their activities and plans for future publications will make available to college and university libraries many valuable materials.

In the colleges and universities of the nation, individual scholars and groups of scholars are directing their efforts to studies in the field of military affairs. The Institute of War and Peace Studies at Columbia University has underway a number of studies that will be published in the near future. At the University of Michigan Professor Morris Janowitz is leading a group in a series of comparative studies of changing patterns of civilian military relations and analyses of institutional factors in the operation of large-scale military organizations. At Dartmouth College Professors John W. Masland and Laurence I. Radway will soon produce their study of the higher education systems of the Armed Forces and the utilization of career military officers in the formulation of national policies. At Princeton University Professor Gordon B. Turner and his associates are continuing their work which has already resulted in the publication of the book of readings.*

At Harvard University a Defense Policy Seminar was instituted in the fall of 1954 under the leadership of Professor W. Barton Leach. The students are drawn in substantially equal proportions from the Law School, the Graduate School of Public Administration and the Business School.

Two years ago the Social Science Research Council established a Committee on Civil-Military Relations Research. This committee prepared and published recently a useful bibliographical tool, *Civil-Military Relations, An Annotated Bibliography, 1940-1952*. Even more significant, the committee recommended to the Social Science Research Council the establishment of a program for grants-in-aid designed to stimulate research in the history of American military policy. The Social Science Research Council accepted this recommendation and will soon initiate a program of grants to individuals for research in the history of American military policy. This program should assist in the production of works that will add to the possible library resources for the teaching of military history in American colleges and universities.

The production of texts in the field of military history is not being slighted. A survey of research in the field of civil-military relations, published by the Committee on Civil-Military Relations Research in January, 1953, showed that C. J. Bernardo and Eugene Bacon of the University of Maryland were preparing a textbook to be entitled *The Military Policy of the United States*. Doubleday and Company has announced the future publication of a text, *History of Warfare*, to appear in the fall of

* See above, p. 16n

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1955, its authors being Richard A. Preston and Sydney F. Wise, of the Royal Military College of Canada, and Herman O. Werner, Professor of Naval History, United States Naval Academy at Annapolis. These are but two examples of the texts in the field of military history that are now being prepared; doubtless there will be others.

The interest of publishers, reflecting the interest of the reading public, in the field of military history is well illustrated by the selections offered by the Book of the Month Club, the History Book Club, and the American History Book Club to their members. During the past year these book clubs have offered as monthly selections or alternate selections the following books: Christopher Ward's *The War of the Revolution; Strategy,* by Liddell Hart; *Decisive Battles of the U.S.A.* by Major General J. F. C. Fuller; *The Freemantle Diary;* Bruce Catton's *U. S. Grant and the American Military Tradition;* Cecil Woodham-Smith's book on the Crimean War, *The Reason Why;* and Stanton A Coblentz's *From Arrow to Atom Bomb.* Many military leaders of the Second World War and cold war period have written books dealing with their experiences and setting forth their recommendations, most of them bristling with controversy.

Indeed, if present tendencies continue, college and university libraries may suffer an embarrassment of riches from which to choose in the field of military history. There is some danger that authors and publishers, eager to capitalize on the current interest in military affairs, will rush into print with books that are not based on adequate research—books that will be more harmful than helpful to the scholarly study of military history and to the teaching of military history in the colleges and universities of the United States. The historical programs of the Armed Forces are providing the basic publications from which historians of the Second World War and the post-war period may profit The program recently announced by the Social Science Research Council will undoubtedly result in basic research in the history of American military policy; it is to be hoped that textbook writers will make use of it. The work of individuals and groups in the colleges and universities will soon result in the publication of significant monographs and other scholarly works. If college and university librarians choose with discrimination from these works, their libraries will, within the next decade, be well supplied with materials for the study and teaching of military history.

9. Summary.

The results of the questionnaire on "The Teaching of Military History in American Colleges and Universities" show that there is already considerable interest in this subject. The interest is especially apparent in colleges and universities where there are R.O.T.C. programs. The number of courses in military history or military affairs is steadily increasing and, if the more military of the "quasi-military" courses are also considered, American college and university students are receiving an ever-increasing amount of instruction in military history.

There are several different types of courses in military history now being taught, but the "Princeton" type appears to be the most numerous, at least on the undergraduate level. There are comparatively few graduate courses in military history, a fact that is not reassuring in relation to a future supply of instructors of military history. Any future courses will have to be taught, if the present situation continues, by persons who have developed their interest and proficiency "on the side," so to speak.

There does, nevertheless, appear to be a considerable supply of instructors interested in and capable of teaching courses in military history. There are enough instructors and soon will be enough library materials to teach more courses in military history as well as to increase the emphasis on military history in other history

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courses already being offered In many liberal arts colleges, women's colleges, teachers' colleges, and in some technical colleges and institutes there are good reasons why courses in military history are not offered. These reasons have to do with traditional liberal arts instruction, professional subjects that take up the sudents' time to a considerable extent, small teaching staffs and small student bodies. In the larger colleges and universities, however, there appear to be no limiting factors, other than disinterest, to the introduction of courses in military history and policy. Ways of combatting that disinterest, and other measures designed to encourage the study and teaching of military history, will be discussed in the next chapter.

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CHAPTER 3

What Should Be Done in the Future

1. Suggestions Made by Respondents to the Questionnaire.

In part 7 of the questionnaire on the teaching of military history, the respondents were asked "What suggestions would you offer for stimulating interest in research, study and teaching of military history in colleges and universities at both the undergraduate and graduate level?" Nearly one hundred respondents made suggestions, many of them making more than one, and a total of almost two hundred suggestions were made in all. In most cases, the respondents did not separate their suggestions into ways of increasing interest on the undergraduate level and ways applying to the graduate level. It is fairly clear, however, from the nature of the suggestions that certain of them apply to the undergraduate level and others to the graduate level. These suggestions are grouped under nine broad headings, eight positive and one negative, and tabulated in Table VII.

The tabulation shows that the suggestion made most often was to open up more courses on the undergraduate level, primarily through establishing some relationship with the R.O.T.C. program on the various campuses. This would also stimulate interest in military history on the graduate level, as some respondents pointed out. With more courses in military history being taught, there would be a better market for instructors trained in military history. This condition would encourage graduate schools to offer specialization in military history, either as a graduate major or minor.

TABLE VII

TABULATION OF SUGGESTIONS MADE IN REPLY TO QUESTION "7" OF QUESTIONNAIRE

Positive Suggestions	*Number Suggesting*
1. Introduction of more courses in military history	39
2. More emphasis on military history in general history courses	29
3. Monetary awards (subsidization of research, publication of monographs, grants-in-aid, prizes)	27
4. Compilation of bibliographical aids to research, translations, preparation of teaching materials, increased library facilities, etc.	24
5 Establishment of a graduate center for research and training in military history; endowed chair	14
6. Change in attitude toward military history (includes attitude of public, historical profession, and educational administrators)	12
7. Publication of results of survey on "The Teaching of Military History in American Colleges and Universities"	7
8. Miscellaneous suggestions	10
Negative Suggestions	
9. Stimulation of interest unwarranted at undergraduate level	32
Total suggestions made	194

For those schools that cannot or do not want to introduce specialized courses in military history, interest in the subject could be stimulated by more emphasis on military history in the history courses now being offered. This suggestion was made by 29 respondents, one of whom wrote: "I once heard a young instructor who was giving a course in Europe Since 1914 say, 'Well, I just leave out the two World Wars and

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get on to the social and economic history.' This I think most important of all—to get good treatment of military affairs in the regular courses."[1] It seems likely that this will be done as text-book writers and teachers become more aware of the importance of this subject. As more monographic work on military history is done, text-book writers will naturally include more of the results in their texts. Instructors will no longer be justified or able to "skip over" the causes, conduct, and results of wars, or the impact of military establishments on society.

Monographic work in military history can be stimulated by the time-honored (and effective) methods of subsidization of research, subsidization of publication, grants-in-aid, prizes, and similar inducements. Several of the 27 persons making this type of suggestion thought that the monetary subsidization might well come from the Defense Department or from one of the three Services. Others thought that it should come from the foundations, or similar civilian sources. These suggestions for financial inducements would apply mainly to the stimulation of interest on the graduate level, although one respondent suggested that prizes might be awarded to undergraduates in a nation-wide contest for the best essays on a subject relating to military history.

Another group of suggestions had to do with the development of such tools for research and teaching as: bibliographical aids; translations into English of significant works now available only in other languages; maps, film strips, movies and similar visual aids; increased library facilities. Twenty-four persons made suggestions of this nature, some of which were applicable to graduate work, some more appropriate to the undergraduate level of instruction.

Fourteen persons suggested that the establishment of a graduate center for the study of military history would stimulate interest in military history at the graduate and undergraduate level. Five of the 14 thought that this could be done best by the endowment of a chair in military history at some university, presumably similar to the Chichele Professor of the History of War at All Souls College, Oxford University, now held by Professor N. H. Gibbs. Three of the five thought that the Defense Department, or one of the Services, should provide the funds to endow such a chair.

Twelve of the respondents mentioned specifically the desirability of a change in attitude toward military history. One wrote: "There remains among college faculties and undergraduates a deep and irrational hatred of everything connected with war, combined with suspicion of any attempt to install the study of war on a level with other academic subjects."[2] Others commented in similar terms, deploring what one described as the "head-in-the-sand" attitude of many faculty members and administrative officials.

