# A HISTORY OF

# THE INFANTRY SCHOOL

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Fort Benning, Georgia

1945

The Infantry School was established by GO 7 War Dept.,
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UB 502 1920
G.O.'s bulletins
GO 7- service schools

Malone P.B

Dedicated

to

The Combat Infantryman

The officers and men of the Infantry, whose foresight and determination resulted in the establishment of The Infantry School, an institution providing essential military education for officers and men of the largest arm of The United States Army.

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ANNEXES

(These Annexes found only in History of the Infantry School by U.S. Infantry School (Gen Weems): U 423 .U 2 (1944) rare book case)
(Comdts, A/C's, Section/Dept. heads are included in this — End of Volume 2)



(See SpO 296, Dec 3, 42; SpO 297 Rev 16, 41 Memo 100, 30 Apr '49 (Policy) (CAGE)

XX GO 15, Mar 24, 1938; GO 43, Dec 30 '49 (CAGE)

## ILLUSTRATIONS

(These illustrations are found ONLY in the two-volume History of the Infantry School..... U 423 .T 45 pU )

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* Post Headquarters

88th Inf Abn Bn - See "His Abn Comd HQs" in TIS His file (loose-leaf) D-44

also D20 FU (Item 841)

NOTE: Pages with numbers in parenthesis (240) thru (333) in one-volume History of the Infantry School (U 423 .U 2 (1944) pU - Locked Case are not included in this index.

PREFACE

The desirability of an authentic record of the events which led to the founding of The Infantry School, and to its subsequent development, has been apparent for some time. The actual preparation of such a history, however, was undertaken only through the interest of Brigadier General George H. Weems, Assistant Commandant, whose encouragement made it possible.

The history was written by Captain Richard A. Tilden and Pfc. (now 2d Lt.) Rosalind Roulston. They are particularly indebted to Brigadier General Henry P. Perrine and Colonel Arnold R. C. Sander, who not only supplied material but also read part or all of the original manuscript, and to Colonel Truman Smith and Colonel Leroy W. Yarborough whose manuscript "History of The Infantry School," prepared in 1931, has been freely used. Acknowledgment must also be made to Colonel Alfred E. McKenney, under whose supervision the task was begun, and to Colonel Alston Deas, under whose supervision the work was completed. Space does not permit individual acknowledgements of the contributions of many officers, their families, and others whose information on both events and persons made this work possible.

Within the limitations imposed by a single volume, it is believed that all events of historical importance have been accurately recorded.

It is hoped that this history will not only be useful as a handy reference work but also as a readable narrative for all those whose duties or inclinations have brought them into contact with the school or the arm which it serves.

Fort Benning, Georgia
11 November 1944

HEADQUARTERS
ARMY GROUND FORCES
OFFICE OF THE COMMANDING GENERAL
ARMY WAR COLLEGE
WASHINGTON, D. C.

330.13/50-GNDCG 5 July 1943

Subject: War Experience.

To: Commandant, Infantry School,
Fort Benning, Ga.

1. The following extract quotation from comments by a corps commander overseas in the Pacific are communicated for your information:

"From what I have seen and heard, I am convinced that the basic principles of infantry combat, as taught by the Infantry School, are eminently sound and practical in this theater. The method of application in this terrain must be varied in some particulars, but the principles are sound as a dollar. The Nation at large surely owes a great debt of gratitude to the Infantry School, one that will probably never be fully recognized by the public."

2. This report is similar to others received from other theaters, and I congratulate the Infantry School on the magnitude and high quality of its contribution to the war effort.

L. J. McNAIR,
Lt. Gen., U.S.A.,
Commanding.

## CHAPTER I

### The Site of Fort Benning

Fort Benning, the home of The Infantry School, is situated on the east bank of the Chattahoochee River, somewhat south of the center of Georgia's western border. It is admirably suited for a large military reservation; rolling sandclay hills covered with second-growth pine and innumerable small and large water-courses constitute ideal terrain for military problems.

