

Pädagogische Hochschule Heidelberg
Fach: Englisch

Aces High
Teaching ideas for the foreign language classroom

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1. Introduction

Peace education in the foreign language classroom can help pupils to develop empathy by imagining the reasons why young men, not much older than themselves, were willing to sacrifice their lives for their country. By dealing with an anti-war text or film and by looking at specific characters in detail their perspective on war should change.

Most of the pupils watch war movies at home or in the movie theatre but they do not actually analyze their content. By simply watching men getting killed, one begins to feel rather unaffected by what is shown.

Dealing with this topic in school gives pupils the opportunity to realize the horrors and senselessness of war. The film *Aces High* does not simply show the horrors of war by means of showing shocking pictures. Nevertheless, one gets to know the insight of the single characters and one sees how war affects each of them individually. Getting to know the characters and their inner conflicts can have a much greater effect on the pupils than simply letting them know numbers of men who got killed or show them shocking pictures.

In addition, the film can make pupils realize what effects politics can have on individual people. Decisions that were made far away from the frontline had tremendous consequences for each of the soldiers. Topics such as fear, bravery and friendship can be talked about as well when dealing with the topic.

In conclusion, the story offers many different aspects that can be dealt with in the classroom which will be shown when specific tasks are elaborated on in a later chapter. As the film is quite difficult to understand, the teaching unit should not be taught earlier than in a tenth grade of a 'Realschule'. Not only because of the language level but also because of the rather tough pictures and the difficulty of the topic, the film should not be shown to younger pupils.

2. Introduction to the film *Aces High*

The film *Aces High* directed by Jack Gold is a 1976 version of Robert Cedric Sherriff's play *Journey's End*. Jack Gold was born in London June 28 1930. He went to the University of London and received a degree in law and economics. After completing college, he joined the BBC where he worked as an editor on the Tonight news programme. Gold is known to be a self-effacing but sensitive director. Focusing on the truth of the situations that he presents in his films as well as the attention he pays to the inner motives of his characters have made him popular.

The play was first performed in 1929 at the London Savoy theatre and is based on Sherriff's own experience of the war which he had made as a captain in the East Surrey regiment. *Journey's End* deals with life in the trenches in the First World War. It is a powerful play which has been read by generations of British school children.

The drama begins on 18 March and ends four days later on March 21 1918.

A group of young officers is stationed behind British lines at St. Quentin, France. The play gives an insight of the day to day existence of the officers to go on watch and while waiting for the big German attack to start. The whole play takes place in a dugout and there are no more than eleven characters introduced throughout the whole storyline.

The story can be summarized quickly as not many events take place throughout the play. As mentioned before, the officers and soldiers are waiting for the big German attack to begin. On Tuesday, they find out that the attack can be expected on the coming Thursday. On Wednesday afternoon, ten soldiers are supposed to go on a mission to gather new information concerning the imminent attack of the Germans. The mission is successful in so far as the soldiers are able to capture one German soldier who is unable to give any new information, however. Osborne and six other soldiers lose their lives for this totally senseless mission.

Raleigh gets killed early the following morning as the expected attack begins.

Shortly afterwards the whole dugout collapses and the play ends.

Most of the characters in the play come from English middle class families. Before the war, they enjoyed their lives with their wives, girlfriends and families. They went to college and played cricket and rugby during their free time.

The play shows how far the Great War changes not only the environment of the young men but how strongly it affects human beings. Living in a world of danger, facing a constant fear of dying or being injured changes all of them.

Some of the soldiers become mentally disturbed suffering from post-traumatic stress disorder; others need alcohol in order to be able to cope with the terrors of war.

Captain Stanhope, the protagonist of the play, is a twenty-one-year old man who has been at the front for one year already. Into his company comes an eighteen-year-old boy named Raleigh, who knew Stanhope from school. He worships Stanhope, who is in love with his sister. Raleigh is rather shocked once he realizes what has happened to his hero. Stanhope's brilliance as a captain is partly due to his alcohol consumption. He has become addicted to alcohol in order to stand the cruelty of war and to avoid breaking down. Raleigh's arrival is difficult for Stanhope as his separation of war and home is being disturbed. Stanhope's emotional condition is not stable and varies between one of a mature leader who takes great responsibility for his fellow soldiers and that of a young man who is totally exhausted and disillusioned with the war.