Ten respondents made miscellaneous suggestions not readily included in the categories described so far. At least two of these suggestions deserve mention. Three persons suggested that a journal devoted to military history be established. All three were aware of the existence of *Military Affairs,* but felt the need of a journal broader in scope, or better supported than *Military Affairs.* Two of these persons suggested that, in addition to a journal devoted exclusively to military history, the professional military journals should include more articles of a historical nature.

Another suggestion made by three persons was that interest in military history would be stimulated by changes in high school history instruction. Two thought that some instruction in military history should be given at the high school level; the other thought that better high school instruction in general history would enable the colleges and universities to do more work in specialized areas, such as military history.

The suggestion that stimulation of interest in military history through specialized courses on the undergraduate level is unwarranted needs explanation. This negative suggestion came most

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often from liberal arts colleges and small universities. In some cases it was motivated by the traditional belief that liberal arts education should prepare students broadly and not lead to specialization on the undergraduate level. Yet in many cases, liberal arts colleges offer instruction in period courses in American history and in specialized areas of history, such as economic or social history. There is a possibility that, even in liberal arts colleges, instruction in military history may be as valuable to the broadly prepared student as social or economic history. For the present, however, it is clear that only a change in opinion regarding military history can bring about the introduction of such instruction in liberal arts colleges.

The suggestions for stimulating interest in military history made by the respondents to the questionnaire furnish a basis for making a series of recommendations. The recommendations which follow are based upon suggestions and other comments made in reply to the questionnaire, upon personal conversations and correspondence with persons interested in military history, and upon the research, thought, beliefs, and experience of the author. In several cases, action along the lines of these recommendations is already underway In these cases, of course, such action should be continued and, if possible, intensified. In other cases, action might profitably be undertaken by interested persons or organizations within the Defense Department or the three Services. Some recommendations made here are within the province of the colleges and universities of our country. Action along any or all the lines recommended will assist in stimulating interest in the scholarly study and teaching of military history.

2. Definition of an Area of Interest.

In any program designed to stimulate interest in military history, a necessary first step seems to be to arrive at some definition of what area of interest is encompassed by the term "military history." The necessity of doing this is revealed by many of the responses to the questionnaire on the teaching of military history in American colleges and universities. No attempt was made to define the term in the questionnaire, each respondent being allowed to give his own interpretation. This, naturally enough, resulted in some conflicting interpretations and answers in the questionnaire.

To take one case, five respondents listed courses in Naval History as courses in "purely military history or policy." Three respondents did not, preferring to consider courses in Naval and Maritime History as "quasi-military." The dictionary definition of "military" is "pertaining to soldiers, armies, or warfare; the army; troops, collectively."[3] However, in their monograph *The Role of the Military in American Foreign Policy,* Burton M. Sapin and Richard C. Snyder define "military" as "a short-hand term which encompasses roughly the Military Establishment organization; that is, the Defense Department and the three Service Departments —Army, Navy and Air Force—and the military and civilian personnel who serve within them."[4] Thus, in defining this new area of interest, the meaning of the word "military" must be taken into consideration. It might be defined narrowly as applying only to professional soldiers and the Army. It might be broadly defined to include not only all the fighting forces of a state but also those civilians whose activities are intimately connected with the military establishment.

More evidence of the necessity of definition of an area of interest is shown by the variety of courses described by the respondents as courses in military history or policy. The courses can be categorized into five types, but the course descriptions contained in Appendix V show that the courses vary somewhat, even within each of the five types. The "Princeton" type course contains little or no reference to tactics and battlefield action. Gordon B. Turner writes in the preface to his book of readings:[5]

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> This book, it is important to note, is concerned with military affairs in their broadest aspect, and only incidentally with matters of a purely military nature. The student who searches these pages primarily for battle lessons, campaign histories, and portraits of great military leaders will be unrewarded . . . Military history should not be taught except in its relation to general history

One respondent criticized the Princeton course because of this limitation, stating, "One cannot teach military history without some reference to the battlefield. And that [is] one point where I believe the Princeton program is weak . . . . We tend to treat military history without the real key . . combat."[6] Herein we see another need for definition of an area of interest Should military history be limited to the study of strategy and tactics, to the history of battles, campaigns and specific wars? Or should military history be confined exclusively to what Turner calls "military affairs," that is, the relationships between the military establishment and the society in which it exists?

These conflicts and contradictions are not remarkable, as they have been apparent in the development of every specialized area of research and teaching. Interesting and instructive examples of this can be seen in the rise of American intellectual history. One chronicler of its development has written: "In 1950, intellectual history was still seeking coherence, still eluding confinement. To some scholars it seemed basically a history of intellectuals, to others a history of ideas, and to a third group it included every type and level of mental activity "[7]

One might apply this statement to the area of interest examined in this survey and paraphrase it in the following manner. In 1954, military history is seeking definition. To some scholars and teachers it seems a history of "great captains," of military leaders and their victories and defeats To others, it seems basically a history of weapons, tactics, military organization, and military operations. To a third group, it is a history of the relationships between military establishments and society, stressing the trends and principles that have guided statesmen in their administration of military affairs.

If any definition of an area of interest known as military history, all these viewpoints need to be considered. Military history tends to be associated in many individual's minds with the "drum and trumpet" school of the past. Military history today needs to be more broadly defined than a study of battles and campaigns; these can no longer be totally divorced from concurrent developments in the society in which the battles and campaigns take place. But military history cannot exclude a study of actual military operations, for these are the real reasons for the existence of a military establishment

Basically, then, military history should consist of a study of the organization and operations of the military forces of a given society, including the land forces, naval forces, and, when they have existed, the air forces of that society. The military organization and operations need to be studied in relation to the social, diplomatic, political, and economic developments which influenced the geographic location, the form, and the success of the military organization and operations. And, reciprocally, the effects of the military organization and operations on the social, political, and economic structure of the parent society need to be considered. This definition is broad enough to include the research, writing, and teaching now being undertaken in the field of military history, yet it demonstrates the uniqueness of military history by making military organization and operations the focal points of study. It is in the strategy, tactics, and logistics of military organization and operations that the relationship between a military establishment and its parent society is revealed and explained.

3. Continuing Support and Publicity for Military History.

Like any developing specialty within the broad field of history, military history must ultimately establish itself as a justifiable interest not

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only in the mind of the academic profession but also in the mind of the general public. Perhaps the latter is more important than the former, for colleges and universities generally offer what the public demands. The utility of a study of military history has already been set forth in Chapter I, but can bear repetition and summarization at this point.

The utility of a study of military history to professional military men is obvious. The broad principles of warfare are the same now as they were in the days of Hannibal and Alexander, and any military commander can learn from the past. The study of military history is useful to the young man who will spend some years of his life in military service, for it will make that service more meaningful to him and make him a more knowledgeable serviceman. A study of military history is beneficial for the duties of citizenship, for it will enable the citizen to make wiser decisions on questions relating to the military policy of our country. A knowledge of military history can make vacation trips and leisure reading more interesting and entertaining. Finally, a knowledge of military history is very useful to the historian-in-training; without it, he cannot hope to interpret in a meaningful fashion the history of the twentieth century. With it, he becomes a more capable historian. These justifications for the study of military history should be publicized as frequently as possible.

Similarly, the efforts of those interested in military history should be continuously supported and encouraged by every means possible. The Air University might well take the lead in this connection by sponsoring an "Institute in Military History." This might take the form of a week or two-week meeting, held at the Air University or on some friendly campus, to which a fairly large group of persons interested in military history could be invited. This would provide mutual acquaintanceship, encouragement and stimulation. The agenda for such a meeting might include discussion of ways in which interest in military history could be further stimulated; a discussion of what the study of military history should include; the preparation of reading lists and other teaching aids; and the preparation of prototype courses in military history for colleges and universities at both the undergraduate and graduate level. Probably the work on all the items of this suggested agenda could not be completed at one meeting, but committees could be appointed to carry on the work and report at some future meeting.

The participants in such an institute might also discuss establishing another journal devoted to the subject of military history. There is great need for another journal of this kind, better support for *Military Affairs,* or perhaps both. If another journal were established, it should be a journal with broad appeal, not one monopolized by one of the Services. Even though Washington, D.C. is an obvious center of interest in military history and an obvious center of resources for its study, it would be wise to establish a new journal of military history in connection with some university in the Midwest, or at least off the east coast. The areas away from the coasts appear to be the least interested in the study of military history. Establishing a journal of military history somewhere in these areas might publicize military history and create interest in its study.

4. Introduction of Courses in Military History in Connection With R.O.T.C. Programs.

This recommendation raises questions that are beyond the scope of this study.* But it is clear from examining the responses to the questionnaire that arrangements between history departments and R.O.T.C. officials hold the most promise for the introduction of more courses in military history, at least for the present.

* For a thorough and recent discussion of some of these questions, see *The ROTC and the Colleges, A Reexamination,* prepared and published by the ROTC Study Committee of Colgate University, Hamilton, New York, August, 1954.

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The reasoning goes like this. There are areas in the R.O T.C. programs that overlap or are related to instruction offered by the regular academic faculty. The R.O T.C. officers are usually not as capable of offering this instruction as are the members of the regular academic faculty. Often, therefore, the R.O.T.C. program is not taken as seriously by the students as it might be, and does not prove to be very stimulating to them. The R O.T.C. program would become more meaningful and more stimulating if certain courses were taught by members of the regular faculty. In the long run, the military establishment would be better served, because the R.O.T.C. program would attract better students and such arrangements would free some R.O.T.C. instructors for other duties.