The geographical advantages of this region are also largely responsible for its development from the earliest known times to the present. Here, the fall line, drawn through the lowest falls of the rivers emptying into the Atlantic and the Gulf of Mexico, separates the rich alluvial soil of the coastal plain from the sand and clay of the foothills. At the falls in the rivers, towns were founded which were later to become centers of commercial and industrial life. Portage around the falls was necessary for all river travel, and facilities naturally developed for taking care of travelers, and protecting and handling their cargoes. Trails and roads, and later railroads, soon led to these heads of navigation, for river travel was the means of connecting the back-country with the whole Atlantic world.

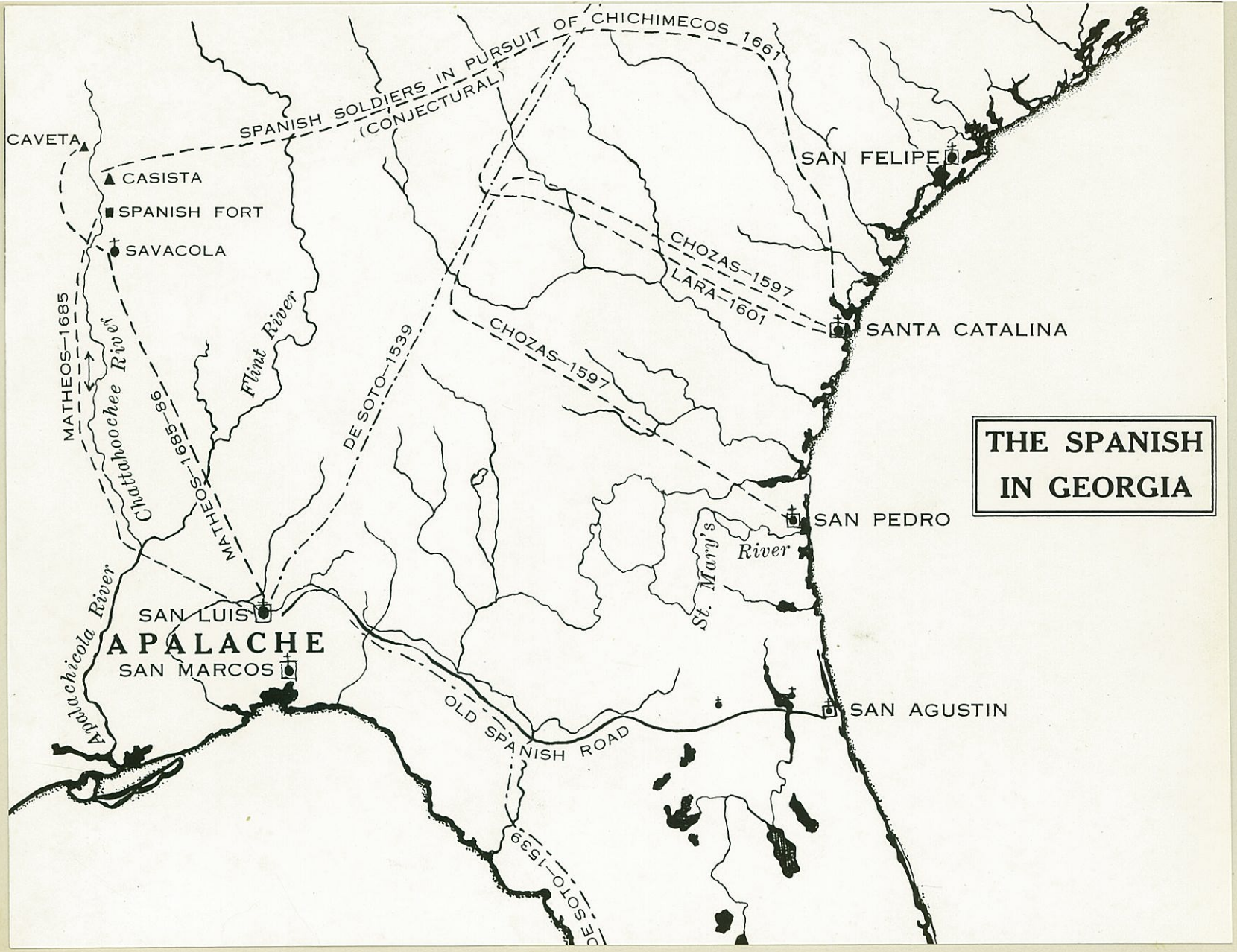
It was inevitable that the fall line would one day become the manufacturing and industrial area of the South and East. Here were water power to turn the wheels, transportation to bring in the raw material, and ports from which finished goods could be exported. Later, the