Another main character in *Journey's End* is the forty-five-year old Lieutenant Osborne, who has a steadying influence on the other soldiers, who refer to him lightly as "Uncle". Osborne acts as a very close friend of Stanhope who helps him through all his mood swings. He and Raleigh are selected to go on a very dangerous mission from which neither is expected to return.

Another character in the play is the rather down-to-earth Trotter. Trotter is a humorous man who seems almost unaffected by the war as he concentrates upon his daily routines of standing on duty, eating and writing letters home to his wife. Mason, who cooks for the soldiers, seems to be a rather happy person as well who serves the officers politely.

The film *Aces High* is based on the play *Journey's End* and yet differs from it as the whole setting is transferred to the Air Force. Raleigh, who is now named Croft turned RFC officer and arrives in France to take over as Second Lieutenant. As in the play, he has deliberately manoeuvred his way to come to this particular detachment so he could serve under Stanhope, who is being called Gresham in the film. As Stanhope is being represented as an excellent captain in the play, he is shown as a flying ace in the film. During the few days in which the movie takes place, Croft is being introduced to the horror of 20th century warfare.

Neither the play nor the film give the audience or the viewer a feeling of nationalistic pride but leaves him with a rather weary uneasiness about war. Therefore, the play as well as the film can be used in school in order to introduce pupils to this topic and to show them that there is no justification for any war. The play and the film can be used to show the uselessness of war. Realizing that war is horrible and feeling empathy for the soldiers, no matter what side they belong to, should be one of the main goals when dealing with anti-war plays or films in the classroom. Evoking a peaceful anti-war behaviour should be another main aim when introducing such a difficult topic into the classroom.

3. Teaching unit for the foreign language classroom

Task 1: Creating a timeline of the Great War

a. Purpose

Even though the main focus of this teaching unit is on talk about the film *Aces High* and to make students realize the effects war has on human beings, it is important that they have sufficient background knowledge about the historical context of the war. Therefore, it is the purpose of the first task to introduce pupils to the major historical developments which took place during that time. In addition they need to gather information concerning the different groups that were involved in the conflict.

b. Product

The product of this first task is a timeline presenting the main events that took place during the Great War. The timeline will be created by the students themselves. In order to be able to construct this timeline, the pupils have to get together in groups and research a specific year of World War I. The students are supposed to gather information about the important events that took place during this year. They are allowed to use the internet, historical dictionaries, newspaper articles from that time as well as history books in order to get sufficient material. Afterwards, the students are asked to present their findings to the whole class. The class can ask 'the experts' further questions concerning events that took place within the particular year. Once the group has presented the major events, the class is supposed to decide which of the information presented should be part of the timeline which will be written on the board.

c. Process

1. Text for the students:

Get together in groups and research a specific year of WWI. Have a look at the events that took place during this year and choose the ones you consider especially important. You will present the most significant events in front of the

class afterwards. All the events will be put together in a timeline which will present the historical backgrounds of the Great War and show us the development that took place.

2. Text for the teacher:

The teacher will hand out historical dictionaries, newspapers articles from that time as well as history books. In addition, pupils are also allowed to use the internet.

In order to be able to carry out this task the teacher needs to have sufficient background knowledge concerning historical and political facts:

World War I, also known as the Great War, was a military conflict in central Europe that grew into the biggest war in world history so far. A variety of events and developments in European politics created reasons for its outbreak in August 1914, but the immediate cause for the conflict was the assassination of Archduke Franz Ferdinand by a Serbian nationalist.

65 Million people were mobilized on each side, with 10 million dead and 20 million soldiers wounded in the end. It was the first total war in history, involving 32 countries in the world.