There is real interest in such arrangements, especially in the field of military history. Any courses in military history offered by the regular academic faculty as part of the R.O.T.C. program eventually should be opened to all students. If it is desirable for R.O.T.C. students to receive instruction in the broad aspects of military history, then such instruction should not be closed to other students. However, until such instruction is available in colleges and universities, it will not be possible for any students to benefit from it. Offering courses in military history, taught by members of the history department, as part of the R.O.T.C. program, seems to be a very promising opportunity to introduce such courses into the curriculum.

Perhaps here again is a subject that might be discussed at an "Institute in Military History" with representatives of the R.O.T.C. programs meeting with the historians and attempting to draw up an ideal undergraduate course in military history that would be acceptable to all three Services and to the historians present. Or a special committee might be selected from among leading American historians to meet with representatives of the Services for the purpose of drawing up such a course, or series of courses.

5. Introduction and Recognition of More Graduate Work in Military History.

In order for military history to thrive as a specialized field of history, some provision must be made for more graduate training in this area. The three preceding recommendations will all assist in this, for, if the undergraduate course offerings in military history are expanded, graduate schools will be compelled to make some provision for training instructors in military history. However, there are some measures that could be taken now or in the near future.

Probably the most effective measure would be to establish a chair of military history at some leading university. Five respondents made this suggestion in their comments on the questionnaire. The funds for such a chair might come from the Defense Department or one of the Services, from some private group, or from some interested individual. With sufficient support, such a chair could become the center of a strong graduate program in military history It would also encourage and publicize the study of military history in colleges and universities other than the one in which the chair was established

The historical sections of the Services could also provide support for graduate work in military history by offering internships to interested individuals who could write graduate theses under the direction of members of the historical sections. Such a plan is already in effect at the Air University, where two kinds of awards are available. One type of award is that of a research assistant and is designed especially for graduate students who have completed enough work toward a doctor's degree to begin research on a doctoral dissertation problem. The other type is a research associate, designed to assist post-doctoral study.*

* Both types of awards are available in several fields, in addition to military history Further information may be obtained by addressing a letter or postal card to

Commander
Air University
ATTN Research Studies Institute
Maxwell Air Force Base, Alabama

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The key to the introduction and recognition of more graduate work in military history is to provide additional vocational opportunities and increased financial support for persons interested in specializing in this field. The introduction of more undergraduate courses in military history and the continued support by the historical sections of the Armed Forces will assist in this. The foundations and other private sources could increase research and graduate work in military history by offering grants-in-aid, and by subsidizing and publishing research in this field The program recently announced by the Social Science Research Council should stimulate interest in research involving the history of the military policy of the United States.

6. Preparation of Research and Teaching Tools for Military History.

Research in military history would be greatly assisted if there were more of the kinds of tools for research in this area that are available for research in other areas of scholastic endeavor. There is especially a need for bibliographies and guides for the widely scattered sources of military history prior to the Second World War Research in military history would be greatly stimulated and assisted if these five research tools were available:

A. A collection of statistical information dealing with the military organization and operations of the United States.

B. A subject and author index for articles appearing in the 25 most significant military journals of this country since the date of their first publication.*

C. An annotated bibliography of the most important publications in a foreign language that are pertinent to the study of military history.

D. A guide to the papers, both published and unpublished, of American military leaders and those civilians who have been significant in our military history.

E. A guide to diaries, either in print or in manuscript, written by military men and civilians significant in our military history.

Tools for the teaching of military history are as noticeably lacking as are research tools. Reading lists, maps, guides to films and guides to film strips dealing with military history would be of great assistance to those already teaching military history. Such tools might also encourage others to offer courses in that subject or encourage them to introduce more military history into their general history courses.

7. Introduction of More Military Content into Courses Now Offered in Colleges and Universities.

Instructors in colleges and universities that, for one reason or another, cannot support separate courses in military history should be encouraged to introduce more military aspects into courses they now offer. These need not necessarily be history courses. Geography courses, for example, could profitably put some emphasis on the military aspects of economic and physical geography. Or take what seems at first glance unlikely examples—the fields of music and art. No doubt military music has had much effect on the development of music and musical tastes in America. Probably the same is true for the development of art in America, but there are no books existing which examine these impacts and influences.

Many instructors would welcome and find good use for books or pamphlets that survey the impact of military perspectives and military activities in fields such as political science, philosophy, music, art, geography, and others. The introduction of materials like this into other courses would certainly stimulate interest in military history and military affairs.

The introduction of more military history into general history courses will come automatically

* The Air University Library has been issuing since 1949 a quarterly *Air University Periodical Index* which indexes articles appearing in more than fifty selected English language military and aeronautical periodicals There is, however, no index to articles appearing before 1949

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when instructors begin to realize the utility of military history. When more research in military history is completed, the content of text books will reflect the emphasis on this new area of interest.

8. Summary.

These six general recommendations—definition of an area of interest; continuing support and publicity for military history, introduction of courses in military history in connection with R.O.T.C. programs; introduction and recognition of more graduate work in military history; preparation of research and teaching tools for military history; and introduction of more military content into courses now offered in colleges and universities—are presented with no particular recommendation as to the individuals or organizations that should implement them They are all parts of a whole, and action in accordance with any of them, no matter who undertakes the action, will stimulate interest in military history.

The recommendations grow from what has been learned from this survey of the teaching of military history in American colleges and universities—from the suggestions and comments of respondents to the questionnaire, from conversations and correspondence with persons interested in military history, and from the author's own thoughts, stimulated by this study. The recommendations are made from the viewpoint that an increased knowledge of military history is a necessity, not only for the professional military man, the statesman, and the historian, but for every American citizen.

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Footnotes

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4. Herman Ausubel, *Historians and Their Craft* (New York, 1950), pp. 311-12.
5. H. A. DeWeerd, "Military Studies and the Social Sciences," *Military Affairs*, IX (fall 45), 189.
6. "John Codman Ropes," *Dictionary of American Biography*, see also, Charles Francis Adams, "A Plea for Military History," *Lee at Appomatox and other Papers* (Boston and New York, 1902).
7. "Theodore Ayrault Dodge," *Dictionary of American Biography*.
8. Richard C Brown, "General Emory Upton—the Army's Mahan," *Military Affairs*, XVII (fall 53), 125-31.
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15. *Ibid.*, pp. 172-73.
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22. *Ibid*, p. 18.
23. *Ibid.*, p 19.
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25. Quincy Wright, *A Study of War*, (Chicago, 1941), I, 409.
26. *Ibid.* A complete list of the projects is given on pp. 410-13.
27. Samuel Eliot Morison, "Faith of a Historian," *The American Historical Review*, LVI (Jan 51), 266-67.
28. See *War as a Social Institution*, edited for the American Historical Association by J. D. Clarkson and T. C. Cochran (New York, 1941).
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30. Bell I. Wiley, "Origins of World War II Historical Program," Office of the Chief of Military History, Department of the Army, undated mimeographed bulletin, pp. 8-9.
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32. The concept and execution of the historical programs of the Air Force, Army, and Navy are described in a number of sources. The author has used "The USAF Historical Division and Its Program," a mimeographed bulletin issued by the USAF Historical Division, "The Army's Official History," a mimeographed bulletin issued by the Office of the Chief of Military History, Department of the Army, "History of the United States Army in the World Wars," also issued by the Office of the Chief of Military History, Department of the Army; *Civil-Military Relations, An Annotated Bibliography, 1940-1952*, Kent Roberts Greenfield, *The Historian and the Army*, (New Brunswick, 1954), the prefaces and introductions to some of the volumes, and the content of several reviews of the volumes.
33. See, as examples, the following reviews in the *Mississippi Valley Historical Review*: XXXVIII, No. 3 (Dec 51), 537-43, No. 4 (Mar 52), 732-33; XXXIX, No. 1 (Jun 52), 158-59, 161-62. In the *American Historical Review*. LV (Jan 50), 393-95; LVII (Jul 52), 1005-8.

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1 The information concerning the "Princeton" type course is derived from several sources. Harold W. Dodds, "Your Boy and the ROTC," *Atlantic Monthly*, CXCI (Mar 53), 25-29; Gordon B. Turner, "Integrating Academic and Military Study," *Army Information Digest*, October 1953, Gordon B. Turner (ed.) *A History of Military Affairs in Western Society since the Eighteenth Century*, (New York, 1953), several letters from Prof. Turner and conversations with him during a visit by the author to Princeton, June, 1954.

2. Comment on questionnaire returned to author by Prof Turner, 16 Jun 54.

3. Comment on questionnaire returned to author by William E. Emerson, 23 Jun 54.

4. Report of a subcommittee of the Committee on Education Policy on some possible changes in the Army R.O.T.C curriculum, Harvard University, dated 12 Apr 54 (mimeographed).

5. ROTC Study Committee of Colgate University, "The Impact of an ROTC Program on a Liberal Arts College," March, 1953. Information supplemented by a visit to Colgate, June, 1954, by the author, who met and talked with members of the ROTC Study Committee and members of the History Department.

6. Professor Horace Montgomery, Department of History, University of Georgia, letter to author, 22 Jun 54.

7. Professor R. W. Patrick, Department of History, University of Florida, letter to author, 25 Sep 54.

8. Jennings B. Sanders, "How the College Introductory Course in United States History Is Organized and Taught," Federal Security Agency, Office of Education, Mimeographed, Circular No. 288, dated 10 Apr 51.

9. *Ibid.*, pp 3-4.

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2. Comment on questionnaire by William E. Emerson, Yale University.

3. Webster's *New American Dictionary*, 1945 edition.

4. Burton M. Sapin and Richard C. Snyder, *The Role of the Military in American Foreign Policy* (Garden City, 1954), p. 22.