railroads, following the earlier wagon trails, which in turn had followed the Indian trails, were to relieve these fall line ports of their importance in connection with ocean trade, but their continuing development as manufacturing, commercial, and financial centers was increased.

The pre-Columbian history of this area is lost in the mists of primitive incapacity. Such historical records and evidences of culture as were developed by the primitive people of this area, and by their more civilized neighbors in the Carribean and the territories west of the Mississippi, were ruthlessly and relentlessly destroyed by the early Christian conquerors.

Western Georgia, like the major portion of all of the New World, was first explored by the indefatigable Spaniard in his quest for wealth and health. This quest, coupled with the pious desire to spread the glories and benefits of the true faith among the heathen, led the Spaniard, both soldier and priest, to push his explorations throughout South America and into large areas of North America. The allure of the fabled realms of the Giant King Datha caused d'Ayllon to explore the Atlantic coast of Georgia, while de Soto, in search of golden Yupaha, explored the western area.

Late in 1539, Hernando de Soto, governor of Cuba and Florida, led an expedition from the neighborhood of Tallahassee to explore the interior. Crossing western Georgia, de Soto turned north, moving through eastern Alabama, western Georgia, and the Carolinas into western Virginia. Historians have been unable to identify all of the towns and rivers


SPANISH SOLDIERS IN PURSUIT OF CHICHIMECOS 1661
(CONJECTURAL)
CAVETA
CASISTA
SPANISH FORT
SAVACOLA
SAN FELIPE
CHOZAS—1597
LARA—1601
SANTA CATALINA
MATHEOS—1685
Chattahoochee River
MATHEOS—1685-86
Flint River
DE SOTO—1539
CHOZAS—1597
THE SPANISH IN GEORGIA
SAN PEDRO
St. Mary's River
SAN LUIS
APALACHE
SAN MARCOS
Apalachicola River
OLD SPANISH ROAD
SAN AGUSTIN
DE SOTO—1539

mentioned in contemporary accounts of de Soto's wanderings through Georgia; consequently, his route cannot be exactly traced. If de Soto crossed the present site of Fort Benning, it was in March or April, 1540, during the early part of his journey. His travels are important to the history of Fort Benning only in that they gave to the world its first knowledge of the lands and the inhabitants of this area.

About the year 1520, an Indian tribe, the Muscogees, emigrated from north-western Mexico. They had been vainly striving to defend their homeland from the ravages of Cortez and his followers. They wandered for almost a century to the north and east, establishing temporary homes at various places. Frequently they met and fought with the Alabamas, who were also migrating from the West.

About 1620, the Muscogee made permanent settlements in the territory that is now Georgia. Their power was evidenced by the great Indian Confederation they established which, under the name of Creeks, was to present a real obstacle to white penetration of the area.

The capital of the new confederacy was established at the falls of the Chattahoochee at the town of Caveta (Coweta, Kawita), while neighboring towns lined both banks of the river for many miles. The name of the river is an Indian word meaning "painted rocks", and it was so named because, before the cutting of forests, cultivation and erosion of adjacent lands, the muddy waters of the Chattahoochee were clear, with many bright colored rocks visible. Among the neighboring towns was Casista (Cusseta, Kasihta), the largest town of the Creek nation, and the later center of trade and commerce. The town house of Casista is believed to have stood near the present stables in Fort Benning. A commemorative monument

has been erected at the intersection of Lumpkin and Morrison Roads on the Main Post.

Careful exploration and colonization of Georgia by the Spaniards did not begin until 1566, when Governor Menendez of Florida established the first permanent settlement on St. Catherine Island. This started more than a century of continuous occupation. Except for occasional revolts, and the raids by English pirates, the Spanish were not molested. They succeeded in Christianizing and exploiting the natives by establishing numerous missions in the East and South of Georgia.

