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BENNING HERALD **APRIL**, 1949 No. 9

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Merrill Harrison, Lewis McAfee PHOTOGRAPHIC STAFF Howard G. Cooper, Paul E. Hill, John C. Robinson, James F. Quinn, James M. Lyles.



The units and the men of Fort Benning pitched in all during the month of March to support the annual Red Cross campaign. In order to show how the drive was going (and also probably to boast a bit about how their own units were doing) nearly all the organizations at the Infantry Center set up some sort of display scoreboard. One of the biggest displays was that of the 15th Infantry regiment, shown on this month's cover of the Ben-ning Herald. The cover is the first in color and beginning this month the Herald will employ color, both on the cover and inside when possible.

FROM THE EDITOR

Since the publication of the "pilot model" of the Herald last October the magazine has gone through several experimental stages in order to produce a format and policy that will be most acceptable, readable and interesting to the personnel at Benning and elsewhere. While there will be no "set" or inflexible policy, now that the experimental stage is over, the Herald hopes to do the following: tell, in pictorial form, what goes on at the Infantry Center. This will cover the activities of the post, training of troops, and life in general at Benning.

Next month the Herald will tell, with pictures, the story of an infantry division from the point of what it takes to make an infantry division in men and equipment. The model will be the Third Infantry division and included in the article will be pictures of the units of the Third, something of its background and maps in color showing its history in the past war.

For those who may wonder what happened to the February edition of the Herald, it was decided to "update" the issues. Consequently, the February issue was dated March, this issue is dated April, etc. Publication date will still be the final Friday of each month, however, and the press run will be increased as necessary to insure sufficient copies so that all personnel will be able to see the magazine. Incidentally, the first press run last October was 5,000 copies. Last month 7,500 copies were printed and this month's issue will be more than 9,000 copies.

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A parachutist packs his own parachute and Secretary of the Army Royall saw (above) how the future airborne soldiers training at Benning learn packing procedure. In the photo with the secretary are, left to right, Cpl. Johnnie E. Atkins, Mr. Royall, Lt. Col. Patrick F. Cassidy, chief of the Airborne section, and Pvt. Bob R. Breeding. In the background, left to right, can be seen Brig. Gen. Joseph S. Bradley, assistant commandant of the Infantry School, James F. King, special assistant to Mr. Royall, and Maj. Gen. Withers A. Burress, commanding general of the Infantry Center. At a pathfinder demonstration the visitors took time out to handle some new signal equipment employing infra-red beams. From left to right are Mr. King, General Burress, Mr. Royall and Colonel Cassidy, while behind them can be seen Lt. Col. Willis D. Crittenberger, Jr., aide to the army secretary who also made the trip to Benning.





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During the afternoon of his visit to Fort Benning Secretary of the Army Royall got out in the field to see for himself the progress of students, officers and enlisted. He is shown here watching Maj. Dale F. McGee instructing a class in fire pro-

ARMY HEAD Royall Sees Benning

In all his travels, Secretary of the Army Kenneth C. Royall had visited a lot of army installations on both sides of the Atlantic and Pacific. But as he ruefully admitted during his whirlwind tour of the Infantry Center, he had never yet seen America's most complete military post. So, scheduled to speak at a dinner in Jackson, Miss., recently, he left his Pentagon office a day early, flew to Benning, and in less than 24 hours saw more of the post than many an old-time soldier stationed here for years.

Following a quick inspection of troops of the 15th Infantry who formed a guard of honor, he set out to see what's what at Benning. In a jam-packed day he observed the training of parachutists from their first tower jumps till they boarded their C-82, saw pathfinder techniques and watched rigger procedure. Then he went over and took a look at how the new Third battalion of the 15th Infantry is conducting its training.

The schedule then called for lunch but the schedule was changed as the army's head took a quick trip to the Sand Hill area to visit some of the troops stationed there. Then came a brief press conference during which he affirmed his backing of the Hook Commission's pay plan, an official lunch and he was off again to watch the recruits train at Harmony Church. During the remainder of his stay he observed a reinforced rifle platoon in the attack of a fortified position and inspected several classes taking various types of training. For more pictures turn the page. cedure. On Mr. Royall's right are Maj. Gen. Withers A. Burress and Col. Bernard A. Byrne, while on his left are Lt. Col. Robert A. O'Brien, Jr., Brig. Gen. Joseph S. Bradley, and Lt. Col. Bernd G. Baetcke. This was but one of the classes the secretary visited.



