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Normal School Bulletin

PUBLISHED QUARTERLY BY STATE NORMAL SCHOOL.

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S. A. T. C.

The Students' Army Training Corps, which was established here with a maximum of two hundred men, was composed of many fine boys, some of whom have returned to school, with others to come. While the academic work was not satisfactory for many reasons, those who were here discovered that the state is offering some good opportunities here for young men and women.

The need for an education was never more emphasized in this country than during the war. A man who did not have at least a high school education stood very little chance for promotion, and the call now is for educated men to grapple with the tremendous problems of reconstruction. The menace of Bolshevism is small amongst the intelligent.

The reward for ability seems greater now than ever before in the history of the world, and the young man who found it necessary in war times to go to school will find that it is equally important in peace times.

The probability is that the Federal Government will take a hand in the education of the boys and girls of the entire United States in the public schools, as it is already doing in the high schools and colleges. The need for this is impressed by the fact that there were seven hundred thousand men between the ages of twenty-one and thirty-one in the army who could not read and write.

Flattering business offers should not tempt young men to remain out of school. The boy who does not get an education today may not realize it now, but he will fall behind the procession of his friends and neighbors who secure its benefits.

MOTION PICTURES

Motion pictures are given for the benefit of the students of the school twice per week. Five reel films are run and the pictures are first class and elevating in every respect. This arrangement is made thru the Army Y. M. C. A. authorities.

STUDENTS ARMY TRAINING CORPS AT STATE NORMAL SCHOOL, JACKSONVILLE, ALABAMA. UNITED STATES ARMY COMES TO SCHOOL.

President Wilson is credited personally with conceiving the idea of using the colleges, universities and primary schools of the United States as training camps for the army. The experiences of a year had demonstrated that educational institutions were the best reservoirs from which to draw officer, non-commissioned officer and specialist material. Statistics show that only about one per cent of the population of the United States has had college or university training, yet a vast majority of the young Americans who voluntarily entered the first and second officers' training camps held in the spring and fall of 1917 at Fort Sheridan, Leon Springs, Plattsburg and other posts were college students, former students or graduates. As the selected men were taken into military service and the needs for more officers expanded it was an open, free-for-all competition. Then it was even more strikingly demonstrated that the men with the mental training which comes from higher education had a superior adaptability and fitness for leadership, hence they were selected in large numbers for training to fit them for officers. It is hardly necessary to add that nearly all of these men made good and were commissioned in the army. Then it was found that while only five per cent of the men in the army were college men, more than fifty per cent of the officers were college men.

In the light of these facts the Students Army Training Corps was conceived, and in the summer of 1918 the War Department began to make plans for putting it into effect as soon as possible. A conference with presidents of schools, colleges and universities was held in July at Fort Sheridan, Illinois, where the embryo plans were made known.

The German hordes had been hard pressing the allies in the great war in Europe; and in order to take advantage of the recent turn of affairs, for which the American Expeditionary Forces were largely credited, reserves in large numbers were hastily needed for overseas duty. The rifle strength, the number of men standing in the trenches ready to go over with the bayonet, of the opposing forces was about equal at this time, the Allies and the Central Powers each having near 1,400,000 men. In this country the Class 1 men from the first registration, June 5, 1917, of men from 21 to 31 years of age, had been about exhausted by absorption in the army; of those who reached the age of 21 in the meantime and registered on the second registration day, June 5, 1918, the Class 1 men were soon called; the Class 1 young men who reached draft age after June 5 and registered August 24 were on the primary waiting list. Congress had set September 12th as the next registration day and had extended the draft age at both ends, down to 18 and up to 45.

The new draft legislation would make great inroads on the attendance of higher educational institutions in addition to the many, many students who had of their own accord gone into the army while the volunteer system was still in operation. The absolute fairness of the draft system permitted no class distinction; to be sure, the educated young men sought no distinction—unless it was that they be called first. During the Civil War many college halls were empty, both North and South, the students and instructors having gone to the front, and in some of the small colleges of the Southern States the doors were closed and not opened again till the end of the war.

History might have repeated itself at this time, for along in August and September many young men who would or who did register for the draft on September 12th were in straits to decide whether to return to college and likely have their courses abruptly stopped by a call to the army or just stay out and wait for the call.

Right here the War Department gave the welcome news that instead of allowing the drafting of eighteen, nineteen and twenty-year-old young men to deplete the institutions of higher education, the Government had put on foot plans that would keep them open and active and useful during the whole war period and increase instead of diminish the number of students.

The War Department turned the Students Army Training Corps over to one of its departments, the Committee on Education and Special Training, Washington, D. C., which had in April established and since conducted with marked success the National Army Training Detachments (later Section B of the S. A. T. C.) in about 140 technical schools and colleges all over the United States, where nearly 95,000 soldiers were mobilized and trained as vocational specialists—radio, telegraph and telephone men, motor mechanics, etc., which the developments of the war had shown to be indispensable; nearly 70,000 of these “fighting mechanics,” a title which their work and worth justly earned, saw service in France with all branches of the Army, especially Field Artillery, Engineers, Signal Corps and Motor Transport, and a large percentage of these men qualified as officer candidates.

Though confronted with many obstacles and difficulties which seemed insurmountable and striking out into an unexplored field without precedent, experience or even theoretical discussion to guide their steps, the Committee on Education and Special Training began immediately the organization of this powerful and potent force for the winning of the war, perfecting plans and building as they speeded to the goal of victory.

Almost the first inkling which the public generally and the anxious, undecided prospective students had of this generous and remarkable undertaking was the publicity through the press whereby the Government advised all young men who had planned to go to school or college in the fall to carry out their plans and do so. Each prospective student was encouraged to go to the college of his choice, matriculate and enter as a regular student. Notwithstanding the fact that this changing institutions from a peace to a war basis amounted almost to a revolution in their curriculum, the customs and habits, and even the very appearances, more than five hundred and fifty patriotic American educational institutions assented to the change, not with a willingness of compulsion, but with a willingness based on the feeling that this method of using the schools represented a most effective force for winning the war; and at the same time they demonstrated to the world by the generous and splendid way in which they rallied to the support of this far-reaching plan to supply our army with officer and non-commissioned officer material and trained specialists of all descriptions that the head and heart of the thinkers were back of the Government as well as the labor and material wealth of the nation.