On the one side, the Central Powers including Germany and Austria-Hungary fought against the Allied Powers in order to achieve victory on the battlefield. 28 of the 32 countries involved supported the Allied forces, because Germany was isolated in Europe and the *entente cordiale* treaty combined France, Great Britain and Russia on both frontiers forming a huge enemy. After Germany invaded the neutral Belgium in order to attack France to gain victory quickly, all troops formed two main, stationary fronts on both sides of the German borders.

The war became a material battle including the use of poison gas and heavy artillery on both sides, also introducing military innovations such as submarines and tanks.

In 1917, the Bolsheviks, as the new Russian Government, signed an armistice with Germany. After the USA entered the war this year, the Germans surrendered in 1918 to the superior enemy.

In conclusion, the outbreak of World War 1 had tremendous effects on societies, monarchs and the political systems in the world. Its outcome was one of the reasons for the rise of Nazism in Germany and for the outbreak of World War II.

Russia became a socialist state and other countries turned into democracies for example Germany and the state of Austria-Hungary broke apart. A generation of young men suffered emotional traumata from the war, became physically injured or died. The psychological effects caused by battles remained with the victims who survived them (<http://www.pbs.org.greatwar/timeline.html>).

Task 2: Discussing the motives of soldiers who are enlisting in the army during the Great War

a. Purpose:

Before the film *Aces High* can be shown to a tenth class of a German 'Realschule', the teacher needs to create a field of awareness for this rather sensitive topic. So far the students have gathered sufficient background knowledge of the historical context of the Great War. Nevertheless, they have not talked about the people involved in this war and the effects it had on them.

Pupils, who have grown up in Germany or another peaceful country and have not been involved in any kind of military conflict, will not be able to understand the motives of the young men who fought during World War I. They have only come in touch with war by watching war movies on TV.

The willingness of the soldiers to sacrifice their lives for their nation was the typical behaviour of young men enlisting in the army during that time. The pride they felt for their nation, the wish to support the troops and contribute to victory, motivated millions of them to sign up for the war. Furthermore, soldiers had a high status in society at that time, especially when having served in war. These motives need to be made clear to the pupils in order to understand the way the characters act in the film. Croft, the enthusiastic newcomer, shows the typical attitude that young men had during that time. Therefore, the ambition for signing up and joining the troops needs to be made clear to the students. Letting them know how much it meant to serve in the war will make pupils feel closer to the

characters in the film as they will be able to understand the way they act much better.

My intention is to present the development from the innocence of the young men signing up for war to a typical battle scene ending with a picture of dead soldiers lying in the trenches.

The last scenario especially will have a shocking effect that will make the students realize the cruelty and senselessness of war.

b. Product

The product of this task is a discussion in class. Using the presented material should involve the students in that discussion. The pupils should come to the result that war cannot be justified in any way. The expected response to the first picture will probably differ quite a bit. One group will be confused by the picture as they cannot imagine why the young soldiers were happy even though they're entering war. The others will understand the enthusiasm of the young men as they connect war with bravery and heroism. In the end, the last picture showing the dead soldiers in the trenches should make every pupil aware of the reality of war with all its cruelty.

c. Process:

1. Text for the students:

To start with the teacher wants the students to take a look at the picture which shows the laughing and smiling young men while they are enlisting. He will then ask the students what they can see. The students will be encouraged to think about possible reasons that could explain the happiness of the young men in the picture. Furthermore, the teacher will ask them whether they can understand the soldiers' feelings. They are also supposed to think about how they would feel being in this situation. After having talked about the different opinions, the pupils might have concerning this picture; the teacher will show the second picture which shows a battle scene with soldiers carrying gas masks and weapons in the trenches. After having talked about the enthusiasm the young soldiers felt when joining the army, the pupils should think about the development that has taken place since the enlistment. The pupils who could understand the soldiers' feelings might now feel different about what they have said beforehand. Again the teacher

will question the students whether they can imagine how the soldiers feel in such a scary situation, when constantly facing death.

The last picture that will be shown to the class shows a pile of dead soldiers lying on the ground. The intention of showing this terrifying picture is mainly to make them realize the reality of war. The students should talk about the development that the soldiers have gone through. Again, the teacher should question the agreement which some students might have had with the motives of the young soldiers in the first picture.