Proud as punch and puffed up about it is Capt. Causa E. Berry of the 15th Infantry regiment's Second battalion, shown here meeting Secretary Royall. Getting ready to shake the hand of the secretary is Capt. George M. Roper, Jr., of the same unit.



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Secretary Royall didn't miss much, if anything, of the activities at the Infantry Center during his visit at Benning. As the picture above shows, he was interested in the welfare of the troops as well as in their training. Above he is shown talking to Miss Frances Dozier, post librarian. In the picture below, he is listening to Lt. Col. Robert A. O'Brien, Jr., as the latter explains how tank gunners sharpen their aim by subcaliber firing on one of Benning's many ranges.





Superimposed in this picture of the Infantry School Building is a chart showing the organization of the Infantry School. The building is considered one of the finest examples of military architecture in the world; the chart shows the organization of one of the most extensive military educational systems in the world.

THE INFANTRY SCHOOL Largest School of Its Type in the Army

When a college or university graduates 10,000 students every year it sets some sort of record in educational circles. Yet that is the achievement of the Infantry School which includes in its schedule of 85 classes in the current academic



BURRESS

year (as this goes to press) 16 courses. It is no wonder, therefore, that the Infantry School is considered the largest school of its kind in the American military establishment. And in addition to its regularly scheduled courses, the school has extension courses (see pages 10 and 11), and helps train large contingents of the national guard and reserve officers' training corps. In one other field of education, too, the Infantry School plays a great part. For Fort Benning

had been chosen as the site for the army's part of the Department of Defense's Joint Orientation Conference, scheduled to show the leaders of civilian groups just what the army is accomplishing at present. From the comments overheard last time, the school did just that. Courses taught at the Infantry School, of which Maj. Gen. Withers A. Burress is commandant and Brig. Gen. Joseph S. Bradley is assistant commandant, range from six weeks for basic airborne training to 10 months for advanced officers. In-

cluded in the curriculum are two advanced officers' classes, two associate advanced officers' classes, one basic officers' and three associate basic officers' classes, one officers' communications class, two officers' motor classes, four pathfinder classes, 50 basic airborne classes, two infantry non-commissioned officers' classes, a new infantry noncommissioned officers' heavy weapons class and a new infantry non-commissioned officers' light weapons class, one communica-

tions chiefs' class, three radio repairmen's classes, four enlisted motor mechanics' classes, four parachute riggers' classes, and four special associate basic officers' classes. For some of their activities and to see some of the school's operations, turn to the following 19 pages.



BRADLEY



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Lt. Col. Kenneth A. Ward, assistant coordinator of training of the Infantry School is shown checking the huge chart on the wall of his office that can tell him in a minute the progress of every class in the school.

COORDINATOR Supervises Training

The mission of the Office of the Coordinator of Training of the Infantry School's Academic department is primarily supervisory. Headed by the coordinator, Col. Bernard Byrne, the office supervises the training program of the Academic



department, reviews problems in which training is involved, prepares policies and plans for approval, and establishes training standards by maintaining a system of inspections of problems and the records pertaining to them. Acting for the assistant commandant, the office's head coordinates training programs, prepares instructional material, and arranges for training facilities, equipment, manuals and materials. He also directs the maintenance of program

BYRNE

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records and prepares correspondence pertaining to instructional material, and exercises broad supervision over the Operations office.

In addition to all this, the coordinator of training also works closely in helping to set up the many demonstrations presented by the Infantry School. These demonstrations range from those put on for the recent Joint Orientation Conference, presentations for students from the nation's top armed forces schools, such as the Armed Forces Staff College and National War College, to demonstrations for distinguished foreign guests and Benning students.



Some of the hardest working people in the Academic department are the men assigned to the Grades Record section, part of the Secretary's office in the Academic department. The picture above is typical of what can be seen almost any time in the office.

SECRETARY **Administrative Aide**

The secretary of the Infantry School, now Lt. Col. Bernd G. Baetcke, acts as the administrative executive to the assistant commandant, exercises supervision over personnel assigned to the Academic department, is custodian of student academic



records and pertaining correspondence and exercises broad supervision over the Academic library.

Any one of these assignments would be a big job; all of them together constitute a terrific responsibility as can be gathered from the fact that 10,000 students are graduated annually from the Infantry School. The Grades Records section alone is responsible for some 150,000 examinations given annually; that also means 150,-

BAETCKE 600 postings annually. Then, when the students complete their courses there is the matter of the complete inscription of 10,000 certificates or diplomas. If the Infantry School were a civilian university, the secretary would be the registrar, and anyone who has ever gone to a college or university would realize the mass of material handled in that office. And it goes without saving that there can be no mistakes with the grades, records or standing of any student.