After personal inspection by Government representatives to determine their fitness for the work, almost all of these 550 institutions entered into temporary contracts with the Government whereby they

would receive an equitable and fair compensation for quarters, subsistence and instruction of student soldiers and reimbursement to cover the cost of new construction, additions or alterations of buildings made necessary by the S. A. T. C.

Furnishing student soldiers with room, board and tuition free at the school of their choice was indeed a generous gift by the Government to the individual, and remarkable because never in the history of the world had a nation undertaken to educate its soldiers

As fast as obstacles could be removed and difficulties overcome, new conditions foreseen and met, and plans formulated further announcements of policy were made by the Government and schools, which were being kept advised of every step. Of course a plan of such magnitude in an entirely new field involved many pitfalls which often necessitated changing course. To safeguard against misleading even one prospective student, prompt announcement of such changes was made to the schools, who in turn (or the Government itself often) promptly made the matter public.

The announcement that officers of the United States Army would be in charge of military training at these institutions selected for Section A (Collegiate) units of the S. A. T. C. and that on October 1st, or as soon thereafter as the facilities of the school would permit or the necessary and exacting preliminaries of induction could be performed, enrolled students of high school, its equivalent or better grade who had registered September 12, 1918, would be offered voluntary induction into the United States Army with all the benefits of a private soldier such as clothing and \$30 a month pay (in addition to free quarters, subsistence and instruction already mentioned) —this announcement brought literally hundreds of inquiries, both personal and by letter, to the State Normal School, not only from prospective students, but from many young men who would not under ordinary circumstances have entered school at all.

For our office force this meant long hours of work, often into the wee small hours of the night, but the knowledge that it was in the interest of ultimately winning the war and would result in untold benefit to the individuals fortunate enough to get into the S. A. T. C. gave to what otherwise would have been tiresome an atmosphere of cheerfulness and, indeed, pleasure.

Schools were urged by the Government to intensify their instruction so that the young men who had not reached the age of 18 on September 12, 1918 (draft age on registration day) could reach high school grade quickly as possible and be ready for the S. A. T. C. as soon as another registration day should be set when they could meet the age and educational requirements. That such students would also be given military training (though not at Government ex-

pense quarters, subsistence, academic instruction, clothing and pay, as in the case of soldiers in the S. A. T. C.), where there were units of the S. A. T. C., and be permitted the honor of wearing the uniform of a soldier was sufficient when it was announced to further multiply the inquiries at the State Normal School. So numerous were these inquiries that it was next to impossible to answer each individually and so varied that it was indeed difficult to draft a form letter to cover them all; but with the hours for work at disposal the school accomplished much in its endeavor to keep all prospective students well enough informed with the best and latest information it had itself and in its desire to mislead no one.

With the beginning of the fall term on September 16th, our doors were fairly stormed with anxious candidates clamoring for admission to the dual relation of student and soldier. Perhaps two hundred of these young men had registered September 12th and had the necessary Carnegie units or their equivalent to enter the Students Army Training Corps. Perhaps there were a hundred more who were below collegiate grade or who were not yet eighteen years old upon September 12th and hence could not register, but who wanted to go to school and take the military training in preparation for and looking to entering the S. A. T. C. later on. It was the intention of the War Department that the 20-year-old members of the S. A. T. C. would be transferred about the first of January, the 19-year-olds about the first of April and the 18-year-olds about the first of July, according to their individual and respective ability and military worth by that time demonstrated and recognized to

- (a) A central officers' training camp,
- (b) A non-commissioned officers' training school,
- (c) Another school for intensive work in a specified line,
- (d) Another school (Section B) for vocational training, or
- (e) A cantonment to serve as a private.

The construction of new barracks and a maximum strength of 200 soldiers had been authorized here, and as fast as openings occurred by the above transfers the young men who by then should have been qualified hoped to fill their places in this Unit of the S. A. T. C.

Though wide circulation was given to the plans of the Government not to take a hand in the matter till on or about October 1st and that each student would have to bear his own expenses till actually inducted into the military service, nonetheless many came without funds sufficient to carry them over this preliminary period. To such of these as were clearly qualified for the S. A. T. C. the school made the very generous (and we believe original) proposi-

tion to extend credit to them not only for tuition, but for board and room also, which obligation each might meet from his first month's army pay.

Inasmuch as visible indications presented but little if any difference from an ordinary school opening, there being no army officer present and no one at the school familiar with the preliminary routine of giving the school a military setting; and because, as one none too credulous young fellow put it, "the thing is too good to be true, anyhow," the original enthusiasm and anxiety began to breed an undercurrent of disappointment and unrest. An army officer was assigned to this school September 23rd, but he was attacked by the Spanish influenza before he left the army post at Fort Sheridan and was unable to come for some two weeks thereafter. In the meantime the much dreaded and dangerous "flu" was spreading its tentacles in this direction, collecting its heavy toll of death and stagnating activity throughout its wide and unescapable path. While there was no use to run from it, as it was as liable to put in its unwelcome appearance in one place or community as another, and while it was urged with sound reason that Jacksonville, Alabama, even seemed to be safer than most places because the epidemic, which by then had reached here in running its course over almost the entire country, was not in symptom or effect the treacherous Spanish influenza, but only a mild form of influenza, which, though not fatal, had many of the same elements of discomfort, pain and resultant weakness; nonetheless so many of the students went home that it seems it had been just as well to close school during the epidemic except for the psychological effect of keeping open in the face of such unavoidable and unconquerable odds. In fact, many schools throughout the United States did close for weeks at a time.

As the days dragged on and the situation became more and more acute, the school found it necessary to telegraph almost daily to Washington to quickly send an army officer here to seize the helm and steer the much bewildered and seasick embryo unit of the S. A. T. C. into some direct and certain course. As a temporary relief an officer was sent October 1st from the office of the Fifth District Military Inspector at Nashville, Tennessee; but almost immediately upon arrival he also took the "flu" and was unable to do anything to help the school out of its dilemma.