2) Text for the teacher:

The teacher needs to lead the discussion in a very sensitive way as the topic will affect the students very much. He should make sure that nobody is being insulted for stating his opinion especially concerning the first picture. In addition, he should be prepared that it is very likely that some students, probably some boys, will agree with the feelings of the soldiers showed in the first picture. Supporting their country and fighting in war might still be something they connect with bravery and heroism.

Task 3: Introducing students to the film

a. Purpose:

The purpose of this task is to introduce the students to the film *Aces High*. They need to understand its content in order to be able to work with it in greater detail in a following task. Making the pupils work on while-viewing tasks will make it easier for them to follow the storyline. Some of the questions that will be given to the students will focus on a specific scene in the film, others will be leading questions that can be answered after having watched the whole film. As some parts of the movie might be difficult for the pupils to understand, the film needs to be interrupted at certain points. The purpose of the interruptions is to give the students time to take down notes and answer the while-viewing tasks. The interruptions also give the students the chance of asking questions in case they were not able to follow the story properly.

b. Product:

The product of this task will be the discussion of the while-viewing tasks concerning the storyline as well as certain characters in the film.

Expected answers to given questions:

1) In what country does the film take place?

The film takes place in France.

2) What is the name of the pilot who is too frightened to fight anymore and simply wants to go home? What does he do in order to be sent home?

The pilot's name is Crawford who fakes illness in order to avoid combat and to be sent back home.

3) Why did Croft want to join this particular division?

Croft tried to come to this British detachment because his sister's boyfriend, Gresham, is the leading commander in chief. Croft knows Gresham from school and has always admired him very much.

4) What has happened to Gresham during his time in the Air Force?

Gresham has become an alcoholic cynic who needs to drink in order to cope with the everyday life in war.

5) Have a closer look at the scene in which Gresham wants to take Croft's letter to read it through? Why do you think Gresham wants to read Croft's letter so badly? What does Croft write about Gresham?

Gresham is very afraid that Croft has written down how far he has changed from the young handsome and cheerful man the family knows him as, into a man full of fear who needs alcohol in order to cope with the horrors of war. He feels ashamed of himself and does not want Croft's family, especially his sister, to know about the person he has become.

In fact, Croft writes in a very positive way about Gresham, saying that he is a great pilot, who is respected and loved by his men.

c. Process:

1) Text for the students:

Read through the while-viewing tasks and try to answer them while watching the film. The film will be interrupted at certain points so you will have enough time to take down notes.

In addition to this explanation, the students will be provided with some information concerning the film *Aces High*. Letting them know the broad content of the film will help them to succeed in the while-viewing tasks. In addition, it helps to arouse their interest and motivation. After scenes of great importance such as the one in which Gresham censors Croft's letter, as well as the one in which Gresham's and Crawford's divergent opinions of war become obvious as Crawford threatens Gresham with a gun, the film will be paused.

2) Text for the teacher:

The teacher needs to know exactly at which points he wants to interrupt the movie. It is important that he does not interrupt the film too many times. Otherwise it will probably be boring and annoying for the pupils as they cannot enjoy watching *Aces High*.

Task 4: Getting to know Gresham in greater detail

a. Purpose:

The students should get to know Gresham, the protagonist, of *Aces High* in greater detail. The inner conflict Gresham goes through which is only one of many other conflicts presented in the movie needs to become obvious and understandable to the students. Therefore, it is necessary to have a closer look at the type of relationship Gresham has to the other officers.

b. Product:

The product of this task is a draft which shows Gresham's name in the middle. Arrows should be pointing to the names of the other characters of the film. The students should write down the kind of relationship Gresham has to Croft, Crawford and Sinclair. In addition, they should think about possible reasons that make Gresham feel this particular way towards the other figures.

c. Process:

1) Text for the students:

Have a look at the different quotations from the play *Journey's End* and try to describe the different kind of relationships Gresham has with his fellow men (Sinclair, Croft and Crawford). Try to find reasons that explain his behaviour towards the other figures.

Text for the teacher:

Quotations which help to analyse Gresham's relationship to the other characters can be found on pages: 30, 31, 34, 49 as well as on page 85. Of course, different examples can be used as well.