The century of relatively peaceful Spanish penetration of Georgia was interrupted by Barbadian planters who were looking for new lands to replace the exhausted plantations of their island. In 1663, Sir John Colleton, a Barbadian planter, and seven associates, succeeded in inducing Charles II to grant them a charter for the colony of Carolina. Two years later, the grant was increased to include all the territory from central Florida north to Virginia and extending from sea to sea. That the grant included the Spanish settlements along the Atlantic, as well as large parts of Mexico, did not in the least embarrass the new owners.

In 1666, Robert Sandford sailed forth with a young physician, Dr. Henry Woodward, to explore the new grant. After selecting a site for a settlement, Sandford sailed for home, leaving Woodward with the Indians. The young physician explored the country and learned the launguage of the natives, earning their friendship and goodwill. Captured by the Spanish and taken prisoner to San Agustin (St. Augustine, Florida), he became a Catholic and was made the official surgeon of the colony. Freed from his

Spanish captors in 1668 by the freebooter Robert Searles, he returned to Carolina again ready to annoy the Spaniards.

In 1670, Kiawah (Charlestown, Charleston) was founded, beginning the more active phase of the Anglo-Spanish rivalry for this area. The English needed slaves for their new plantations. They raided the Spanish missions along the Georgia coast, burning the towns and carrying the natives into captivity. Lacking sufficient strength for a long forays against the Spanish, they secured as allies the savage Yamasees to continue their depredations.

While this struggle for the control of the coast was being fought, a similar contest had begun in the hinterland. English traders from Charlestown penetrated the west, while Spanish priests and soldiers from Tallahassee moved north to intercept them.

To protect the Chattahoochee valley from English penetration, the Spanish founded in 1681 a mission and a fort at Sabacola on the east bank of the river, a few miles below the falls. The hostility of the Indians forced them to withdraw before the end of the year.

By 1685, the English, led by Dr. Woodward, were in fairly regular contact with the Creek Indians on the Chattahoochee. In that year, Woodward and six associates visited Caveta, across the river from the present Columbus, to foster trade relations. His presence there brought on another clash with the Spaniards. Antonio Matheos, Spanish commander of the area, undertook a forced march to the north to apprehend the English and punish the Indians who had received them. Woodward fled, leaving a defiant note behind. "I am very sorry that I came with so small a following that I cannot await your arrival. Be informed that I came to get acquainted with the country, its mountains, the sea coast, and Apalache. I trust in God

that I shall meet you gentlemen later when I have a larger following. September 2, 1685."

The Spaniards retired, destroying the stockade which had been built by the Indians under the direction of the English. This was the first American fort on what is now the Fort Benning military reservation. The Spaniards left spies to discover any further English encroachments.

Woodward, who had been in hiding, immediately returned to the Chattahoochee to continue his operations. Matheos, notified of his activity, again set out to arrest the English. Woodward again fled, and Matheos succeeded only in capturing the blockhouse, five hundred deerskins, and other English trade goods. This time the Indians were punished for receiving Woodward. Four of their towns, including Caveta and Casista, were burned.

The Spanish built another fort to repel the English, this time on the west bank of the Chattahoochee near Caveta, just below the falls. This angered the Indians, who desired the English trade goods. They migrated eastward, settling in the valley of the Ocmulgee, where they allied themselves with the English. From this point they raided the Spanish settlements to the east and south.

The rivalry of the two European colonies over western Georgia continued, but it was not until 1703, during Queen Anne's War, that active military operations were undertaken. In that year, ex-Governor Moore of Carolina, with fifty Englishmen and one thousand Indians, invaded Spanish territory to capture and destroy the forts on the northern Gulf coast of Florida. He destroyed fourteen missions, burned at the stake or beheaded the captured Spaniards, and enslaved some 1400 mission Indians. Eastern

Georgia was now safe for the English.