Through the request of Dr. Daugeette to the commanding officer of Camp McClellan, an army cantonment of some fifty thousand soldiers located about five and a half miles south of Jacksonville, an army officer was detailed to come to the school each afternoon to give military drill to the candidates for the S. A. T. C.

Dr. John F. Rowan was recommended and on September 26th was appointed by the Surgeon General of the Army as a contract surgeon of the U. S. Army and assigned for duty with the Students Army Training Corps, Section A, State Normal School, Jacksonville, Alabama. Dr. Rowan was already taking care of the school practice as well as that of the large local cotton mill, in addition to his duties as county health officer and a large private practice, but he felt it his duty and accepted the appointment. Though there were then no men here inducted into the S. A. T. C., he entered upon his duties by treating without expense to the individual the then many cases of influenza among the applicants for admission into this Unit. Due no doubt to a great extent to his skill and untiring efforts, the epidemic was kept well under control and we finally emerged from it without a single death in our midst.

On the 3rd of October Lieutenant Kenton M. Snyder, Infantry, United States Army, arrived from the East Texas State Normal College at Commerce, Texas, pursuant to telegraphic orders from the Adjutant General of the Army at Washington assigning him for duty as commanding officer of the Students Army Training Corps at the State Normal School. In the uniform of an officer, one of the visible tangible symbols of the authority and power of our great Government, the mere fact of his arrival was as oil to our troubled waters; and from that moment a new era began.

From the outset it was apparent that the Committee on Classification Personnel in the Army had made good on its theories and placed the right man in the right place. Lieutenant Snyder's experiences of a year and a half in the army well fitted him for the position and made him an easy master of the situation here.

Inasmuch as the command reflects so much of its commanding officer, it might not be amiss to digress here for a moment to state who and what the commanding officer of this Unit is. His father was Judge Adam Clark Snyder, for several years during his lifetime a member and President of the Supreme Court of West Virginia. During the Civil War he was a captain in the Confederate Army, serving throughout the war with Virginia troops. His mother, too, was a Virginian, the descendant of a long line of useful public and private citizens who made their impress upon the ideals of that section from the landing of the Pilgrims at Jamestown down to the present time. He was born in Lewisburg, West Virginia, a small country town in a farming district, where he lived till he reached his majority, though a large part of that time was spent in school and college and travel. Five years were spent in leading military schools, where he ran the gamut from rookie to the highest cadet of-

ficie. After completing his academic course at Washington and Lee University and West Virginia University, he took the degree of Bachelor of Laws at the University of Virginia, and was admitted, upon examination, to the bar. To broaden his opportunities, he moved to Kansas City, Missouri, seven years ago, thence to New York City, thence to Chicago, where he was associated in business with some of the biggest minds in the industrial world, notably the Armours, till in May, 1917, when he felt it his duty to leave his offices and contribute whatever military experience and ability he had to help train the "first 100,000" and go with them to the front in France. As soon as he received his commission as second lieutenant of Cavalry, he was assigned to the machine guns in the Eighty-sixth Division at Camp Grant, Illinois. Last April when the Committee on Education and Special Training asked his division for officers to give military training, discipline, courtesy and instill the fighting spirit into the men who were to receive vocational instruction in the National Army Training Detachments, he was selected and assigned for duty at Harrison Technical High School, Chicago; and served there till he was sent to Commerce, Texas, the middle of September to organize and command a unit of the S. A. T. C. in the East Texas State Normal College. From there he came here October 3rd. He was a second lieutenant then, but soon after received a telegram followed by a Special Order from the Adjutant General's Office in Washington promoting him to the rank of first lieutenant.

While feeling the disappointment keenly, Lieutenant Snyder refrained from criticising "the powers that be" for assigning him continuously in this country instead of sending him to Europe for the privilege every real soldier coveted of meeting the foe face to face. In the first place, it is not the part of a soldier to express any opinion whatever about matters military, and he knew that only about 2,000,000 from a force of 3,700,000 men got to France. While his service in this country was not so spectacular and gave no opportunity for glory, still it might be said that it was more important, more valuable and more far-reaching in its benefits to the Government, for he instilled into some 1,500 soldiers whom he helped to train and the most of whom did go to the front a high regard for the service and the importance of their individual part in the war and the discipline and fighting spirit so necessary to change a willing civilian into a worthy soldier.

The satisfaction which his work gave here is expressed in the following letter:

President's Office, State Normal School,
Jacksonville, Ala., January 13, 1919.

Col. F. R. Lang, District Military Inspector, George Peabody College, Nashville, Tenn.

Dear Sir:

Since this Unit of the S. A. T. C. has been disbanded I desire to write you with reference to the record of Lt. K. M. Snyder, Commanding Officer. My opinion of him both as a man and officer is high.

He is a man of high ideals and deep devotion to duty. I have met but few such workers before. On several occasions here he worked the entire night as well as the day. He is a man of good native ability and first-class education. His spirit of co-operation is good. Furthermore, he does not assume other prerogatives than his own. Our relationship was a real pleasure to me. As a disciplinarian he handled the boys with remarkable ease.

I regard him as a high type of Army officer and as deserving of much higher rank than he holds. I am writing this to you voluntarily and without his request.

With high esteem,

Yours truly,

C. W. DAUGETTE, President.

When the Commanding Officer arrived here October 3rd the Contract Surgeon had completed the physical examinations of about 40 applicants for the S. A. T. C. By this time there were still in school hardly more than a third of the young men who had originally come hoping to enter the S. A. T. C. about October 1st or later as they could qualify and vacancies occurred by transfer, as above indicated. But from the enthusiasm of the first meeting of the Commanding Officer and the student body it was apparent that those present were glad that they stuck it out through thick and thin.

The generous provisions made by the Government for each soldier student had its counterpart in the strict entrance requirements—it was not the intention of the army officers to waste Liberty Loan money on unfit human material. Eligibility for Section A of the S. A. T. C., the collegiate section, and the only one at the State Normal School, consisted of:

1. The applicant must be a registrant of September 12, 1918.
2. He must be a bona fide student of this school.
3. He must be of collegiate grade and be so certified by the President to the Commanding Officer.
4. He must successfully pass the army physical examination given by the United States Army Contract Surgeon.