Task 5: The topicality of the conflict

a. Purpose:

The purpose of this last task is to show German students the importance the Great War still has in British schools. Although Germany and Britain were both involved in the First World War, German students do not have much knowledge concerning the historical background of the war. The soldiers who lost their lives seem forgotten. Therefore, this concluding task should arouse students' awareness of the importance WWI still has in Great Britain. The topicality of the conflicts presented in the film and the different emotions the soldiers go through should be grasped by the students.

Pupils should try to refer to the present and think about wars that are going on today. Talking about the war in Iraq as well as other military conflicts will help the students to realize the topicality.

b. Product:

The product of this task is a discussion in class concerning the topicality of the conflicts presented in the film. The students should talk about how they feel about the remembrance of the soldiers who have lost their lives during the war. Furthermore, they should think about how the attitude towards war in general has changed during the time that has passed since the Great War.

Today we think differently concerning topics such as bravery and cowardliness which is at least partly due to the way we were brought up. The society in which we live has changed enormously since WWI has ended. Tradition and heroism do not play such significant roles any longer.

Talking about Gresham's as well as Crawford's controversial opinions concerning war will help to initiate a discussion. Many questions will not be answered during this concluding talk in class which is important in order to make the students realize that war cannot be justified in any way

1) Text for the students:

Have a look at the newspapers and try to find articles concerning the remembering the victims of WWI. Think about reasons that could explain why the Great War still plays such an important role in the English society.

2) Text for the teacher:

The teacher should try to lead this final discussion in a way which will make the students realize the effects war has on people. The film has shown how the cruelty of war can make the most positive and cheerful man turn into someone who depends on whisky to forget anything but the present.

Confronting students with the role the Great War still plays in Great Britain will make them think about reasons why tradition does not play the same role in Germany. Many such questions will remain unanswered but students will hopefully understand the senselessness of war.

4. Bibliography

- Alsen, E., Hofmann, N., Platz-Waury, E., Weber, A. (1985). *AMERICAN SHORT STORIES ON FILM. Soldier's Home*. Munich: Langenscheidt-Longman.

American Short Stories on Film is a series of casebooks and students' books, edited and written by German and American scholars and teachers that deal with American short stories and their film versions. Although the series of books does not deal with British stories, the books are very interesting and useful for anyone who wants to learn more about the relation between literature and film.

Especially the book dealing with Hemingway's story *Soldier's Home* seems helpful when dealing with Journey's End as it offers a good overview of the Great War.

- Lonergan, Jack (1984). *Video in Language Teaching*. Cambridge: Cambridge University Press.

The book intends to be a practical guide to the use of video in the language classroom. It illustrates principles of effective teaching and learning as it offers a lot of examples from a wide range of material. The book is written for teachers who are willing to use films in the foreign language classroom. It offers a variety of tasks which can be used when dealing with a film in the foreign language classroom.

- Sherriff, R.C. (2000). *Journey's End*. London: Penguin Group.
- Teasley, A.B., Wilder, A. (1997). *Reel Conversations. Reading Films with Young Adults*. Portsmouth: Boynton / Cook Publishers.

The book is written for teachers who are trying to integrate films in the English classroom. The book is recommendable as it offers a variety of different activities of how to deal with films in the classroom. There are a lot of useful films listed in the books which are worth to be dealt with in the English classroom. In addition, the book offers a series of guiding questions which can be used when dealing with any kind of film in school.

- (<http://www.pbs.org.greatwar/timeline.html>).