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6 Comment on questionnaire by Tyson Wilson, Virginia Military Institute

7. John Higham, "The Rise of American Intellectual History," *American Historical Review*, LVI (Apr 51), 453.

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Appendix I

STATE UNIVERSITY OF NEW YORK
COLLEGE FOR TEACHERS
BUFFALO 22, NEW YORK

To:

Chairman, Department of History

As you are aware, the place of our military establishment has assumed considerable importance during the twentieth century and will continue to be significant if present world conditions continue Because of this, many individuals and organizations have become interested in the study and teaching of American military history, military policy, and questions of civilian-military relationships Among the organizations is the USAF Historical Division, Air University

I am engaged in a research project designed to ascertain for the Air University and the U S Air Force the present situation regarding the teaching of military history and policy in colleges and universities To this end, I am enclosing a questionnaire concerning the situation at your institution I hope that you or an interested member of your department will be kind enough to supply the requested information and return the questionaire to me in the stamped, addressed envelope provided

If you or the individual filling out the questionnaire have any comments concerning the teaching of military history or policy for which there is no relevant place on the questionnaire. I would be happy if those comments were included on a separate sheet and sent to me along with the questionnaire Your cooperation will be very greatly appreciated

I believe that the results of my study will be of interest and value to your department

Sincerely yours,

Dr Richard C. Brown,
Social Studies Department

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QUESTIONNAIRE ON

The Teaching of Military History in American Colleges and Universities

(Please type or print)

Information supplied by:

(name of institution)

(name)

(city) *(state)*

(title)

1. Does your institution offer a course or courses in purely military history or policy? (Do not include courses offered as part of the Air Force, Army, or Navy R.O.T.C. programs.) Yes..... No.....

2 If answer to question 1 is "Yes" please answer following:

Catalog Number	Title	Level (U or G)	Enrollment	Instructor

Please give short description of coverage and content of courses (may be catalog description)

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3 If answer to question 1 is "No" please answer following:

Rank the factors restricting your department's offering in military history, using *1* for strongest, *2* for next strongest, and so on.

.....(1) Insufficient student interest

.....(2) No qualified instructor

.....(3) Lack of adequate texts and other materials.

.....(4) Administration opposed

.....(5) Department opposed

.....(6) Other reasons (please explain below)

Please list name of person or persons on your staff who might be interested in and capable of offering courses in purely military history or policy

4. Please list courses, by title and instructor, offered by your department which might be considered quasi-military in content (such as "The Civil War and Reconstruction", "The French Revolution and the Napoleonic Wars, 1789 - 1815").

Title	Instructor

5 Please check whether in your opinion your institution's Library has sufficient material to enable students to specialize in military history.

	Yes	No
Undergraduate major in military history	.....	.....
Undergraduate minor in military history	.....	.....
Graduate major in military history	.....	.....
Graduate minor in military history	.....	.....

6. If your institution has an R O T C program, please answer following:

Our institution has: Air Force R.O T C ..... Army R.O.T.C. ..... Navy R O T C.....

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Is there a tendency to let the R.O T.C program substitute for courses in military history and policy which might otherwise be offered?

Yes..... No..... No Opinion.....

Do you feel that the R.O T C program offers adequate coverage in its courses of American military history and policy?

Yes..... No..... No Opinion.....

If answer to above is "No" can you offer any suggestions as to ways in which the R.O.T.C. program in American military history and policy can be improved? (Continue on back of this sheet if necessary)

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7. What suggestions would you offer for stimulating interest in research, study, and teaching of military history in colleges and universities at both the undergraduate and graduate level? (Continue on back of this sheet if necessary)

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Appendix II

QUESTIONNAIRES SENT AND REPLIES RECEIVED
ARRANGED BY STATE LOCATIONS

State	*Questionnaires Sent*	*Replies Received*
Alabama	17	10
Arizona	3	2
Arkansas	14	8
California	36	20
Colorado	9	6
Connecticut	11	7
Delaware	1	1
Florida	10	10
Georgia	18	13
Idaho	5	3
Illinois	36	22
Indiana	23	15
Iowa	21	10
Kansas	19	15
Kentucky	14	5
Louisiana	14	8
Maine	7	4
Massachusetts	35	21
Maryland	14	10
Michigan	17	10
Minnesota	14	11
Mississippi	10	5
Missouri	18	13
Montana	6	3
Nebraska	12	11
Nevada	1	1
New Hampshire	4	1
New Mexico	7	5
New Jersey	14	11
New York	57	35
North Carolina	24	12
North Dakota	6	4
Ohio	43	28
Oklahoma	17	9
Oregon	12	6
Pennsylvania	53	30
Rhode Island	7	2
South Carolina	16	11
South Dakota	9	7
Tennessee	27	12
Texas	41	24
Utah	5	1

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State	Questionnaires Sent	Replies Received
Vermont	8	6
Virginia	20	11
Washington	15	10
West Virginia	15	8
Wisconsin	21	10
Wyoming	1	1
Washington, D.C.	8	5
TOTAL	815	493

Appendix III

QUESTIONNAIRES SENT AND REPLIES RECEIVED
ARRANGED BY TYPE OF SCHOOL

Type of School	Questionnaires Sent	Replies Received	Percentage of Return
Universities	196	152	78%
Technical Colleges	32	20	62%
Women's Colleges	69	41	59%
Colleges	414	235	57%
Teachers' Colleges	104	45	44%
TOTAL	815	493	60%

Appendix IV

LIST OF SCHOOLS REPLYING

Abilene Christian College, Abilene, Tex.
Adelphi College, Garden City, N.Y.
Akron, University of, Akron, Ohio
Alabama A. & M. College, Normal, Ala.
Alabama Polytechnic Institute, Auburn, Ala.
Alabama State College for Women, Montevallo, Ala
Alabama State Teachers College, Troy, Ala.
Alabama, University of, Tuscaloosa, Ala.
Albright College, Reading, Penna.
Alderson-Broaddus College, Philippi, W. Va
Alfred University, Alfred, N.Y.
American University, The, Washington, D.C.
Amherst College, Amherst, Mass.
Anderson College, Anderson, Ind.
Annhurst College, South Woodstock, Conn
Antioch College, Yellow Springs, Ohio
Appalachian State Teachers College, Boone, N C.
Arizona State College, Tempe, Ariz.
Arizona, University of, Tuscon, Ariz
Arkansas A. & M. College, College Heights, Ark
Arkansas A. M. & N. College, Pine Bluff, Ark.
Arkansas, University of, Fayetteville, Ark.
Armstrong College, Berkeley 4, Calif.
Asbury College, Wilmore, Ky.
Athens College, Athens, Ala.
Athenaeum of Ohio, Teachers College, Cincinnati, Ohio
Atlanta University, Atlanta, Ga.
Atlantic Christian College, Wilson, N.C.
Atlantic Union College, South Lancaster, Mass.
Augsburg College, Minneapolis, Minn.
Augustana College, Sioux Falls, S.D.
Aurora College, Aurora, Ill.
Austin College, Sherman, Tex.
Baldwin-Wallace College, Berea, Ohio
Baker University, Baldwin, Kansas
Barber-Scotia College, Concord, N C
Barry College, Miami, Fla.