In 1715, the Yamassees, allies in the destruction of the Spanish settlements along the Georgian coast, turned on their English friends and joined the Spanish. The Yamassees were defeated, but not before they had killed two hundred Carolinians and the revolt had spread to the Indians along the Chattahoochee. A council of the Creeks agreed to make peace with the Spaniards and to evict or kill all Englishmen. Strenuous diplomatic activity by the English kept the Creeks along the Chattahoochee from active warfare, but the English no longer retained an unchallenged ascendancy. Although various measures were tried for the defense of the southern border, it was not until 1732 that the chartering of the colony of Georgia provided a definite means for protection. This charter, granted to James Oglethorpe and twenty associates for the purpose of founding a haven for released debtors, those persecuted for religious reasons, and the unemployed, marked the beginning of England's southernmost colony in North America.

Oglethorpe arrived in America in 1733, and founded his colony at Savannah. By treaty, he had secured all the lands east of the Altamaha from the Indians. Settlers from all parts of Europe teemed in, so that by 1740, Italians, Swiss, Germans, Morovians, Jews, Scotch, Irish, and English could be found in the colony which included the present sites of Georgia, Alabama, and Mississippi. Comparatively few of the colonists pushed as far west as the present Fort Benning, for western Georgia, consisting largely of pine forests, was not even surveyed by the state until after 1818.

Oglethorpe wished to maintain the good will of the Indians, realizing

that the future of the colony depended upon it. In 1739 he journeyed to Caveta town, at the falls of the Chattahoochee, to address the Indians at their great annual assemblage. He hoped that his journey might secure the support of the Creeks in the coming war with Spain, which he knew could not be postponed much longer. With three white attendants, two white interpreters, and three Indian guides, Oglethorpe covered 400 miles of unmapped forest. He arrived at Caveta, Capital of the Creeks, to conduct the negotiations. He stayed several weeks and succeeded not only in securing a promise of loyalty from the Indians, but also the grant of the additional lands between the Altamaha and the St. Johns.

The war with Spain, known as the War of Jenkins' Ear, broke out while Oglethorpe was still conferring with the Indians. Robert Jenkins, an English merchant ship captain, had been engaged for some years in smuggling goods and slaves into the Spanish colonies in the Americas. Caught by the coast guard in 1731, he had been punished by having one ear cut off. The supposed Spanish cruelty to British ship's crews was investigated by Parliament in 1738, and Captain Jenkins was asked to testify. Bringing with him his ear, which had been carefully pickled, he made an impassioned plea for revenge. When asked what he had done subsequent to his punishment by the Spaniards, he replied, "I commended my soul to God and my cause to my country." His country was now prepared to take up his cause.

Oglethorpe, upon learning of the war, hurried to Savannah to undertake the defense of the colony. The war, which soon merged with King George's War, did little to affect the west. The Indian promise of 1000 warriors was kept, but the English attacks on Florida failed. Similarly,

the Spanish attacks on Georgia were indecisive. The war offered proof, however, that the new colony had fulfilled its purpose of protecting the borderland from the ravages of Spain. The results, although not spectacular, seemed to insure the unimpeded growth of the colony.

In the larger realm of international affairs, the squabble of the two European colonies over a tract of uninhabited wilderness was quietly forgotten. In ~~trying to~~ preparING for a continuation of the war against France, England was willing to forget her quarrel with Spain. Spain was also in a conciliatory mood, and by a new treaty in 1750 the two countries made mutual concessions. The Georgians were ordered not to cross the Altamaha and the Spanish agreed to stay below the St. Marys. Thus an uninhabited tract was to separate the two colonies, thereby preventing border clashes.

But what governments propose, frontiersmen dispose. The Georgians were by no means impressed by the sanctity of the neutral ground. Malcontents from Augusta and the Ogeechee settlements, and refugees from Carolina and Virginia, stirred up so much trouble that they were charged with sedition. Some of them sought liberty in the neutral ground. They established the settlement of New Hanover, on the Saltilla River. Governor Reynolds of Georgia, requested that his authority be extended south of the Altamaha in order that he might control the activities of the new settlement. Realizing the necessity for maintaining friendly relations with both Indians and Spanish, the English government refused to extend their control into the neutral ground, and "Gray's Gang," as the interlopers were known, was left without governmental protection or control.