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Keeping tabs on everything that goes on, almost, in the Infantry School, can be done with the information contained on the mammoth charts in the Operations office of the school, one of which is shown here. And maps, like the one on the table in the photo, are in constant use in the office where there is also kept a constant check on training areas.

OPERATIONS A Strong Right Arm

The term, "a strong right arm" is no misnomer for the Operations office of the Infantry School directed by Col. Richard M. Sandusky, operations officer. For operations is required to



put into effect the plans and ideas of the assistant commandant and the coordinator of training. Briefly, the operations officer directs and coordinates matters pertaining to class schedules, troops requirements, transportation of students and instructors, and the assignment of areas, classrooms, materials and facilities, including sound amplifying equipment, used for instructional purposes.

SANDUSKY

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It is not only the mass of details that need to be handled through this office that make its mission difficult, for like everyone else in the army, the operations office often has to "do with what's available," whether it's a jeep needed in a hurry or certain materials needed for instruction that just have to be had but . . . to directions on how to get to a range or problem site for some visitor that just isn't sure of the best route.

In addition, the operations officer is also the safety officer for the Academic department, while the assistant operations officer is the fire inspector for the Academic department.



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The main reading room of the Infantry School library, shown above, contains, in addition to the usual desk found in all libraries, cases of trophies and colors of the Infantry School's

TIS LIBRARY Source of Knowledge

Every college, university and high school has a library. Some are complete and world renowned, such as the law library of the University of Michigan and the medical library at Johns Hopkins. But when it comes to military libraries, the



ETZLER

library of the Infantry School takes a back seat to none. As a prime source of information for the 10,000 students, plus the thousands of troops permanently stationed at the Infantry Center, it has probably as complete a collection of information on the military profession pertaining to ground warfare and its allied arms as can be found anywhere in the world.

In the collection of the library, which is directed by Lt. Col. Charles R. Etzler, Academic department librarian, are more

than 27,000 volumes. In addition to these books there are upward of 15,000 documents pertaining to the science of warfare with all its ramifications. Besides this, the library subscribes to the latest periodicals and journals containing technical and general information material of interest to the soldier. collection. On one wall are also to be found pictures of some of the famous general officers of World War II who had major commands.



The stacks of the library are the places where scores of students, like the one shown above, can usually be found boning up or checking information needed in the various classes.





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An indication of the mass of printed material handled by the Infantry School's Army Extension Courses can be gathered from the above photograph of two of the men of the section

HOMEWORK **Extension Courses**

All the students can't go to school, so the Infantry School goes to the students via the lessons handled by the Army Extension Courses. Now conducting all extension courses for the Infantry, under the direction of Col. Harry S. Wilbur, the



section has expanded rapidly since the war, during which it was temporarily discon-tinued. There are now 7,621 students taking courses of study and each month nearly 6,000 lessons go out to them.

Since its renewal in October, 1946, the Army Extension Course section of the Infantry School has handled 78,321 lessons and done the grading on them. The mass of printed material required for this extensive program is taken care of at the Infantry

WILBUR

10

Center by the Army Field Printing Plant. The information gained by students through taking these courses is naturally a valuable asset in the country's entire scheme of national defense. For by this type of study the members of the civilian components, the national guard and reserves, are able to keep abreast of the latest developments in infantry tactics and techniques. Consequently, in event of an

emergency they will be ready to take their places with a minimum of confusion and a maximum of efficiency. In addition, military personnel on active duty often avail themselves of the opportunity to keep in touch with the latest developments through taking extension courses. Thus, the Infantry School goes out to the students.



making up lessons which will be sent to some of the thousands of off-post students of the Infantry School. This is just one corner of one of the huge rooms occupied by the section.



The lessons that go out come back and therein lies one of the biggest jobs of the section—the lessons have to be graded. Here Capt. Harold F. Bryant is shown grading a lesson that has been returned. WASHING—GREASING—OIL CHANGE

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Shown here are three of the artists of the Training, Literature and Visual Aids section of the Infantry School. These men are just a few of the many who are constantly at work



There are a lot of journals containing news about the infantry, but one of the most informative is the Infantry School Quarterly, of which Maj. William D. McDowell, above, is editor. Through the Quarterly, the Infantry School is enabled to keep readers informed on the latest approved infantry tactics and techniques. putting into graphic form what might otherwise be difficult points and ideas to get across to the thousands of students who attend the school each year.