- illustrations used from the following sides:
 - illustration 1 (showing laughing soldiers):
<http://www.youngcuts.com/demo/gallery/great-war.jpg>
 - illustration 2 (soldiers getting shot)
http://pbsvideodb.pbs.org/resources/greatwar/primary/ph_03.html
 - illustration 3 (in the trenches)
<http://www.wereldoorlog1418.nl/winter/KW14.jpg>
 - illustration 4 (cemetery)
http://www.nikolsky.name/8/great_war_8_sm.jpg

5. Appendix

Timeline

_____ 1914 _____ 1915 _____ 1916 _____ 1917 _____ 1918 _____ 1914

June

28: Archduke Franz Ferdinand, heir to the throne of the Austro- Hungarian Empire, and his wife are assassinated

July

28: Emperor Franz Joseph of Austro-Hungarian declares war on Serbia

August

1st: Germany mobilizes armed forced and declares war on Russia

3rd: Germany declares war on France

4th: Germany declares war on neutral Belgium and invades in a night flanking move designed to defeat France quickly

22nd: The Battle of the Frontiers

26-30th: German army achieves its greatest victory of the war → Battle of Tennenberg

1915

January: War becomes Total War with German Zeppelin air raid on England

February

4th: Germany declares a submarine blockade of Great Britain

April

25th: Allies begin nine-month battle for the Turkish peninsula of Gallipoli

September

15th: British use gas in battle near Loos, but shifting winds cause 60.000 British casualties

1916

February

21st – December 1918: The longest battle of the war, the Battle of Verdun, is fought to a draw with an estimated 1 million casualties

May

31st- June 1st: The Battle of Jutland, the only major naval engagement of the war is fought with no clear winner

November

7th: Woodrow Wilson re-elected President of the USA with the campaign slogan: “He kept us out of war”

1917

March

15th: Tsar Nicholas II of Russia resigns, Provisional government is declared

July

3rd: The first wave of the American Expeditionary Force lands in France

November

7th: Bolshevik socialists, led by Lenin, overthrow Provisional Russian government

December

3rd: The new Russian government signs an armistice with Germany

1918

January

8th: President Wilson declares his 14 points as the path to permanent world peace

April

22nd: Baron von Richthofen, “the Red Baron”, is killed in air dog fight

July

16th -17th: Former Tsar Nicholas II, his wife, children, and members of his entourage, are murdered by the Bolsheviks

November

9th: Kaiser Wilhelm II abdicates

Expected result (Task 4)

Gresham's relationship to:

1) Sinclair: Sinclair seems to be a father figure for Gresham. Sinclair respects Gresham; he supports him and gives him advice whenever he can. Sinclair acts like Gresham's good friend and stands by him throughout all his mood swings. Sinclair knows about the way Gresham feels inside and yet he does not say anything to the other men. He gives him the confidence that Gresham needs so much in order to cope with the psychological strain he has to endure every day. He seems as an avuncular veteran who tries everything to make the best of the situation.

2) Croft: Croft's appearance in the detachment seems very difficult for Gresham as suddenly the past and the present get mixed up. Therefore, the relationship between them is rather superficial and does not develop into a close one.

Croft has known Gresham before the war and has always admired him. Gresham seems to be very rough with the newcomer. In reality, Gresham simply does not want Croft to realize in how far the war has changed him. Responsibility has made him tired and has worn him out. He is totally disillusioned with war. Nevertheless, he tries everything to serve his country and support his men.

3) Crawford: Crawford seems to be the most reluctant of all the men. The way Crawford expresses his fear and the way he betrays his fellow men by faking sickness, makes Gresham furious. It's not only the cowardice that makes Gresham so angry. The true reason for his strong dislike is the fact that Gresham himself feels just as frightened as Crawford does. The difference between them is simply their contrasting attitude towards the war. Crawford seems egoistic as he tries everything to leave the place. Gresham is convinced that a decent man has to fight and support the troops. It would not be a possibility for him to leave before the war is over.

Task 4

Quotations that could be used when dealing with this task:

page 30 (Osborne and Stanhope are talking about Raleigh)

Osborne: He just mentioned it. It was just a natural thing to tell me when he knew you were in command. He's awfully pleased to get into your company.

[...] He seems to think a lot of you.

Stanhope: [...] Yes I'm his hero.

Osborne: It's quite natural.

Stanhope: You think so?

Osborne: Small boys at school generally have their heroes.

Stanhope: Yes. Small boys at school do.

Osborne: Often it goes on as long as-

Stanhope: - as long as the hero is a hero.

page 31 (Stanhope is telling Osborne about his girlfriend who is Raleigh's sister.)