And in addition to this, before his induction could take place, there had to be secured from his Local Board a copy of his original registration card and the necessary forms by which the Provost Marshal General at Washington, who was in charge of the army draft, could be officially notified (and also confirmation sent back to his Local Board) that the registrant had been inducted into the military service of the United States. These papers had to be secured through the Local Board nearest to the school, which in our case is the one at Anniston. While the Chairman and Chief Clerk of the Local Board for Calhoun County co-operated splendidly, this distance and the necessary correspondence back and forth made delay in inductions. There was delay of weeks in some individual instances, however, and when the original Local Board was pressed for a reason by the Chairman of the Local Board for Calhoun County, the only answer, if any he could get, was "Too busy."

On October 8th the first twenty-three young men were inducted into the military service of the United States, and this Unit of the S. A. T. C. took on official form. This news spread throughout Alabama and many of those who had gone home came back and others who had not yet been here came as fast as they were satisfied that the influenza epidemic had run its course in Jacksonville, or those who themselves had the "flu" (and it at one time or another got most the entire personnel of the school) came as fast as they regained their health and strength.

Inductions continued as fast as the above requirements and the details thereof could be met and disposed of. Applications for induction were at first limited to October 15th, but because of the influenza and other unavoidable delays the limit was extended to the 20th and again to October 30th. Up to that date only 130 of all the applicants were found qualified, and this Unit (as organized by the Commanding Officer after the soldiers had been given opportunity and time to impress him as to their respective military ability and adaptability) was composed of the following soldiers:

UNITED STATES ARMY

STUDENTS' ARMY TRAINING CORPS, SECTION A (COLLEGI- ATE), STATE NORMAL SCHOOL, JACKSONVILLE, ALABAMA, OCTOBER-DECEMBER, 1918.

Commanding Officer:

Kenton M. Snyder, First Lieutenant Infantry, United States Army.

Officers:

Russell W. Murphy, Second Lieutenant Infantry, U. S. A.

Ferl F. Griffith, Second Lieutenant Infantry, U. S. A.

ACTING NON-COMMISSIONED OFFICERS

First Sergeant:

Frank L. Chamblee

Mess Sergeant:

Colon Cogdell

Supply Sergeant:

Gus Goldstein

Sergeant Bugler:

Hulan E. Whitehead

Sergeants:

James M. Baker

John H. Ingram

Joseph B. Lahan

William J.

McCollough

Homer L. Snead

Leonard B. Wells

Claud D. Williams

Joseph Witt

Corporals:

Cecil W. Brummel

Cozelle T. Burton

Howard H. Camp

Oliver M. Cooper

Walter J. Davis

Rupert M. Dunston

Walter B. Emery

Owen H. Gassaway

Lewis S. Glass

Corporals:

James H. Graves

Andrew H. Hadaway

William K. Riddle

John B. Robson

Floyd M. Shoemaker

Ben D. Stephens

John F. Stevenson

John F. Treadaway

Malcolm M. Watkins

Cooks:

Mack E. Allison
Edd O. Armstrong
Joseph E. Daniel
Tennyson Dennis

Cooks:

William A. Derough
William A. Green
Thomas N. Holmes
Mike Slovensky

Privates:

Hubert S. Allen
James M. Anders
Gladis L. Barister
William F. Barro
A. D. Bell
Vernon W. Benham
Abraham Berlin
Carl F. Binner
Isaiah W. Bishop
Kelley E. Bradford
Dave Brockman
Clifton H. Brown
Edward L. Burnett
Forrest W. Carpenter
Sampson R. Clark
Sidney D. Clements
Burnie T. Clifton
Erskin W. Cockrell
Clarence D. Cox
Solomon Dank
Everett H. Daves
Johnny L. Dennis
Ruel A. Donaldson
John L. Donelson
Sumter A. Downes
Jeff B. Drake
Jesse O. Edwards
Clinton B. Ellis
Walter P. Ewton
John A. Fennell
Curtis A. Gipson

Privates:

Frederick D.
Gramling
Ellis M. Grey
Louis Hantman
James H. Hardwick
Charles L. Harris
Loether W. Hester
Albert Hooton
Arthur L. Horton
Carl W. Hurst
Homer A. Jackson
Hubert S. Jackson
Clarence C. Jones
George V. Kilgore
Claude H. King
James W. King
Gordon Ledbetter
Duel J. McCain
James O. McCain
Philip H. McClelen
Walker P. McCutchen
James H. McKelvey
John W. McKinney
Thomas G. McNaron
Dewey D. Mitchell
Fred L. Murray
Fred L. Myers
Jesse D. Newton
Fred M. O'Barr
Patrick S. O'Donnell
John O. Palmer

Privates:

Leon H. Parks
David H. Pearson
Robert D. Pentecost
Charles A. Pierson
Spiegel R. Preston
Howard A. Pursell
Lloyd B. Rainey
Burton C. Real
Ira W. Rhodes
Elvin L. Ricks
Robert N. Ricks
John R. Robinson
Edward H. Rothrock
Cephus R. Ryan
Homer L. Satterfield
George F. Self
Jack G. Slone
Fred L. Smyer
Samuel R. Sneed
George E. Spencer
James L. Stanford
Murphy L. Strong
Robson G. Thomson
Oscar T. Tompkins
Jack L. Truss
Hobson H. Watson
Leonard K. Wear
Homer L. Weathers
Dewey E. West
Walter F. West
Charles A. Wright

*Note—Lt. Griffith was sick when he arrived here, went to a hospital in a few days, and was never able to return here for duty.

The authorized strength of this Unit was 200 and barracks for that number had been ordered constructed, and beds, blankets, equipment, clothing and rifles had been ordered for that number.