VISUAL AIDS Teaching, 1949 Style

Years ago teaching was primarily an "I'll talk and you listen" technique of implanting knowledge in students. But times have changed and the value of visual aids and up-to-date training materials is nowhere better known than at the Infantry



RAMEE

School. Because the army learned a long time ago that showing a man is a better way to teach him and an easier way for him to learn, it has gone all out for visual aids. Soldiers knew them during the war as plane silhouettes, training films, charts, graphs, sand-tables and the hosts of other helps to learning. Today's army knows them even more, as the tested and accepted methods of a few years ago have been re-

fined, polished and perfected to a level consistent with the top methods of teaching.

The Training, Literature and Visual Aids section of the school, headed by Lt. Col. Eric P. Ramee, supervises and coordinates the collection of data pertinent to the preparation or revision of field manuals, training, circulars, and other training literature (except Army Extension Course material). It is also charged with the final preparation of subject schedules, film strips, training films and the Infantry School Quarterly.



The above photo shows one of the presses in almost constant use at the Army Field Printing Plant at the Infantry Center. The press is used for the printing of much of the

ARMY PRESS Field Printing Plant

Just as at many other institutions of higher learning, the Infantry School has its own "press," in this case, the Army Field Printing Plant, headed by Lt. Col. Albert C. Haley. But where the civilian schools' presses print, usually, a small



amount of material, the plant at Fort Benning is an operation of the first magnitude. In the past 12 months alone the plant has produced 2,121,576 pages of material on the job press; 20,778,468 pages on the cylindrical press; 88,000,264 pages of offset printing, and 9,992,420 pages of mimeographed material. The consumption of paper in one month alone comes to about 50,000 pounds.

HALEY

The plant prints instructional material in the form of manuals, maps, and lessons

for the Army Extension Courses for the Infantry School, Army Field Forces Board No. 3, Headquarters, Third army, the Air University and other installations in the army area. Working under Colonel Haley are 84 military personnel and nine civilians. instructional material used, not only at Fort Benning, but in other installations in the Third army area. Almost all the personnel at the plant are highly skilled soldiers.



One of the more highly technically skilled soldiers at the Infantry Center is Sgt. Ulvey Taylor, a linotype operator at the Field Printing Plant.

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The architect's drawing above shows the new Book department building that is expected to be finished this spring. Begun last fall, it will cost in the neighborhood of \$75,000. The



Capt. Surgit Kenan of the Turkish army is shown here glancing through a volume of the Infantry School Quarterly in the Infantry School's Book department, while Miss Mary Frances Kelley waits for him to decide if he wants it. Captain Kenan is one of the scores of guest students who are enrolled in the school each year. The guest students come from more than 25 countries in Europe, Asia, Africa and North and South America plus the Philippines. They include officers and enlisted men.



architecture of the building, located between the Officers' club and the Field Printing Plant, is in the same Spanish style of most of the other buildings of the Infantry School.

BOOK DEPT. School Supply Center

A big business at the Infantry School is the Book department, headed by Maj. Andrew W. Petrosky. For, as at all schools, students at the Infantry School are in constant need of supplies. In addition, many of the students want to buy, for



their own libraries, texts and other instructional material used at the school. One reason for the department being big business is because of the large numbers of students, about 10,000 a year, who make their purchases there. Consequently, the cash register jingles to the tune of from \$3,000 to \$5,000 a month.

PETROSKY

\$3,000 to \$5,000 a month. Because of the large numbers of students and because it is the only agency through which the students can purchase the supplies they need, it has been found

necessary to expand the physical part of the department. After a long period of material shortage, it was finally made possible last fall to begin construction of the new department building, scheduled to be completed this spring. In the building will be consolidated most of the operations of the department except for one branch in the Student Training regimental area.



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These members of the first light weapons class for infantry non-commissioned officers listen while Capt. Wesley H. Burr explains the workings of the flamethrower at Bickford Range.



A favorite infantry weapon is the mortar and these members of special associate basic infantry officers' class No. 3 get plenty of opportunity to explore the possibilities of the 4.2 inch model. Taking some training on the mortar above are 2nd Lts. Will J. Cummings, left, and Walter J. Zarnowski. After the explanation, the non-coms watched Infantry School personnel demonstrate exactly what the capabilities of a flame-thrower are by using one against an "enemy" strongpoint.

FIREPOWER It's More Than A Rifle

The old idea than an infantryman goes into battle with a rifle is still true. But the modern doughboy has a lot more power than his prehistoric ancestor of World War I—or II for that matter. He still has his rifle, but he packs a bigger wallop



than ever before, as the students who get instruction from Col. Raymond C. Hamilton's Weapons section soon learn. For where the infantry was once primarily the branch of riflemen, it now contains artillerymen, for the regiments now have recoilless artillery, and three sizes of mortars, two calibers of machine guns, automatic rifles, two sizes of rocket launchers (the old bazookas) and just for plenty of support, a company of

HAMILTON

tanks with each regiment. All in addition to about 3,000 rifles and carbines.