The unregulated activities of the English colonists in this area, together with many other ~~signs~~ elements of friction, drove Spain, in 1761, to join France in her war against the British. But the Spanish had engaged in a cause already lost. Within two years the Treaty of Paris was signed, not only giving Georgia control of the Neutral Ground, but also bringing Florida to the English crown. The threat of Spain, which had existed for over a century, was erased from the southern borderlands.

For two decades following the Treaty of Paris, peace and prosperity ruled in Georgia. Trade with the Creeks in the Chattahoochee valley continued to flow along the routes established by Woodward and Oglethorpe. In fact, so rapidly did the trade flow, and so persistent was the one-way current, that the Indians soon found themselves in debt to an extent exceeding $200,000.00. To settle this debt, a conference with the Indian chiefs was called at Augusta in 1773. Here, the crown agreed to pay their debts and the Indians ceded two additional tracts of land, one in the north between the Savannah and Broad Rivers, and one in central Georgia between the Ogeechee and the Altamaha.

The Creeks were firmly attached to the British crown at the outbreak of the American Revolution. Their allegiance had been secured and maintained through the activities of a group of highly competent and successful British agents. Of these, Alexander McGillivray was perhaps the most powerful and successful. He was a man of magnetic personality, extraordinary mental gifts, and excellent education. His father, Lachlan McGillivray, had come from Scotland to Charleston in 1745, where he met and married Sehop Marchand, half French and half Indian, of the family of the Wind and powerful in the affairs of the Creeks. Alexander was educated in Charleston

and Savannah. He moved to the Chattahoochee, where he was so successful with the Indians that he was accepted as the head of the Creek Nation by 1776. He retained this position until his death in 1793.

McGillivray was ably assisted in his work for the British cause by John Tate, his son-in-law, and a British Indian agent to the Creeks. Fortunately for the Georgians, Indian activity during the war was not widespread, and the Creeks of the Chattahoochee took little part. At times, Indian armies were raised to assist the English, but such activities were unusual. On one such occasion in 1780, Tate, with four hundred warriors, marched to the relief of a British garrison in Augusta. Stricken by an illness during the march, Tate was carried back to Casihta (Cusseta) where he died.

With the termination of the Revolution, white settlements began to move steadily westward. The Indians, who had allied themselves with the British during the war, lost their Georgia territory.

In 1804, the Ocmulgee and St. Mary Rivers were Georgia's frontier. East of that boundary the white settlements were widely scattered. West of it lay the Creek Nation.

The main thoroughfare connecting the two areas was the Lower Creek Path, which led from a ford on the Ogeechee River to Milledgeville, the capital of the state after 1804, thence westward toward present day Macon, crossing the Flint River in what is today Crawford County and on to the Chattahoochee, crossing that river by ferry about two miles southwest of the present headquarters of Fort Benning.