Three barracks of standard cantonment specifications to quarter 66 men each and one large latrine and bath for 200 men were authorized by the Government, an officer from the office of the District Military Inspector, Fifth District, Nashville, Tennessee, having come here in September for that purpose. These were to be built and paid for by the State Normal School which would be reimbursed in monthly installments by the Government. Dr. Daugette called upon the Construction Quartermaster of Camp McClellan, who volunteered to give to the School his advice and assistance in getting the material and putting up these buildings, and he contemplated having the barracks and latrine ready for use by October 21st. Delay after delay followed, however, and finally, when some lumber did arrive about the time it was at first expected to have the work finished, there were no carpenters to be had, as the "flu" had scattered most of those at Camp McClellan to the four winds of the earth. Something just had to be done, as the most urgent matter for the welfare, discipline and training of the soldiers and the good of the service was to get the men in the barracks as soon as possible. While student labor had already been authorized, specific permission was asked and granted by one of the representatives of the District Educational Director, who was here at that very time, and this action was approved by the District Military Inspector; and under the direction and supervision of a superintendent and foreman loaned to us by the Construction Quartermaster of Camp McClellan the student soldiers themselves started in with all the buoyancy and enthusiasm of their youth to do a good job and do it quick. How cheerfully they went about this work, and under the careful, well-trained superintendent and foreman they were making efficient and rapid progress, constructing the three barracks and the latrine simultaneously. But, more disappointment! A carload of joists which had been ordered shipped with the other lumber had not yet arrived, though the shippers and transportation companies from day to day renewed and extended the hope that it would come the next day and discouraged reordering like lumber in like quantity. It never did come till after the soldiers had been mustered out. Of course they lost interest as the work slackened, and finally the construction had to be abandoned. However, later enough lumber was bought locally and a few carpenters finished two barracks.

Cots, mattresses, hats, shoes, winter underwear, stockings and clothing were drawn from the quartermaster depot at Camp McClellan and other army depots and the best wool blankets were

bought in Birmingham and as each student was inducted his full outfit, including rifle and bayonet, was issued to him. Overcoats came as the weather got cooler, and then woolen clothing, so that the soldiers were well and comfortably clothed—and they made a good appearance in their well-fitting uniforms. Each man thus fully equipped was moved into Atkins Hall, which had been thoroughly cleaned the first Saturday inspection, as had the whole school campus, mess hall and school building. The capacity of Atkins Hall was only 80 men, but to that extent it served very well as temporary barracks, except for bath and toilet shortage and inconvenience. The rest of the soldiers, who were comfortably quartered in private homes in Jacksonville, remained there.

In the large dining hall of the dormitory tables were arranged in long rows, army style, and a cafeteria system of serving was inaugurated which proved very successful in serving meals quickly to so large a number—by this method it took only about six minutes to serve a meal. After strenuous and intensive drilling on the campus and parade ground or a brisk hike to the country and back the bugle call for mess was most welcome music to 130 hungry soldiers. They seemed to be hungry all the time, and when they got to mess regularly on the minute three times a day they were almost cormorants; but the food was always abundant and the only restraints were their good manners and their capacities. This open-air life and the good, wholesome food kept the men in good health all the time after the “flu” epidemic and the sickness was less than one per cent.

To secure the most effective use of the student soldiers’ time, this schedule of hours for the daily program was agreed upon by the academic and military authorities:

First Call—6 a. m.

March—6:05.

Reveille—6:10.

Assembly—6:15.

Setting-Up Exercises—6:15 to 6:25.

Recall—6:25.

Mess—7.

--Study and School—8 to 10:15.

Sick Call—8:45.

Drill—10:15 to 10:45.

Study and School—10:45 to 12 noon.

Mess—12:15 p. m.

Study and School—1 to 3.

Drill—3 to 4:30.

Retreat—4:40.

Mess—5:45.

Study—7:30 to 8:30.

Relaxation—8:30 to 8:40.

Study—8:40 to 9:40.

Tattoo—10.

Call to Quarters—10:15.

Taps—10:30.

The course of study to which a soldier was assigned depended primarily upon which branch of the service he was training particularly for—infantry, field artillery, heavy artillery, chemical warfare service, motor transport and truck service, or quartermaster were the only branches for which enough soldiers expressed preference here to justify the course. The allied subjects were ordinarily selected from the following list: English, French, German, Mathematics, Physics, Chemistry Biology, Psychology, Geology, Geography, Topography and Map Making, Meteorology, Astronomy, Hygiene, Sanitation, Descriptive Geometry, Mechanical and Freehand Drawing, Economics, Accounting, History, International Law, Military Law and Government; and The War Issues Course, giving the underlying issues of the war, was compulsory to every student soldier. Eight soldiers who expressed a preference for it were given a special course in army cookery.

To maintain this busy schedule took about all the waking hours the soldier had, and taps was usually almost or quite as sweet and welcome music as mess, and there was no such heard of thing as insomnia.

However, Lieutenant Murphy being himself an ardent and capable athlete and having been appointed Athletic Officer for the Unit, selected and organized and trained a creditable football team.

The Y. M. C. A., the Red Cross and the War Camp Community Service all contributed materially to the comfort and pleasure of our student soldiers, appreciation for which was plain, and also often expressed by the Commanding Officer for and on behalf of the young men.

The "Y" established a branch in our barracks under one of the school instructors with one of the students directly in charge, and here the few leisure hours might be spent in music, games or letter writing, for which all material was freely furnished; and furnished a moving picture machine with a constant flow of amusing, interesting and instructive films.

The Red Cross gave each soldier who did not already have one a good warm sweater; and the local chapter had prepared to furnish and take care of a hospital for the sick, but they and we both were glad that this opportunity to do good was lost because after the "flu" there was so little sickness that it was unnecessary.

The Rest Room in Jacksonville of the War Camp Community Service was always open, and many times did the members of the S. A. T. C. avail themselves of the cheerfulness, comfort and hospitality found there and made sweet by the gracious presence of kind and generous women who saw that no wish, whether expressed or not, was neglected.

Altogether the time spent was happy, though busy, and that spirit of cheerfulness and goodfellowship so common to soldiers was present here in large measure; whenever there was a moment or longer of relaxation where there were a few or many soldiers, a song would ring out and it was indeed good to hear them sing those stirring songs that helped us win the war, "Over There," "Pack Up Your Troubles in Your Old Kit Bag," "Keep the Home Fires Burning," "There's a Long, Long Trail," "Good-bye, Broadway, Hello France," "Joan of Arc," "Where Do We Go from Here?" and so on.