Naturally, all this armament calls for a lot of training. So the Weapons section is busy training men of nearly all the classes at the Infantry School in the proper employment of all these weapons. Thus the modern infantryman is a far cry from his forerunner of the '03 or even M-1, for he's versatile in the use of the firepower he has today and that versatility comes primarily from constant instruction of the type conducted at Benning. Lectures and classes with demonstrations by experts, of whom there are plenty at the Infantry School still provide but one means of instructing the students in the employment of weapons. As many a soldier has said, the best way to learn to fire a weapon is to go out and shoot it. So, after the students have been given their preparatory training, out to the many Benning ranges they go to convince themselves of the adequacy of the weapons they have studied.



Back in the days of Marconi radio was the coming thing. The army recognized that a long time ago and consequently, the Infantry School has classes in communications, like the radio repair class shown above, where CWO John Flecher,

SIGNALMEN **The Nervous System**

If the army is a body of men, communications are the nervous system of that body. There were a lot of Silver stars passed out during the last war to men who went out under shellfire to repair the wires and there were a lot of infantrymen who thanked heaven that the wires were "in" when they needed



artillery fire. Field phones are still the standby, but there's a lot more to communications than telephones or even signal flags, as the students who take training in the Infantry School's Communications section, directed by Lt. Col. Paul Hamilton, soon find out.

HAMILTON

For in addition to the telephones, there is radio, which plays such a prominent part

in communications. Consequently, a good communications man is one who is up-to-date on Morse code, visual signalling, radiotelegraph, radio telephone and wire telephone procedure. And Fort Benning has one of the few pigeon lofts in the army, for even the birds are considered when it comes to airborne warfare.

So vital are communications, that at Benning nearly all courses include work in this field and there are special courses set up for producing high-caliber communications officer and enlisted personnel.

center, is demonstrating to Pfc. George E. McNew, left and Cpl. Delmar R. McCullough, right, both enrolled in a radio repair class, the intricacies of one of the army's models. The classrooms are completely furnished with the latest equipment.



There's more to splicing a telephone wire than just taping the two ends together, Cpl. Harold Keenan, left, is finding out from assistant instructor Cpl. Anthony Rosano, of the Communications section, right, as the former works in his class on field wire splices and ties.



There's more to a jeep than just hopping in and going and no one learns it better than the students shown above who are getting some knowledge from Sgt. Wesley T. Waters, second from right, on the intricacies of fuel pumps. These students from officers' motor class No. 2 are left to right Capt. Louis E. Zobel, 1st Lt. Nils-Hemmick Moberg, a guest student from the Swedish army and at Sergeant Waters' right, 1st Lt. James E. White.



Members of enlisted motor mechanics' class No. 5 being instructed on carburetors and valves by Pfc. Kenneth E. Harlan, left, are, left to right, Pvt. Hugh E. Kline, Pvt. Ernest E. Keele (partly hidden) and Rct. Seiso Ishizue.

AUTOMOTIVE Keeping 'Em Rolling

An old and classic remark often attributed to Napoleon is than an army marches on its stomach. Well, maybe an army does march on its stomach. But the American army found out a long time ago that it can move a lot faster by vehicle. Therefore, today much of the instruction at the Infantry School is



in the Automotive section under the guidance of Lt. Col. John T. Ewing. But, as mentioned above, there is more to motor transportation than knowing how to drive. Operation is one thing, but maintenance, especially under combat conditions, is another, and often vastly different thing.

The Automotive section of the school, therefore, is charged with the responsibility

EWING for the preparation and presentation of instruction covering the operation and maintenance of wheeled motor vehicles within the infantry regiment and additional instruction covering the training and duties of motor mechanics and other motor personnel within the regiment. The school offers courses, consequently, for enlisted men and officers in this field and also includes the subject in nearly all other courses.

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The man swinging down from the 34-foot tower is undergoing what many airborne trainees consider the toughest part, mentally, of their entire training program. It's one thing, they say, to hop out of plane 1,200 feet above the ground; it's

CHUTISTS The Training is Tough

Soon after the end of the first World War men who looked ahead conceived the idea of moving infanrymen by plane and dropping them by parachute behind enemy lines. And after several years an experimental unit of parachute



CASSIDY

troops, the forejumpers of the thousands who have qualified, was organized and trained at the Infantry School. This unit developed into the massive formations that participated so formidably in World War II in all theaters of operations. Because you can't always have too much of a good thing and because airborne infantrymen are definitely a good thing, each year the Infantry School trains additional thousands of troopers.