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Bates College, Lewiston, Me.
Beaver College, Jenkintown, Penna.
Benjamin Franklin University, Washington, D.C.
Bennington College, Bennington, Vt.
Berry College, Mount Berry, Ga.
Bethany College, Bethany, W. Va.
Bethany College, Lindsborg, Kan
Bethany-Peniel College, Bethany, Okla.
Bethel College, North Newton, Kan.
Bethune-Cookman College, Daytona Beach, Fla
Bloomfield College, Bloomfield, N.J.
Blue Mountain College, Blue Mountain, Miss
Bob Jones University, Greenville, S.C.
Boston College, Chestnut Hill, Mass
Boston University, Boston, Mass.
Bowdoin College, Brunswick, Me.
Bradley University, Peoria, Ill.
Briar Cliff College, Sioux City, Ia.
Bridgeport, University of, Bridgeport, Conn
Brigham Young University, Provo, Utah
Brooklyn College, Brooklyn, N Y
Brooklyn, Polytechnic Institute of, Brooklyn, N.Y.
Brown University, Providence, R.I.
Bryan University, Dayton, Tenn.
Bryn Mawr College, Bryn Mawr, Penna.
Bucknell University, Lewisburg, Penna.
Buffalo, University of, Buffalo, N.Y.
Butler University, Indianapolis, Ind.
California Institute of Technology, Pasadena, Calif
California State Polytechnic College, San Luis Obispo, Calif
California, University of, Berkeley, Calif
California, University of, Los Angeles, Calif.
Calvin College, Grand Rapids, Mich.
Canisius College, Buffalo, N.Y.
Capital University, Columbus, Ohio
Carleton College, Northfield, Minn.
Carnegie Institute of Technology, Pittsburgh, Penna.
Carson-Newman College, Jefferson City, Tenn.
Case Institute of Technology, Cleveland, Ohio
Catholic University of America, Washington, D.C.
Central College, Fayette, Mo.
Central Michigan College of Education, Mt Pleasant, Mich
Chattanooga, University of, Chattanooga, Tenn.
Chicago Teachers College, Chicago, Ill
Chicago, University of, Chicago, Ill.
Cincinnati, University of, Cincinnati, Ohio
Citadel, Military College of South Carolina, Charleston, S.C
City College, The, New York, N Y
Clark University, Worcester, Mass.
Clarkson College of Technology, Potsdam, N.Y.
Clemson Agricultural College, Clemson, S.C.
Coker College, Hartsville, S.C.
Colgate University, Hamilton, N.Y.
Colorado A. & M. College, Ft. Collins, Colo.
Colorado College, Colorado Springs, Colo.
Colorado School of Mines, Golden, Colo.
Colorado State College of Education, Greeley, Colo.
Columbia University, New York, N.Y.
Concord College, Athens, W. Va.
Concordia College, Moorhead, Minn.
Concordia Teachers College, River Forest, Ill.
Connecticut, Teachers College of, New Britain, Conn
Connecticut, University of, Storrs, Conn.
Cornell College, Mount Vernon, Ia.
Cornell University, Ithaca, N.Y.
Corpus Christi, University of, Corpus Christi, Tex.
Creighton University, The, Omaha, Neb.
Dakota Wesleyan University, Mitchell, S.D.
Dana College, Blair, Neb.
Dartmouth College, Hanover, N H.
David Lipscomb College, Nashville, Tenn
Davidson College, Davidson, N.C.
Davis & Elkins College, Elkins, W Va.
Defiance College, Defiance, Ohio
Delaware, University of, Newark, Dela.
Delta State Teachers College, Cleveland, Miss.
DePaul University, Chicago, Ill.
DePauw University, Greencastle, Ind.
Denver, University of, Denver, Colo
Detroit, University of, Detroit, Mich.
Dillard University, New Orleans, La.
Drexel Institute, Philadelphia, Penna.
Duchesne College, Omaha, Neb.
Duke University, Durham, N.C.
Duquesne University, Pittsburgh, Penna.
D'Youville College, Buffalo, N Y.
East Texas Baptist College, Marshall, Tex.
Eastern Illinois State College, Charleston, Ill
Eastern Nazarene College, Wollaston, Mass
Eastern Oregon College of Education, La Grande, Ore.
Eastern Washington College of Education, Cheney, Wash.
Elizabeth City State Teachers College, Elizabeth City, N.C.
Elmhurst College, Elmhurst, Ill.
Emmanuel College, Boston, Mass.
Emory and Henry College, Emory, Va
Emory University, Emory University, Ga
Fairleigh Dickinson College, Rutherford, N.J.
Fenn College, Cleveland, Ohio
Flora MacDonald College, Red Springs, N.C.
Florida A. & M University, Tallahassee, Fla.
Florida Southern College, Lakeland, Fla.
Florida State University, Tallahassee, Fla.
Florida, University of, Gainesville, Fla
Fordham College, New York 58, N.Y.
Fort Hays Kansas State College, Hays, Kan
Franklin & Marshall College, Lancaster, Penna.
Friends University, Wichita 13, Kan
Furman University, Greenville, S.C.

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General Beadle State Teachers College, Madison, S.D.
Geneva College, Beaver Falls, Penna.
George Williams College, Chicago, Ill.
Georgetown College, Georgetown, Ky.
Georgetown University, Washington, D.C.
Georgia Institute of Technology, Atlanta, Ga.
Georgia State College for Women, Milledgeville, Ga.
Georgia Teachers College, Collegeboro, Ga.
Georgia, University of, Athens, Ga.
Gettysburg College, Gettysburg, Penna.
Goddard College, Plainfield, Vt.
Gonzaga University, Spokane 2, Wash.
Gorham State Teachers College, Gorham, Me.
Goucher College, Towson 4, Md.
Great Falls, College of, Great Falls, Montana
Grinnell College, Grinnell, Ia.
Gustavus Adolphus College, St. Peter, Minn.
Hamilton College, Clinton, N.Y.
Hampton Institute, Hampton, Va.
Hanover College, Hanover, Ind.
Harding College, Searcy, Ark.
Harvard University, Cambridge, Mass.
Hastings College, Hastings, Neb.
Haverford College, Haverford, Penna.
Heidelberg College, Tiffin, Ohio
Hendrix College, Conway, Ark.
High Point College, High Point, N.C.
Hillsdale College, Hillsdale, Mich
Hiram College, Hiram, Ohio
Hofstra College, Hempstead, N.Y.
Holy Cross, College of the, Worcester, Mass
Holy Family College, Manitowoc, Wis.
Hope College, Holland, Mich.
Houston, University of, Houston, Tex.
Howard College, Birmingham 6, Ala.
Howard Payne College, Brownwood, Tex.
Howard University, Washington 1, D.C.
Humboldt State College, Arcata, Calif.
Huntingdon College, Montgomery, Ala.
Huron College, Huron, S.D
Idaho State College, Pocatello, Idaho
Idaho, University of, Moscow, Idaho
Illinois, University of, Urbana, Ill.
Illinois Wesleyan University, Bloomington, Ill.
Indiana State Teachers College, Terre Haute, Ind.
Indiana University, Bloomington, Ind.
Iona College, New Rochelle, N Y.
Iowa State College, Ames, Ia.
Iowa State Teachers College, Cedar Falls, Ia.
Iowa, State University of, Iowa City, Ia.
Jamestown College, Jamestown, N.D.
John Brown University, Siloam Springs, Ark.
Johns Hopkins University, The, Baltimore, Md.
Juniata College, Huntingdon, Penna.
Kalamazoo College, Kalamazoo, Mich.
Kansas City, University of, Kansas City, Mo.
Kansas State College, Manhattan, Kan.
Kansas, University of, Lawrence, Kan.
Kent State University, Kent, Ohio
Kenyon College, Gambier, Ohio
Knox College, Galesburg, Ill.
Lake Forest College, Lake Forest, Ill.
Lamar State College of Technology, Beaumont, Tex.
Lambeth College, Jackson, Tenn.
LaSierra College, Arlington, Calif.
Lawrence College, Appleton, Wis.
Lehigh University, Bethlehem, Penna.
Lenoir Rhyne College, Hickory, N C.
Lewis & Clark College, Portland, Ore.
Limestone College, Gaffney, S C.
Lindenwood College, St. Charles, Mo.
Linfield College, McMinnville, Ore.
Louisiana College, Pineville, La.
Louisiana State University, Baton Rouge, La.
Louisville, University of, Louisville, Ky.
Loyola College, Baltimore 10, Md.
Loyola University of Los Angeles, Los Angeles, Calif
Loyola University of the South, New Orleans, La.
Lycoming College, Williamsport, Penna.
Lynchburg College, Lynchburg, Va.
Macalester College, St. Paul, Minn
Madison College, Madison College, Tenn.
Maine, University of, Orono, Me.
Manchester College, North Manchester, Ind.
Manhattan College, New York 71, N Y.
Mankato State Teachers College, Mankato, Minn.
Marion College, Marion, Ind.
Marquette University, Milwaukee 3, Wis.
Marshall College, Huntington, W. Va.
Mary Hardin-Baylor College, Belton, Tex.
Maryland State Teachers College, Frostburg, Md.
Maryland State Teachers College, Towson, Md.
Maryland, University of, College Park, Md.
Maryville College, Maryville, Tenn.
Massachusetts Institute of Technology, Cambridge, Mass.
Massachusetts, University of, Amherst, Mass.
McKendree College, Lebanon, Ill.
McPherson College, McPherson, Kan.
Mercer University, Macon, Ga.
Miami University, Oxford, Ohio
Miami, University of, Coral Gables 46, Fla.
Michigan State College, E. Lansing, Mich.
Michigan, University of, Ann Arbor, Mich.
Middlebury College, Middlebury, Vt.
Midland College, Fremont, Neb.
Midwestern University, Wichita Falls, Tex.
Miles College, Birmingham 8, Ala.
Millikin University, Decatur, Ill.
Mills College, Oakland 13, Calif.
Milton College, Milton, Wis
Minnesota, University of, Minneapolis, Minn.