Because of the number of S. A. T. C. institutions in Alabama and the comparatively few high school graduates, many other schools like our own had not filled their quota. On October 30th the Committee on Education and Special Training telegraphed all units that such students who were otherwise qualified and in the joint judgment of the school President and Commanding Officer of the proper type, but not of collegiate grade, might also be admitted to Section A. When this was announced here there were immediately about 65 applications, and as other young men outside heard of it they came to school to take advantage of it. Forty-nine of these were accepted by the President and Commanding Officer and given the army physical examination by the Contract Surgeon and their papers sent to Washington as ordered for authority in each individual case to induct them. These, with others who were coming in from day to day, would have filled this Unit to its maximum strength of two hundred soldiers.

This Unit had just fairly gotten on its feet after the many obstacles it had to remove and the many difficulties it had to overcome; and the soldiers had just emerged from what is the most trying and disagreeable time of an enlisted man's whole career, the first few weeks when everything is new and strange and he has to undergo a complete change of life and habits in the transition from civilian to soldier, when the news of the signing of the Armistice on November 11th was flashed over the world—and with it came the end of the S. A. T. C.

At first it was hoped (and it is indeed most unfortunate that this hope could not be realized) that the S. A. T. C., as then organized with an initial enrollment of nearly 140,000 soldier students, might be continued anyhow till the end of next June.

The authorization for its establishment follows:

Authorizattion for Establishment.

1. The Students Army Training Corps is raised under authority of the Act of Congress, approved May 18, 1917, commonly known as the Selective Service Act, authorizing the President to increase temporarily the military establishment of the United States, as amended by the Act of August 31, 1918, and under General Order No. 79 of the War Department, dated August 24, 1918, as follows:

"Under the authority conferred by sections 1, 2, 8 and 9 of the Act of Congress 'authorizing the President to increase temporarily the military establishment of the United States,' approved May 18, 1917, the President directs that for the period of the existing emergency there shall be raised and maintained by VOLUNTARY INDUCTION AND DRAFT a Students Army Training Corps. Units of this Corps will be authorized by the Secretary of War at EDUCATIONAL INSTITUTIONS that meet the requirements laid down in Special Regulations."

The words "for the period of the existing emergency," framed when it was generally believed that the war could not be won for at least two years longer, admitted of but one construction.

November 14th a telegram came from Washington stating that following the Armistice a Presidential order had been issued stopping all inductions into the army. But inasmuch as we had 49 applications which had been sent in previously, the Commanding Officer asked for specific instructions as to these. On November 23rd these 49 applications came back from Washington with the information that not even these young men would now be taken into the army.

November 26th the Secretary of War issued an order to demobilize all units of the Students Army Training Corps; which was to be accomplished between December 1st and 21st, so that the term could be finished and the men get home in time for Christmas. But a more urgent telegram came December 7th to complete the demobilization as quickly as possible, and the men were discharged in an orderly manner as the final physical examinations were completed and the final papers made out between December 9th and 14th.

Of course the State Normal School had many disappointments by reason of the S. A. T. C., made many sacrifices, incurred some losses—we might have or should have expected these because the work was undertaken not for gain, but to help win the war—all of which we have accepted cheerfully. On the other hand, we take pride in the service we were given the opportunity to render, and we share and join heartily in the rejoicing for victory.

Each soldier was paid in full, including the day he was discharged, was given two suits of heavy woolen underwear, three pairs of woolen stockings and a sweater; and the men were allowed to retain their good, warm woolen uniforms (hat, shoes and woolen shirt included) and overcoats, which they may wear for three months after discharge and then return to the Zone Supply Officer of the United States Army, Atlanta, Georgia (unless, as is likely, Congress passes and the President signs a law also giving to each soldier the uniform and overcoat he was thus allowed to retain). And every one of them carried home with him \$10,000 War Risk Insurance, which is the most liberal insurance ever written, and which he may carry for five years longer at the nominal premium of only about \$6.40 a month, and then convert it into a liberal old line policy without physical examination. If he is totally injured from any cause to which he does not wilfully contribute he will receive \$57.50 a month, exempt from every claim, for the remainder of his life; or in the event of death while he keeps this insurance in effect his beneficiary or beneficiaries will receive the monthly \$57.50 for twenty years.

But those things were mere trifles in comparison with the real and great benefits which these 130 young men received through their interesting experiences and which cannot fail to have a lasting effect on their whole future careers.

In the first place they received the thanks of the Nation in the following "General Orders of the Day" read to them on the day of their discharge:

"The Committee on Education and Special Training of the War Department desires to express to the officers and men of the Students' Army Training Corps its recognition of the fidelity with which they have discharged their duties under the difficult conditions which have so generally obtained the past three months. In spite of the serious effects of the influenza epidemic, and the many new adjustments incident to the working out of a new plan, the Students' Army Training Corps has already served a useful purpose in supplying officer material, and had reached a point of development at which its success as a military project was assured. Created to meet purely military needs, and involving the temporary subordination to these needs of the normal collegiate activities, its further continuance is now no longer necessary. Both the men and the educational agencies which have been utilized must now be restored to their normal status and devoted freely to the peaceful development of the national life.

This war has been won by the united efforts of all the friends of mankind and of civilization. Comparatively few have had the good fortune to meet the enemy face to face, but the credit for the victory belongs to all who have served loyally. You were called upon to remain temporarily at your studies, because the Army needed a reserve of trained leaders. You have been eager to play a more direct and exciting part in the war. Nevertheless, you have done the work required of you, which is the full duty of a soldier. You can now take back with you to your homes an honorable record of service. You have earned the gratitude of your country, and you may now devote to the upbuilding of your country and to the restoration of civilization the same soldierly allegiance and trained intelligence which fitted you for service in time of war."