Parachutists aren't just men who jump from planes, as the students soon learn, for anyone can jump and break a leg. Instead, the training is pointed at getting men from the sky to the ground who are physically and mentally alert and able to carry out their prescribed mission. To do this they learn, not only the techniques of jumping correctly, but what to do once they land. And because Benning is proud of its miniscule accident record, they spend a lot of time learning safety procedure in and around aircraft. Chief of the Airborne section is Lt. Col. Patrick F. Cassidy. another thing to jump from a tower and then be jerked suddenly along a cable. But when the men successfully complete their first jumps from the low towers they are well on the way to becoming qualified parachutists.



High spot in the career of a paratrooper comes on the day when the coveted silver parachutist insignia is pinned on his blouse. In the above photo Lt. Walter Markland is doing just that to Pvt. Joseph K. Cole, a member of basic airborne class No. 20.



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This class of advanced officers is listening to instructions from Maj. John W. Urban of the General Subjects section prior to working on a problem involving the supply of airborne

LEADERS TO **General Subjects S**

Not a catch-all, but definitely an inclusive one, is the General Subjects section of the Infantry School, headed by Lt. Col. John D. Cone. It teaches everything, almost, from malaria control to map reading to how to run a company fund



to leadership to logistics. But the section is not a conglomeration of subjects. It is, rather, a smoothly operated, well organized whole, subdivided into various committees which teach the different special subjects and courses.

A soldier does more than shoot a gun; first he has to be trained. Once trained he has to be transported to where he can shoot that gun. And once he's there he has to have ammunition to shoot. And there are three of the biggest jobs of the

CONE

section: helping to train soldiers by training instructors; helping to move soldiers by training men in troop movements, and helping to get ammunition to the front-line soldier by teaching the problems of logistics. That latter is a big one: getting the right men to the right place at the right time with the necessary equipment.

Prior to World War II the problem of logistics involved



troops. The members of this class, after completion of the course, will have been trained to serve as regimental commanders or division general staff officers.

LOGISTICS ection Includes All

land and water movement and supply by those routes. Now that war is three-dimensional logistics is three-dimensional and much of the work of the section is concerned with supply and resupply by air of airborne units.

Then there are the other subjects that the section teaches: the nebulous subject of leadership—how to make a platoon leader, a regimental commander or a corporal a real leader, not a driver of men. There is map-reading and its new ally, aerial photos, once highly specialized but now considered basic military training. There is supply, not only by air and water and in huge masses, but just the ordinary problem of supply, from knowing how to get so many cases of rations and rounds of ammunition and gallons of gas to a division each day to all the other needs and requirements that pop up in a division using everything from pistols to 155s and jeeps to tanks.

And in the "non-glamorous" fields there are such things as the routines of housekeeping for the section to teach, how to keep records, house soldiers, feed them and supply them individually, how to keep them physically and mentally healthy when they are in fever zones 3,000 miles from home. All in all, the section imparts this accumulation of knowledge to practically all the thousands of students that attend the Infantry. School each year. OUR CONGRATULATIONS TO FORT BENNING ON ARMY DAY

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These troops practicing a river crossing at Fort Benning are putting into practice the teaching of the Infantry School's Tactical section. The particular problem they are on is of great importance, as every combat veteran knows, for crossing

THE TACTIC The Infantry Schoo

Tactics have been a favorite subject for study with military men through the ages. You could probably find the definition for tactics worded as many different ways as there have been great tacticians. However, they all seem agreed on the main objective. Forrest was much quoted, and still is, in his day when he proposed to "get there firstest, with the mostest."



This famous Civil War tactician was probably thinking in the terms of men inasmuch as men and firepower during this period were nearly synonomous. The modern concept still goes along with this idea of "the mostest." This is the way they say it now. The main objective of tactics is the placing of fire where it will do the job— and then add—with the maximum protection of your men.

SUGG

This concept stems from the increased use of automatic weapons and the ability of a few men or a team to place a tremendous amount of massed fire on a given



any body of water, especially under fire, can be a nasty undertaking. These students learn the best ways to do it, not only during the day, but on frequent night problems, for training must simulate actual combat conditions.

LSECTION **Goes Into the Field**

area. Weapons instead of men have become the factor in getting the most fire power concentrated on a target.