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Mission House College, Plymouth, Wis.
Mississippi College, Clinton, Miss.
Mississippi Southern College, Hattiesburg, Miss.
Mississippi, University of, University, Miss,
Missouri, University of, Columbia, Mo.
Missouri Valley College, Marshall, Mo
Montana State College, Bozeman, Montana
Montana State University, Missoula, Montana
Morehouse College, Atlanta, Ga
Morgan State College, Baltimore 12, Md.
Mount St. Scholastica College, Atchison, Kan.
Mount St. Vincent, College of, New York 71, N Y
Mount Union College, Alliance, Ohio
Muskingum College, New Concord, Ohio
Nazareth College, Louisville 3, Ky.
Nebraska State Teachers College, Chadron, Neb.
Nebraska State Teachers College, Peru, Neb.
Nebraska, University of, Lincoln, Neb
Nebraska Wesleyan University, Lincoln 4, Neb
Nevada, University of, Reno, Nev.
New Jersey State Teachers College, Newark, N J
New Jersey State Teachers College, Trenton, N.J.
New Jersey State Teachers College, Upper Montclair, N J.
New Mexico College of A. & M, State College, New Mexico
New Mexico Highlands University, Las Vegas, New Mexico
New Mexico, University of, Albuquerque, New Mexico
New Mexico Western College, Silver City, New Mexico
New York State College for Teachers, Albany, N Y
New York State College for Teachers, Buffalo, N.Y.
New York State College for Teachers, Fredonia, N.Y.
New York State College for Teachers, New Paltz, N Y.
New York State College for Teachers, Potsdam, N Y
New York University, New York, N Y
North Carolina College, Durham, N.C.
North Carolina, University of, Chapel Hill, N.C.
North Dakota Agricultural College, Fargo, N.D.
North Dakota, University of, Grand Forks, N.D.
North Georgia College, Dahlonega, Ga
Northeastern State College, Tahlequah, Okla.
Northeastern University, Boston, Mass
Northern Illinois State College, DeKalb, Ill.
Northwest Nazarene College, Nampa, Idaho
Northwestern University, Evanston, Ill.
Notre Dame, University of, Notre Dame, Ind.
Oakland City College, Oakland City, Ind.
Oberlin College, Oberlin, Ohio
Occidental College, Los Angeles 41, Calif
Oglethorpe University, Oglethorpe University, Ga
Ohio State University, Columbus, Ohio
Ohio University, Athens, Ohio
Ohio Wesleyan University, Delaware, Ohio
Oklahoma A & M, Stillwater, Okla.
Oklahoma College for Women, Chickasha, Okla.
Oklahoma, University of, Norman, Okla
Olivet Nazarene College, Kankakee, Ill.
Omaha, University of, Omaha, Neb.
Oregon, University of, Eugene, Ore
Ottawa University, Ottawa, Kan.
Ozarks, College of the, Clarksville, Ark.
Pace College, New York, N.Y.
Pacific, College of the, Stockton 4, Calif.
Pacific Lutheran College, Parkland, Wash
Pacific Union College, Angwin, Calif.
Pacific University, Forest Grove, Ore.
Pan American College, Edinburg, Tex.
Panhandle Agricultural & Mechanical College, Goodwell, Okla.
Park College, Parkville, Mo.
Parsons College, Fairfield, Ia.
Pennsylvania State Teachers College, Millersville, Penna.
Pennsylvania State Teachers College, Slippery Rock, Penna
Pennsylvania State University, The, State College, Penna.
Pennsylvania, University of, Philadelphia 4, Penna.
Phillips University, Enid, Okla
Piedmont College, Demorest, Ga.
Pittsburgh, University of, Pittsburgh, Penna.
Pomona College, Claremont, Calif.
Pratt Institute, Brooklyn 5, N.Y.
Presbyterian College, Clinton, S C.
Princeton University, Princeton, N.J.
Principia College, Elsah, Ill.
Purdue University, Lafayette, Ind
Queens College, Flushing, N.Y.
Randolph-Macon College, Ashland, Va
Randolph-Macon Woman's College, Lynchburg, Va
Redlands, University of, Redlands, Calif.
Reed College, Portland 2, Ore.
Regis College, Denver 11, Colo.
Rhode Island, University of, Kingston, R.I.
Rice Institute, The, Houston, Tex.
Richmond, University of, Richmond, Va.
Roberts Wesleyan College, North Chili, N Y
Rochester, University of, Rochester, N.Y.
Rockhurst College, Kansas City, Mo
Rollins College, Winter Park, Fla.
Rutgers University, New Brunswick, N.J.
Sacramento State College, Sacramento 19, Calif
Sacred Heart, College of the, Grand Coteau, La.
St. Ambrose College, Davenport, Ia
St Benedict, College of, St Joseph, Minn.
St. Bonaventure University, St. Bonaventure, N.Y.
St. Elizabeth, College of, Convent Station, N J
St. John's University, Brooklyn, N Y.
St. Joseph College, Emmitsburg, Md.
St Joseph College, West Hartford, Conn.

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St Joseph on the Rio Grande, College of, Albuquerque, New Mexico
St Louis University, St. Louis, Mo.
St. Martin's College, Olympia, Wash.
St. Mary College, Xavier, Kan.
St. Mary's College, St. Mary's College, Calif.
St. Mary's College, Winona, Minn
St. Mary's University, San Antonio, Tex.
St. Michael's College, Winooski, Vt
St. Olaf College, Northfield, Minn.
St. Peter's College, Jersey City 6, N.J.
St. Procopius College, Lisle, Ill.
St. Rose, College of, Albany 3, N.Y.
St. Scholastica's, College of, Duluth, Minn.
St. Vincent College, Latrobe, Penna
Salem College, Salem, W. Va.
San Jose State College, San Jose, Calif.
Savannah State College, Savannah, Ga.
Scranton, University of, Scranton, Penna.
Seattle Pacific College, Seattle 99, Wash.
Seton Hall University, South Orange, N.J.
Siena College, Loudonville, N.Y.
Siena College, Memphis, Tenn.
Simmons College, Boston, Mass.
Sioux Falls College, Sioux Falls, S D.
South Carolina State College, Orangeburg, S.C.
South Carolina, University of, Columbia 1, S.C.
South Dakota State College, Brookings, S.D.
South Dakota, University of, Vermillion, S.D.
South, University of the, Sewanee, Tenn.
Southeastern Louisiana College, Hammond, La.
Southeastern State College, Durant, Okla.
Southern California, University of, Los Angeles, Calif
Southern Illinois University, Carbondale, Ill.
Southern Methodist University, Dallas, Tex
Southern Missionary College, Collegedale, Tenn.
Southern State College, Magnolia, Ark.
Southern University, Baton Rouge, La.
Southwest Texas State College, San Marcos, Tex.
Southwestern College, Winfield, Kan.
Stanford University, Stanford, Calif.
State Teachers College at Boston, Boston, Mass.
State Teachers College, Lowell, Mass.
State Teachers College, Salem, Mass.
Stetson University, DeLand, Fla.
Steubenville, The College of, Steubenville, Ohio
Stevens Institute of Technology, Hoboken, N J.
Sul Ross State College, Alpine, Tex.
Susquehanna University, Selinsgrove, Penna.
Sweet Briar College, Sweet Briar, Va.
Syracuse University, Syracuse, N.Y.
Tabor College, Hillsboro, Kan.
Talladega College, Talladega, Ala.
Tampa, University of, Tampa, Fla.
Taylor University, Upland, Ind.
Temple University, Philadelphia 22, Penna.
Tennessee, University of, Knoxville 16, Tenn.
Texas A & M. College, College Station, Tex.
Texas Christian University, Fort Worth, Tex.
Texas College of Arts & Industries, Kingsville, Tex.
Texas Lutheran College, Seguin, Tex.
Texas Technological College, Lubbock, Tex.
Texas, University of, Austin, Tex
Texas Wesleyan College, Fort Worth, Tex.
Texas Western College, El Paso, Tex.
Thiel College, Greenville, Penna.
Toledo, University of, Toledo 6, Ohio
Transylvania College, Lexington, Ky.
Trinity University, San Antonio, Texas
Tri-State College, Angola, Ind.
Tufts College, Medford, Mass.
Tulane University, New Orleans, La.
Tulsa, University of, Tulsa, Okla.
Union University, Jackson, Tenn.
Ursinus College, Collegeville, Penna.
Valparaiso University, Valparaiso, Ind.
Vermont State Teachers College, Castleton, Vt
Vermont, University of, Burlington, Vt.
Villa Maria College, Erie, Penna.
Virginia Military Institute, Lexington, Va.
Virginia, University of, Charlottesville, Va
Wabash College, Crawfordsville, Ind
Wagner College, Grymes Hill, Staten Island, N.Y.
Wake Forest College, Wake Forest, N.C
Walla Walla College, College Place, Wash.
Wartburg College, Waverly, Iowa.
Washburn University, Topeka, Kan.
Washington & Lee University, Lexington, Va.
Washington College, Chestertown, Md.
Washington State College, Pullman, Wash.
Washington University, St. Louis, Mo
Washington, University of, Seattle, Wash.
Wayne University, Detroit, Mich.
Waynesburg College, Waynesburg, Penna.
Webster College, Webster Groves, Mo.
Wellesley College, Wellesley, Mass.
Wells College, Aurora, N.Y.
Wesley College, Grand Forks, N.D.
Wesleyan University, Middletown, Conn.
West Liberty State College, West Liberty, W. Va.
West Virginia Wesleyan College, Buckhannon, W. Va.
Western Maryland College, Westminster, Md.
Western Michigan College of Education, Kalamazoo, Mich
Western Reserve University, Cleveland, Ohio
Western Washington College of Education, Bellingham, Wash.
Westminster College, New Wilmington, Penna.
Westminster College, Fulton, Mo.
Wheaton College, Wheaton, Ill.
Wheelock College, Boston, Mass.
Whitman College, Walla Walla, Wash.
Whittier College, Whittier, Calif.

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Wichita, The Municipal University of, Wichita, Kan.
Wilberforce University, Wilberforce, Ohio
Wilkes College, Wilkes Barre, Penna.
William & Mary, College of, Williamsburg, Va.
William Jewell College, Liberty, Mo.
William Penn College, Oskaloosa, Ia.
Williams College, Williamstown, Mass.
Wilmington College, Wilmington, Ohio
Wilson College, Chambersburg, Penna.
Winthrop College, Rock Hill, S.C.
Wisconsin Institute of Technology, Platteville, Wis.
Wisconsin State College, Milwaukee, Wis.
Wisconsin State College, Platteville, Wis.
Wisconsin State College, River Falls, Wis.
Wisconsin State College, Whitewater, Wis
Wofford College, Spartanburg, S.C.
Wooster, College of, Wooster, Ohio
Worcester Polytechnic Institute, Worcester 2, Mass
Wyoming, University of, Laramie, Wyo.
Xavier University, Cincinnati 7, Ohio
Yale University, New Haven, Conn.
York College, York, Neb.
Youngstown College, Youngstown, Ohio

Appendix V

SCHOOLS OFFERING COURSES IN MILITARY HISTORY WITH A DESCRIPTION OF THE COURSE

UNIVERSITIES

1. Name of University: University of Alabama
   Location: Tuscaloosa, Alabama
   Course Title: "Naval History of the United States."
   Catalog Number. History 33
   Level. Undergraduate
   Enrollment 35-80
   Instructor. Charles G. Summersell

   Course Description: "This course covers the history of the Navy from the American Revolution to the present, including each of the wars, naval policies and administration, diplomatic activities of naval officers and naval inventions."