And the beneficial results of drill, discipline and military training, with all their many and necessary corollaries, adjuncts and by-products, were much in evidence when this Unit was demobilized. Daily, almost hourly, there were placed before them and they were required to form their habits by and to make a part of their very lives such teachings as patriotism, loyalty, courage, esprit, cheerfulness, alertness, promptness, tenacity, aggressiveness, enthusiasm, determination, resourcefulness, accuracy, thoroughness, system, efficiency, self-respect, pride in the good and right, self-reliance and the development of one's own power, reliability and a sense of duty to obligation, self-restraint and obedience to properly constituted authority, love of our country and the highest respect for its flag, to put the public interest above private interest at times, guarded speech and orderly living, high standards of sanitation, proper exercise and how to keep healthy and strong, co-ordination of mind and body, neatness and a good appearance, and (while last mentioned here by no means least) a thirst for more education and better preparation for life. "Be a man," "well enough won't do—make it right," "it is more honorable to be a good private than a sorry general," and such phrases wrought with good will ring in their ears ever and anon.

These things were constantly ground into them and received by each in proportion to his powers of comprehension, absorption and adaptability; but even he who would not learn (and it is believed that none such was here, for all received honorable discharges) would have unconsciously absorbed some good from the very atmosphere, so repeatedly and earnestly were these valuable lessons presented and driven home.

Here is one concrete instance, which was constantly before these 130 soldiers, of the standards to guide them:

"State Normal School Unit, Students Army Training Corps,
Section A, Jacksonville, Alabama, November 1, 1918.

From : Commanding Officer
To: The Recruit.
Subject: Duties.

1. Read this letter carefully five or more times. Study*it over.
You are here to learn.

2. You are a soldier of the UNITED STATES ARMY under military discipline, and will soon be in an army barracks. The success of the army depends upon every man obeying promptly and intelligently the orders of his superiors. You must acquire this as a habit of mind and body. Your future in the army will be what you make it. If you are ready and willing to do what you are called on to do, cheerfully and whole-heartedly, however hard or unnecessary it may seem, if you listen and watch and study to find out a soldier's duties, and then do them the best you know how, you will succeed. If not, your troubles will be of your own making, and they will come early and often.

3. Read the BULLETIN BOARD. Study it every day: there will be something new there. No excuse will be accepted for your not knowing its news.

4. You will be given questions to determine your fitness to serve the government and its duties to you. Answer them truthfully to the best of your ability. If you do not know the answer, find out as soon as possible. Try neither to exaggerate or diminish anything. It will save time and trouble for yourself as well as others. Do not lose the confidence of your superior officers and non-commissioned officers.

5. If you have special educational qualifications or military training, if you have musical or clerical ability or other valuable specialties, make it known in writing to your Commanding Officer through the acting First Sergeant.

6. You will be assigned an Army Serial Number. Learn it by heart, commit to memory your place in the organization as soon as you are established. Learn the number of your rifle and bayonet.

7. Find out who are your officers (commissioned) and non-commissioned officers. Learn to salute all officers, of your own or other companies or of the navy. By your salute strangers will be able to tell whether you are a good soldier or not. Be a good soldier. In speaking to or answering an officer, always address him as "Sir." You do not address a non-commissioned officer as "Sir," but must obey his orders.

8. Your non-commissioned officers, though not to be saluted by you, are entitled to your respect and obedience. Through them you will transact most of your military business. If it is necessary for you to speak with an officer, your sergeant will arrange the interview, and it is necessary that you first get his permission.

9. Your comings and goings are regulated by military law. You will not leave this town except by order of an officer. No discrimination will be made in favor of any man; all who are trustworthy and attentive to duty will have the same privileges. Applications for "passes" must be in writing, and will not be considered before Saturday, November 15th.

10. You have received your uniform, and your civilian clothes will be discarded for the period of the war. You must take better care of your uniform, your gun and equipment than you have ever done of your own property, for the former belongs to the government. Until fatigue clothes are issued, you will keep some of your old clothing to be worn only when so ordered by an officer.

11. You owe a duty to your country and your comrades to care for your person. You have no longer a right to be sick. You must keep clean inside and out. Wash often—especially your feet—you have ample facilities. **MEN HAVING VENEREAL OR OTHER CONTAGIOUS DISEASES MUST REPORT AT ONCE UNDER PENALTY OF A COURT MARTIAL.** You must report at once for medical treatment if you have any illness or injury, however trifling it may seem. You will not try to treat yourself for sickness, and you will not employ any doctor without specific permission of the Contract Surgeon of this Unit.

12. You are being given instruction in this Unit at government expense. Make the most of your opportunity, for the time is short and you cannot afford to lose a minute. If you do not know, try your hardest to learn. Your instructors are there to teach you and make every allowance for inexperience, but none for unwillingness. Shirking in your class work will meet the same punishment as disobedience to a military order. Failure to qualify in class will disqualify you for an officers' or non-commissioned officers' training school.

13. Your army quarters must be kept scrupulously clean. There will be regular inspections: you must get in the habit of putting everything in its place at the start. System is the secret of success. Do not throw things about! Trash and dirt cannot accumulate here. The sanitary conveniences must especially receive consideration. Do not leave lights burning or water running unnecessarily—that is next to waste of food as a crime.

14. Uniform regulations will be published for your guidance. They must be strictly obeyed. Remember that you have the reputation of the United States Army to maintain, and see that your conduct and appearance in its uniform are always creditable.

15. An army acquires efficiency through teamwork. You must make friends with your new associates: you must learn to work harmoniously in your squad, your platoon, your company, your Unit. Take pride in your organization and it will take pride in you.

16. Respect your country's Flag! Learn the army ceremonies in its honor and take pride in executing them devotedly. The Flag represents those principles for which you may be called on to lay down your life, as you have left the pursuits of peace. Every day at Retreat you pledge anew your life for your Flag.

17. Respect your superiors. Do not gossip about them—you are forbidden to praise or blame them. Receive their announcements in a military manner, silent or attentive. Shape your actions by official orders—do not believe rumors, do not listen to them, do not spread them. All rumors are untrue.

18. In the army, always be on time. NO EXCUSES ARE ACCEPTED FOR FAILURE TO ATTEND FORMATIONS or for breaking leave. Obedience and punctuality have no substitutes. The lack of them loses battles.