Stanhope [putting the photo back into his case]: I don't know why I keep it, really.

Osborne: Why? Isn't she – I thought –

Stanhope: What did you think?

Osborne: Well, I thought that perhaps she was waiting for you.

Stanhope: Yes. She is waiting for me – and she doesn't know. She thinks I'm a wonderful chap – commanding a company. [He turns to Osborne and points up the steps into the line.] She doesn't know that if I went up those steps into the front line – without being doped with whiskey – I'd go mad with fright.

[...]

Osborne: Look here, old man. I've meant to say it, for a long time, but it sounds damned impudence. You've done longer out here than any man in the battalion. It's time you went away for a rest. It's due to you.

Stanhope: You suggest that I go sick. like that little worm in there- neuralgia in the eye? [...]

Osborne: No. Not that. The colonel would have sent you down long ago, only-

Stanhope: Only – what?

Osborne: Only he can't spare you.

Stanhope: Oh, rot.!

Osborne: He told me.

Stanhope: He thinks I'm in such a state I want a rest, is that it?

Osborne: No. He thinks it's due to you.

Stanhope: It's alright, Uncle."

page 34 (Osborne wants Stanhope to take a rest)

Osborne: Come and lie down and go to sleep.

Stanhope: Go sleep y'self. I censor his letter, d'you see, Uncle? You watch and see he doesn't smuggle any letters away.

Osborne: Righto. Now come and lie down. You've had a hard day of it.

Stanhope: [...] Where's Hardy? D'you say he's gone?

Osborne: Yes. he's gone.

Stanhope: Gone, has he? Y'know, I had a word to say to Master Hardy. He would go, the swine! Dirty trenches- everything dirty- I wanner tell him to keep his trenches clean.

Osborne [standing beside Stanhope and putting his hand gently on his shoulder again]: We'll clean them up tomorrow.

[Stanhope looks up at Osborne and laughs gaily.]

Stanhope: Dear old Uncle! Clean trenches up- with little dustpan and brush. [He laughs.] Make you little apron – with lace on it.

Osborne: That'll be fine. Now then, come along, old chap. I'll see you get called at two o'clock. [He firmly takes Stanhope by the arm and draws him over to the bed.] You must be tired.

Stanhope [in a dull voice]: God, I'm bloody tired; ache – all over – feel sick.

[Osborne helps him on to the bed, takes the blanket and puts it over him.]

Osborne: You'll feel alright in a minute. How's that? Comfortable?

Stanhope: Yes. Comfortable. [He looks up into Osborne's face and laughs again.] Dear old Uncle. Tuck me up.

[Osborne fumbles the blankets round Stanhope.]

Osborne: There we are.

Stanhope: Kiss me, Uncle.

Osborne: Kiss you be blowed! You go to sleep!

page 49 (Osborne reads out Raleigh's letter)

Osborne: He says: 'And now I come to the great news. I reported at Battalion Headquarters [...] 'and then later Dennis came in. He looked tired, but that's because he works so frightfully hard, and because of the responsibility. Then I went on duty in the front line, and a sergeant told me all about Dennis. He said that Dennis is the finest officer in the battalion, and the men simply love him. He hardly ever sleeps in the dugout; he's always up in the front line

with the men, cheering them up with jokes, and making them keen about things, like he did the kids at school. I'm awfully proud to think he's my friend.'

page 85, 86

Raleigh: Good God! Don't you understand? How can I sit down and eat that – when [his voice is nearly breaking] – when Osborne's – lying - out there-

[Stanhope rises slowly. His eyes are wide and staring; he is fighting for breath, and his words come brokenly.]

Stanhope: My God! You bloody little swine! You think I don't care - you think you're the only soul that cares!

Raleigh: And yet you can sit there and drink champagne – and smoke cigars –

Stanhope: The one man I could trust – my best friend – the one man I could talk to as man to man – who understood everything - and you think I don't care –

Raleigh: But how can you when - ?

Stanhope: To forget, you little fool – to forget! D'you understand? To forget! You think there's no limit to what a man can bear? [...]

Raleigh: I'm awfully sorry, Dennis. I – I didn't understand.