The Tactical section of the Infantry School is charged with the preparation and presentation of instruction in the tactical training of the individual soldier, and in the tactics and troop leading of units up to and including the reinforced infantry regiment and the armored combat command.

This section is charged with applying the details of technique taught by other sections-training of the individual soldier, sanitation, weapons training, physical training, map reading-and all the other myriad and useful items-on the battlefield.

Here is brought together all of the elements which make up the final test. The pitting of the combination of principle and common sense against the enemy's forces.

Headed by Col. Douglas Sugg, the Tactical section works very closely with the other sections of the Infantry School, especially the General Subjects section. For the information given the students in these other sections is put into practice in the Tactical section which, as its objective in the Infantry School, takes the troops into the field to do what they have been taught.

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BUILDING UP

The infantry soldier leads a tough and rugged life; consequently he has to be in the best of physical condition. At the Infantry School, therefore, a great deal of emphasis is placed on conditioning and all students put in a lot of time on the athletic fields. These members of associate basic infantry officers' class No. 2 are shown above getting their bodybuilding on one of the fields, while below, 1st Lt. Martin S. Krpan is shown demonstrating from a groundling's point of view just what a pushup is.

view just what a pushup is. The importance of being in good physical condition, especially for infantrymen, was brought into full light during the past war. For with all the aids to movement of the modern army—jeeps, trucks, planes—vehicles of all kinds, never did so many move so fast—on foot. While the infantry soldier was never averse to hopping a ride on a tank or truck, there were many times and many places when footslogging was the only way to approach the enemy.



39th FIELD ARTILLERY Battery "A" Trains Recruits on Howitzers

The 39th Field Artillery battalion was considered the fastest-firing 105 mm howitzer unit in World War II. Then, after the war the battalion was reduced to zero strength and it was only last December that it began to grow again when the Third Infantry division was reorganized. The reorganization meant training recruits, making competent cannoneers out of men who had never even seen a howitzer. Recently the recruits went out in the field to fire their pieces for the first time. A Herald photographer went along and with a telephoto lens obtained the remarkable photograph shown above. In the picture's foreground can be seen the gun and crew. The shell in the air is the black dot in the center of the picture and the target, 2,000 yards away is the tank in the field in the left front of the gun. The men had been registering when this picture was taken; later that afternoon they fired a demonstration for a class of student officers. But their biggest thrill came from firing, of course, because that was the culmination of their weeks of basic training before they came to Benning and the Third Infantry division and the four weeks of "cannoneers' hop' they had after they arrived at the Infantry Center.

at the positions where they emplaced their guns. One section was scheduled to do indirect fire, but the section covered by the Herald photographer was firing from the OP with a tank, 2,000 yards away as its target. To the recruits, most of whom had never seen a howitzer before, this was IT. And after they got rid of their first slight tremors, most of which had to do with handling ammunition, they went to work smoothly, always, of course, under constant observation from battery officers and noncoms. While some pitched in to unload and cut ammunition, the gunners and No. 1 men went to work to see that their pieces were laid in properly and not one voice was heard to crack as it bawled out the artilleryman's classic, "line of sight," to move the unwary out of the way. They worked rapidly and, despite their enthusiasm, very quietly. As a couple of the non-coms remarked, they are a very quiet group of men who take their work seriously. Once in position, and with ammo ready, they wasted no time. As orders came in from fire direction they made necessary adjustments, fired their rounds and completed their mission of registering for the afternoon's demonstration. For how they worked, what they did and how well they fired, see the next four pages.

Naturally they were a bit tense and nervous as they arrived



One of the first things the anxious cannoneers learned was that artillery ammunition is heavy and that they unload it themselves, as depicted above. The bottom picture shows the recruits really getting into the swing of things as they learn some of the tricks of unpacking the ammunition from the boxes and learn to cut it. But after they unloaded several score boxes they shook off any apprehensions they may have had about being blown up and soon handled it like veterans.





Cool and calm like veterans even though firing the 105 for the first time were the gunner and Nos. 1 and 2 men shown above as they got their first round out. Gunner, on the sight, is Pvt. Robert L. Rhode, while ready to pull the lanyard, with back to camera, is the No. 1 man, Pvt. Emilio Crisafi. Ramming the shell home is the No. 2 man, Pvt. Vincent Abate. It was amusing to note the trepidation of Abate about slamming the round into the breech. But after a few shells were on the way he found out that it works easier if the rounds aren't handled quite like soft-shelled eggs. In the picture below a round has just left the tube and a wisp of smoke can be seen.