2. Name of University: University of Arkansas
   Location: Fayetteville, Arkansas
   Course Title· "Military History."
   Catalog Number: History 383
   Level Undergraduate
   Enrollment. 25
   Instructor: James J. Hudson

   Course Description "A survey of the basic principles and problems of strategy, tactics, and military organization from Alexander the Great to the present. Special attention will be given to the operation of these factors in the American Revolution, the Napoleonic Wars, the American Civil War, and World War II."

3. Name of University· Columbia University
   Location New York City 27, New York
   Course Title. "The Social History of Military Policy in the Western World."
   Catalog Number. History 67-68
   Level· Undergraduate
   Enrollment: Not given
   Instructor. Edward L Katzenbach

   Course Description. "This course will study military affairs in Western society. Topics covered include the limited warfare in the age of dynastic rivalry, the American and French revolutions, the Napoleonic Wars, colonial warfare, the revival of imperial expansion, industrial mobilization, World Wars I and II,

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theories of warfare and national military policies and the role of strategic air power. The Spring session will cover the period since 1914."

Course Title: "Social Aspects of American Military History"
Catalog Number. History R77
Level: Undergraduate
Enrollment· Not given
Instructor. Donald N. Bigelow

Course Description. "This course deals with the relationships between the civil and military in American civilization since 1776. The influence of American institutions upon the military, and the influence of the military upon American institutions will be stressed. Such special topics will be discussed as democracy and the military way of life; the European impact on the American military establishment, the changing powers of the President as Commander-in-Chief; militia vs. standing army, the connection between foreign affairs and the army and navy, the importance of science and technology in methods of warfare; and the development of American military policies."

4. Name of University. Duke University.
Location. Durham, North Carolina
Course Title: "Naval History and Elementary Strategy."
Catalog Number: Vol. 26, No. 5
Level: Undergraduate
Enrollment: 40
Instructor: Theodore Ropp

Course Description· "After a review of earlier periods, attention is given to the rise of sea-power and its importance in more recent times and to naval actions, especially in the two World Wars."

Course Title. "War in the Modern World."
Catalog Number: Vol. 26, No. 5
Level: Both undergraduate and graduate
Enrollment: 16
Instructor: Theodore Ropp

Course Description: "This course is concerned with the relations between warfare and modern political, economic and social conditions. Special attention is given to the development of British and American military methods and to the events of the American Civil War and the two World Wars. The work in the first semester deals with Clausewitz's theories of warfare and the period from the introduction of gunpowder to 1871; in the second semester there is a more detailed analysis of recent land, sea, and air warfare."

5. Name of University: University of Georgia
Location: Athens, Georgia
Course Title: "American Military History."
Catalog Number: History 20 (Military Science 1)
Level: Undergraduate
Enrollment. 300
Instructor: Wilbur Jones

Course Description: "A history of the development of the United States Army from the Revolution through the Korean War. Required of ROTC freshmen."

6. Name of University: Howard University
Location: Washington 1, D.C.
Course Title. "Military History"
Catalog Number: History 170
Level· Undergraduate
Enrollment. 4-10
Instructor: Merze Tate

Course Description: "A subject on the frontier between history and military science dealing with both these fields. It treats the development of arms and

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armies from antiquity to the present and analyzes typical campaigns and battles to show the development of tactical and strategical principles. The course is designed to meet the official R.O T C requirements and to be of interest and value to any student majoring in history."

7. Name of University· University of Illinois.
Location: Urbana, Illinois
Course Title. "History of Land Warfare."
Catalog Number History 291
Level. Undergraduate
Enrollment 40
Instructor. Chester G. Starr

Course Description· "Covers the general history of land warfare from Greek and Roman times to the present."

Course Title. "History of Naval Warfare."
Catalog Number· History 292
Level. Undergraduate
Enrollment: 40
Instructor: Chester G. Starr

Course Description. "Covers the general history of naval warfare from Greek and Roman times to the present."

8. Name of University. Kent State University
Location. Kent, Ohio
Course Title. "Naval History to 1939."
Catalog Number. 355
Level. Undergraduate
Enrollment 10-15
Instructor: A. Sellew Roberts

Course Description. "Development of naval strategy from days of oars and sail to that of steam. Effect of such men as Nelson, Ericsson, Mahan. Recent naval developments."

Course Title. "Military History."
Catalog Number· 356
Level. Undergraduate
Enrollment· 10-15
Instructor A. Sellew Roberts

Course Description. "Development of military strategy, weapons, emphasis on military policy of the United States to 1939 "

Course Title: "Naval and Military History of World War II."
Catalog Number· 357
Level. Undergraduate
Enrollment· 10-15
Instructor. A. Sellew Roberts

Course Description. "Strategy, tactics of the war, weapons and methods evolved during the war, radar, atomic bomb."

9. Name of University: Louisiana State University
Location. Baton Rouge, Louisiana
Course Title "Military History of the United States."
Catalog Number· 138
Level: Both graduate and undergraduate
Enrollment: 25-50
Instructor: T. Harry Williams

Course Description. "Covers period from colonies to 1920. One semester course. About a week spent on history of war in general—weapons, tactical formations from Greek phalanx, up, etc Text Albion, *Introduction to Military History*

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Material presented covers wars and military developments in peace periods. Emphasis on military policy and battles (on strategic level). Mostly lecture course. Some student reports.

10. Name of University: University of Maryland
Location: College Park, Maryland
Course Title: "Problems in the History of World War II."
Catalog Number History 282
Level: Graduate
Enrollment: 12-15
Instructor Gordon Prange

Course Description: "Investigation of various aspects of the Second World War, including military operations, diplomatic phases, and political and economic problems of the war and its aftermath."

11. Name of University: University of Michigan
Location: Ann Arbor, Michigan
Course Title: "Military History Since 1783."
Catalog Number. 197
Level: Both graduate and undergraduate
Enrollment: 20
Instructor. W. B. Willcox

Course Description. "Primarily European, with emphasis on strategy in relation to economic and political developments, 1792-1940."

12. Name of University: University of Missouri
Location: Columbia, Missouri
Course Title. "Modern Military History."
Catalog Number. History 374
Level: Both graduate and undergraduate
Enrollment: 30
Instructor. Harvey De Weerd

Course Description. "A study of the First and Second World Wars."

13. Name of University: Montana State University
Location: Missoula, Montana
Course Title: "Modern War and Western Society."
Catalog Number: History 146
Level: Undergraduate
Enrollment: 20-25
Instructor: Robert T. Turner

Course Description: "Modern War and Western Society is concerned primarily with the relation of war to government. Beginning with a general survey of the importance of war, the course treats the history of warfare generally from the beginnings of history to the French Revolution. From this point on, more emphasis is placed on modern and contemporary problems created by war and affecting war. Considerable attention is given to the theories of Jomini, Von Clausewitz, Mahan, Ludendorff, Douhet, and others, particularly with reference to inter-relationship of civil and military authority. Little attention is paid to tactics as such, but a definite attempt is made to correlate military strategy and its problems with the peacetime and wartime difficulties of government."

14. Name of University: New York University
Location: New York, New York
Course Title: "Military Policy, Diplomacy and Democratic Ideals."
Catalog Number. G11
Level: Undergraduate
Enrollment: Not given
Instructor: Charles Hodges

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Course Description. "The survey of war in Western culture stresses the military policies of the United States and the problem of civilian control in democratic government. Course topics include. control of atomic energy in peace and war, the relation between political policy and military power."

15. Name of University: University of Notre Dame
Location: Notre Dame, Indiana
Course Title. "The History of Armies and Warfare (1500 to the present)."
Catalog Number. History 151
Level· Undergraduate
Enrollment. Not given
Instructor: William Shanahan

Course Description - "A study of the interrelations of warfare, military technology and politics."

16. Name of University· University of Oklahoma
Location Norman, Oklahoma
Course Title "Military History of the American People." (1st semester to 1852, 2nd to 1909)
Catalog Number 160-161
Level Undergraduate
Enrollment. 40
Instructor· Charles C. Bush, Jr

Course Description "(Note. These courses are presently described as (1) to 1865 (2) 1865 to the present, but are offered as listed above A third course projected for 1909 to the present has not as yet been offered because of some difficulties within the department.)" "The two courses described above are intended to acquaint the student with the fundamentals of our military history and policy. They include all the Armed Forces both professional and civilian Of necessity the courses are essentially a 'sampling' of the various phases of a nation's military history. Strategic, tactical, political, diplomatic and economic aspects of the nation's war efforts are developed in as much detail as time permits Military histories of other nations are included only to the extent of clarification of our own problems"

17. Name of University· Princeton University
Location. Princeton, New Jersey
Course Title "A History of Military Affairs in Western Society Since the 18th Century."
Catalog Number. 319
Level Undergraduate
Enrollment. 300-400
Instructor Gordon B. Turner

Course Description. "Surveys the main developments in the art of war from 18th century to the present and analyzes the reciprocal relationship between military establishment and the society of which it is a part Consideration is given to the types of warfare and to the evolution of strategy, tactics, weapons and logistics in the modern era Emphasis is placed upon political and administrative problems incidental to raising large military forces in democratic society. Special attention is directed to such topics as the proper employment of manpower in war, the role of the military in formulating foreign policy in peace and war, the technique of combined operations and the problems of coalition warfare."

Course Title. "Military History and Problems."
Catalog Number None given
Level. Graduate
Enrollment. 2
Instructor· Gordon B Turner

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Course Description: "Graduate course varies with requirements of students. It may be a reading course or research seminar, but is similar in content to the undergraduate course."