19. Whatever work is assigned to you, do it well. Be thorough and exact in little things to prove that you are worthy of higher and more important work.

20. You now have the biggest job you ever had or perhaps ever will have—it's a man's job—therefore work hard and fill it like a real man.

K. M. SNYDER,

1st Lt. Inf., U. S. A., Commanding."

AFTERMATH.

What were the results of the S. A. T. C. on the State Normal School and what impressions did it leave? What interest had the public in it?

In the outset it is well to say that many of the former members of the S. A. T. C. are back in school and apparently more interested in their work than ever before. Education has become of great human interest to the American people who realize that the development of a still higher form of interest in education and training has the possibilities for tremendous potentialities for righteousness intellectually as well as ethically. Some method that would admit of all the 140,000 student soldiers returning to the college of their choice should be advocated and brought to the door of every home in the United States, and if the Government or some other power-

ful agency would put it into operation and maintain the high requirements laid on the students for the great qualities of accuracy, thoroughness, promptness and obedience, what a nation America would become.

The S. A. T. C., had the law under which it existed permitted, might have rendered just such service with the dual accomplishment of putting higher education within the reach of every ambitious young man and providing universal military training. But the S. A. T. C. did not have a fair chance—it stopped just as it was ready to properly function. It is only just to repeat here, therefore, the generally expressed belief of all those who were connected with it and those who had some definite knowledge of the general plan that if it had continued even through next June it would have justified itself and fully proved its worth.

The last official statement was to the effect that about three hundred (of an original 516) institutions had applied for the Reserve Officers' Training Corps, and now it is reliably stated that more institutions want the R. O. T. C. than had the S. A. T. C. This may be taken as one more evidence of the growing interest in universal military training.

The State Normal School has not yet applied for a unit of the R. O. T. C., but may do so for the fall term.

Wars, like pestilence, come uninvited, unawares when we least expect them, and whether we will or not; and it is well to be prepared, in order to decrease losses, in the same way that we try to guard through insurance against loss of property by fire, as well as for safety and protection. Equality of opportunity should go hand in hand with equality of obligation—this seems to be impressing itself upon the country; and indications are that if Congress does not make some provision at this session for universal military training it will be done in the near future.

Whatever the fate of universal training, education must not be neglected now when more even than in war it is needed to solve the many and complex reconstruction problems. The Bureau of Education (Department of the Interior, Washington, D. C.) in a recent publication very aptly sums up the information reported to it in December by 60 per cent of the colleges for men in this country under the title

"WHY RETURN TO COLLEGE?"

It is assumed that most men qualified by previous study to take up or continue higher education do not need to have the advantages of going to college urged upon them. To the few who need such urging, it may be worth while to point out the following facts:

1. Army life has demonstrated more clearly than it has ever been demonstrated before that the man who has received higher education, whether it be general or special, possesses an enormous advantage over his less well trained fellows in the race for leadership. A majority of the officers of the new Army of the United States are college men, either former students or graduates. It was to be expected that the college men, representing in general the more prosperous classes, should furnish the largest number of candidates in the first officers' training camps. But this somewhat artificial self-selection is not what is referred to. The superior adaptability and fitness for leadership of college-trained men showed itself strikingly among the drafted men. A relatively large per cent of those selected for officers' training after a period in the training camps were men who had had higher education. There have been notable and numerous exceptions to this tendency, of course. Higher education cannot make a leader of a man who does not possess the proper qualities of mind and character. Lack of educational advantages, on the other hand, seldom keeps the born leader from reaching his true level. But it must have been clear to the observant young man in an Army camp that the fellow of good average capacity has a better chance to rise in a democratically organized army if he has had the mental training which comes from a college education.

2. What has just been shown to be true in the Army under extraordinary circumstances has long been apparent in civil life. There is abundant evidence of the superior chances for success which await the college-trained man. Here are a few of the commonly quoted facts: (a) Only about 1 per cent of the population of the United States has had college or university training. Yet approximately two-thirds of the persons listed in *Who's Who*, which includes men and women who have attained national distinction in any calling, are college trained, i. e., two-thirds of the leaders in professions and business, so far as the editors of *Who's Who* can discover them, are drawn from the educated 1 per cent of the population. (b) "Statistics based on data gathered from the experience of 100 business houses and covering a period of three or four years show that about 90 per cent of the college men were successful in rising to large salaries and responsible positions, as compared with 25 per cent of the noncollege men." (c) A number of the leading universities have

made reports of the earnings of their graduates year by year for the first ten years after graduation. The average earnings by the end of the fifth year after graduation run from \$1,800 to \$2,200; by the end of the tenth year from \$2,000 to \$3,800.

3. In the period following the war, higher training, both general and special, is evidently going to be still more necessary as a preparation for positions of leadership than it has been in the past. A very large development of the applied sciences, especially engineering and agriculture, is bound to follow the demands made on this country for industrial and agricultural products. Business is rapidly becoming professionalized. Its higher posts are now being filled more and more by those who have mastered the science of administration, either through practical experience or university study. The broad familiarity with the social, economic, political, and linguistic achievements of civilization which a general college course aims to impart, is now especially valuable to the men who will have to help adjust the complex social problems of the next few years.

Present Opportunities Exceptional.

To the men who need no argument to convince them of the desirability of continuing their education the fact should be pointed out that the opportunities to do so at a minimum of expense are now exceptional. Nearly every institution has housing, or housing and feeding facilities combined, developed for the Students' Army Training Corps, which allows it to make unusually low rates for living expenses. The feeling of gratitude toward those who have entered the national service also leads many colleges to reduce the expenses of instruction as much as the safety of institutional finances will permit. Many institutions, moreover, are offering special short courses designed for returning soldiers.

The man who is uncertain as to his future career may well weigh these considerations. He should also remember that, provided he can in any way meet the expense, he had better go to college now, or immediately upon discharge, than put off his going until fall. The step will be more easily taken now than after he has found a job which may pay him well. He should bear in mind, too, that if he can give but a few months to the pursuit of higher or special training he will be amply repaid in future efficiency, and what is hardly less important, in capacity to make the most satisfactory and most profitable use of his leisure."—Written Jan. 1, 1919.