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In this telephoto picture the Herald photographer found that the 39th's recruits were pretty good shots, for they laid their round right on the target, the tank that was seen on page 25. Now only a cloud of dust and smoke can be seen where

NEW GUNNERS K

One day on the Anzio beachhead early in 1944 the 39th Field Artillery battalion set a record by firing 8,000 rounds to help stem a terrific German attack designed to wipe out the precarious Italian foothold; the attack was stopped. Today, in the Sand Hill area of Fort Benning a new 39th Field Artillery battalion is beginning to refurbish its old record. This time the battalion is starting almost from scratch, because for almost two years there was no active 39th. But with a cadre from the 319th battalion formerly at Benning, the training of the new soldiers, mostly young men in their late teens and early twenties, is proceeding in a way to make even an old-time redleg like 1st Sgt. George A. Huggins (a veteran of Italy) enthusiastic.

Battery A, commanded by Capt. William H. Tomlinson, has been given the mission of making competent cannoneers out of raw recruits. The pictures on this and preceding pages give an indication of what four weeks of training can do. Huggins likes it, but he and his platoon sergeants, Charles A.



the tank is obscured. This was the last of about 20 rounds the men had fired and they finished registering for their afternoon's shooting. While this was the only round smack on the target, all their others had been within a few yards of the tank.

NEW THEIR STUFF

Alley, Thomas C. Roberson and Elmer L. Reynolds are looking ahead to April.

For some fine day early next month the "fillers" are going out in the field, with four or five weeks of artillery training behind them and they're going to do an entire problem by themselves. As Sergeant Huggins said, "They're going to do their own reconnaissance, select their positions, emplace the guns, fire the problems, observe the fire, handle their own communications and then perform the march order to bring them in."

The old-timers of Battery A aren't particularly worried about the recruits being able to handle their own problem. For men like Sgt. Stanley J. Kulmaczewski, who trained the gun section that fired the problem pictorialized here are confident that their enthusiastic charges can do the job and do it well. Readers of the Herald may see just how well they do their problem in a future issue.

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Shown above at dedication ceremonies of the new general courtroom are, left to right, Lt. Col. Edward J. Burke, Infantry Center Judge Advocate; Maj. Gen. P. W. Clarkson, commanding general, Third Infantry division; Maj. Gen. Thomas H.



The Judge Advocate General of the army, Maj. Gen. Thomas H. Green, got right into the midst of recruit training as he "sweated out a chow line" at the Second battalion, 15th Infantry regiment when he stopped off at Harmony church during his tour of the post. Thus, for the second time in a month the newest men in the army had a closeup view of the leaders of the service; the last army bigwig to look them over was Secretary of the Army Royall.



Green, army Judge Advocate General; Maj. Gen. Withers A. Burress, commanding general of the Infantry Center; Robert Arnold of Columbus; Col. Eugene Caffey, Third army Judge Advocate, and Lt. Col. Wallace M. Hale, TIC chaplain. -

NEW ROOM **Court Is Dedicated**

The Judge Advocate General of the U. S. army, Maj. Gen. Thomas H. Green, in dedicating the new general courtroom of the Infantry Center, declared that it is a place "befitting the dignity of a general courtroom," during the dedication ceremonies early this month.

Following the dedication of the courtroom General Green went on a tour of the Infantry Center, observing several classes of the Infantry School in training, watching the firing of weapons, and spending time with the recruits of the Third Infantry division in their Harmony church area.

Other speakers on the program lauded the new army court martial procedures, commending the army for its legal liberalization in permitting enlisted men to sit on general and special courts trying enlisted men if the accused so wished. In addition to General Green, short talks were also made by Maj. Gens. Withers A. Burress and P. W. Clarkson, as well as by the other guests pictured above. Chaplain Wallace M. Hale of the Infantry Center performed the invocation and benediction for the dedication ceremony.

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ORIENTAL SOUVENIRS

American soldiers came back from the four corners of the earth at the end of the war and brought back souvenirs of their travels ranging from wives to almost anything. But when Maj. and Mrs. Carl Frisby returned from Japan they had something, neither wife nor "anything," but actually an extensive collection of rare Japanese objets d'art, three pieces of which are shown here. The mirrors above are 1,300 years old and were obtained in Nikko while the imperial satsuma plate and vases below are one of the few matched sets of this rare porcelain in existance. These 350 year old pieces and the mirror are shown against an obi in the background. A ceremonial sash, the obi represents the most valuable part of the Japanese woman's trousseau and, as in the old western world's dowry setup, fairly accurately tells to the knowing the wealth of the family of the Japanese bride. The Frisby collection has been shown to several Fort Benning groups and only last week was on display again.





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