18. Name of University: Stanford University
Location: Stanford, California
Course Title. "Problems of Sea Power."
Catalog Number. Hoover Institute 220
Level· Graduate
Enrollment. 10 (limited)
Instructor. A. E. Sokol

Course Description. "A study of the nature, composition, and history of sea power."

19. Name of University: Temple University
Location: Philadelphia 22, Penna.
Course Title: "Military History."
Catalog Number: History 127
Level: Both graduate and undergraduate
Enrollment: 34
Instructor: John S. Kramer

Course Description. "A survey of the history of warfare in ancient and modern times."

20. Name of University: University of Wyoming
Location. Laramie, Wyoming
Course Title. "History of Art of War in Modern Society."
Catalog Number· History 519 a, b, c.
Level· Undergraduate
Enrollment· 8
Instructor. William R. Steckel

Course Description: "Emphasis, chronologically, on past two centuries, most of the first quarter, however, devoted to summary of ancient, medieval, and early modern eras Principal emphasis on functional aspects of warfare in society; approximately one-third of time devoted to tactical, strategic, and technological aspects, however. Materials used: Turner: *History of Military Affairs in Western Society since the 18th Century* (text in 2nd and 3rd quarters) and miscellaneous readings."

21. Name of University. Yale University
Location: New Haven, Connecticut
Course Title. "War and Western Society."
Catalog Number: History 81-III
Level: Undergraduate
Enrollment. 12 (upperclass honors seminar with restrictions)
Instructor. William R. Emerson

Course Description. "A study of European power politics, with special reference to political form, forces shaping policy and the military factor in policy from 1494 to the present Strategical, operational and tactical factors are stressed, especially with regard to the later periods of history, with American military history being considered as our involvement in European politics grows. Primary objective· preparation of students for honor degree and research essays in Senior year A seminar meeting once weekly."

Course Title. "War and Western Society."
Catalog Number. History "A" or ROTC 11
Level: Undergraduate
Enrollment. 300
Instructor: William R. Emerson

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Course Description: "History 'A' is a three-hour weekly, one term lecture course, given by a member of the academic faculty, under supervision of the college faculty. It is conjointly required by the college and the Commanding Officers of the three ROTC branches as a prerequisite for Freshmen ROTC students History of war from 18th century to the present with especial emphasis on establishment and development of American armed forces and of American participation in European diplomacy and war Supplants ROTC taught military history and is supplemented in Sophomore year by a course in Geopolitics similarly administered."

COLLEGES AND INSTITUTES

1. Name of School: Brooklyn College
   Location. Brooklyn 10, New York
   Course Title. "Military History."
   Catalog Number. History 57
   Level· Undergraduate
   Enrollment: 30-38
   Instructor· Arnold R. Broggi

   Course Description "Historical development of the concepts of national security and defense, of the nature of warfare and the broad principles of strategy and tactics; their relationship to changes in such fields as personnel policies, communications, and technology and to evolutionary trends in the general structure of society and the state. Emphasis on developments in the United States and modern Europe."

2. Name of School. California Institute of Technology
   Location· Pasadena, California
   Course Title· "History of Modern War."
   Catalog Number· History 23
   Level. Undergraduate
   Enrollment 30
   Instructor George K Tanham

   Course Description· "Traces briefly the development of tactics, organization and weapons and the larger political and economic problems of waging war since Frederick the Great"

3. Name of School. Dartmouth College
   Location. Hanover, New Hampshire
   Course Title. "Military History of the United States."
   Catalog Number. History 25
   Level· Undergraduate
   Enrollment. 133
   Instructor Lewis D. Stilwell

   Course Description "A detailed study of the battles and campaigns in which the armies of the United States have participated. Problems of strategy, tactics and military organization are discussed. Special attention is given to the American Revolution, to the Civil War, and to World War II."

   Course Title. "The First and Second World Wars."
   Catalog Number. History 36
   Level. Undergraduate
   Enrollment· None given
   Instructor. Prof. Stevens

   Course Description. "Traces the outstanding military and naval developments. Gives attention to strategy, tactical changes, and principles of organization and leadership illustrated by the specific campaigns. Matters of politics and diplomacy are considered when of military significance. World War I and II are contrasted Russia and the United States as military powers are compared."

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4. Name of School: Hofstra College
Location: Hempstead, New York
Course Title. "Modern Military History."
Catalog Number: History 95
Level. Undergraduate
Enrollment None given
Instructor: T. Higgins

Course Description. "Military history since the 18th century. The military role of the United States from World War I on."

5. Name of School: Huntingdon College
Location Montgomery, Alabama
Course Title: "Civil War."
Catalog Number: History 405
Level: Graduate
Enrollment: 10-15
Instructor. Gordon T. Chappell

Course Description. "Military history of the Civil War. Field trips to the neighboring battlefields when possible."

6. Name of School: Oklahoma A. and M. College
Location· Stillwater, Oklahoma
Course Title· "History of American Military Policy."
Catalog Number. History 4H3
Level: Undergraduate
Enrollment: 15-18
Instructor. O. A. Hilton

Course Description. "Political, economic and geographic factors affecting military policy. Influence of European military policies and systems on its development."

7. Name of School: The Rice Institute
Location· Houston, Texas
Course Title· "Naval and Military History."
Catalog Number: History 370
Level: Undergraduate
Enrollment· 25
Instructor· Hardin Craig, Jr.

Course Description: "Survey, from ancient times, of war as an instrument of national policy. Attention is given to the causes of war, the principles of strategy and tactics, the personalities of great commanders, and Mahan's doctrine of the influence of sea power upon history."

Course Title. "The First World War"
Catalog Number· History 570
Level: Graduate
Enrollment: 5 (seminar)
Instructor. Hardin Craig, Jr.

Course Description· "Study of the causes of World War I, the course of the war itself and peace settlement of Versailles."

8. Name of School: Southeastern Louisiana College
Location. Hammond, Louisiana
Course Title: "Military History of the United States."
Catalog Number: History 342
Level: Undergraduate
Enrollment· 14
Instructor: Sidney J. Romero

Course Description· "A detailed analysis of the battles and campaigns in which armies of the United States have participated. Consideration given to the

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political, economic, and geographic factors that influence American military policy."

9. Name of School: Virginia Military Institute
Location: Lexington, Virginia
Course Title: "Military History."
Catalog Number: History 461
Level. Undergraduate
Enrollment: 40
Instructor· Tyson Wilson

Course Description: "This course covers American military history from the Colonial through the Korean Wars with important political, economic, and social factors included with the military ones."

10. Name of School· Western Maryland College
Location. Westminster, Maryland
Course Title: None given
Catalog Number· History 352, 451 and 452. (Seminars)
Level: Undergraduate
Enrollment. None given
Instructor. Theodore M. Whitfield

Course Description. "A history seminar in which a student may enroll for three semesters and earn 9 hours credit. Problems dealt with concern mainly Union and Confederate military history."

SCHOOLS INTRODUCING COURSES IN THE NEAR FUTURE

1. Name of School The Citadel, Military College of South Carolina
Location: Charleston, South Carolina
Course Title. None given
Catalog Number: None given
Level. None given (presumably undergraduate)
Enrollment· None given
Instructor: None given

Course Description. "We are planning at the present time to introduce a one year course in 'Military History in Western Civilization' Such a course has long been needed, does not seem to conflict with the ROTC courses and is desirable in recognition of the increasing importance of military affairs, as well as of the military emphasis here at The Citadel."

2. Name of School: University of Florida
Location: Gainesville, Florida
Course Title· None given
Catalog Number: None given
Level. Undergraduate
Instructor: John Mahon

Course Description. "This will be a two hour per week course, required during the freshman year of all Air Force R O.T.C. students, starting in the spring semester of 1954-55. We expect to be offering a similar course for freshman Army R.O.T C. students during the first semester of each year, beginning September, 1955. Both the Army and Air Force course will not replace the courses now given students. Both courses will be taught by members of our staff."

3. Name of School. Harvard University
Location: Cambridge, Massachusetts
Course Title: "War and Society since the 18th Century."
Catalog Number. None given
Level. Undergraduate (presumably)

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Enrollment: None given
Instructor: Donald McKay and others

Course Description. "Plans are now being made to give at some future date a course to be entitled 'War and Society since the 18th Century' (Professor McKay and others)."

4. Name of School. Syracuse University
Location: Syracuse, New York
Course Title: None given
Catalog Number: None given
Level: Undergraduate
Enrollment: 80-160 (anticipated)
Instructor: Robert Shaffer

Course Description: None given, but course is to be modelled on the Princeton course, "A History of Military Affairs in Western Society since the 18th Century." To be offered in 1954-55.

5. Name of School: Texas Technological College
Location: Lubbock, Texas
Course Title: "History of Military Affairs since 1700."
Catalog Number: History 3317
Level: Undergraduate
Enrollment: None given
Instructor: W. M. Pearce

Course Description: "The role of the military in western society during the past 2½ centuries. Changing tactical and strategic concepts due to scientific and technological developments. This course is being introduced in 1954-55, it is not contained in the current catalog of this institution. The ROTC staffs (Air Force and Army) are particularly interested in this course, although it is designed for general liberal arts students."

6. Name of School: University of Texas
Location: Austin, Texas
Course Title. "A History of Military Affairs in Western Society, 1770-1954"
Catalog Number: History 317
Level: Undergraduate
Enrollment: None given
Instructor: A. R. Lewis

Course Description: "A study of military affairs in the United States and their European background since 1770, with emphasis upon the interrelation between military, diplomatic, and economic factors. Course to be introduced spring semester, 1954-55."

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