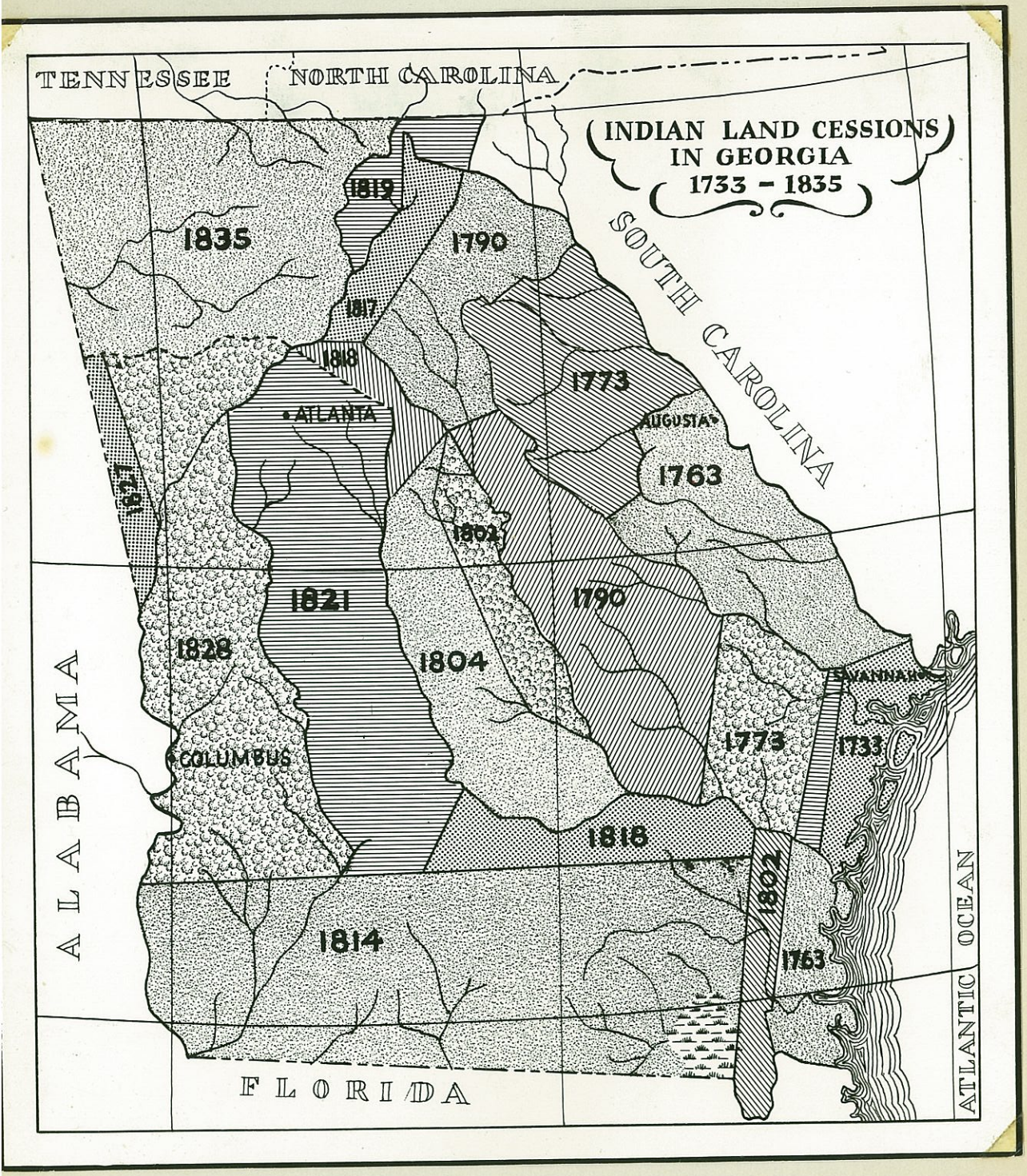
In 1805, the Creeks came to an agreement with the federal government

concerning the use of the path. For a monetary consideration, the Indians ceded to the United States certain lands, including those traversed by the path, and further agreed to maintain ferries at those points where the path crossed large streams. The Indians also agreed to maintain taverns along the path for the convenience of travelers.

In 1811, under the direction of Lieutenant J. M. Luckett, of the U.S. Army, the path was enlarged and improved into a practical wagon road, known as the Federal Road. Thus, one of the first federal highways connected the site of the present Fort Benning with the settlements to the east. Mail was dispatched over this route, and by 1820 regular stage coach service between Milledgeville and Montgomery, Alabama, had been established.

During the War of 1812, the Creeks allied themselves with the British and gave serious trouble until they were defeated in battle by Andrew Jackson's forces. In the fall of 1813, General Floyd, commanding the Georgia militia, marched over the federal road to General Jackson's aid. Floyd established Fort Mitchell near the Indian agency on the west bank of the Chattahoochee. This military establishment figures prominently in the Creek War of 1836 and was used as headquarters at times by General Winfield Scott during that campaign. Remains of the old fort, which was again used as a military rendezvous by Confederate soldiers in the Civil War, are still visible on its site, which is opposite Fort Benning about half a mile from Bradley's Landing.

The visit of La Fayette to Georgia and his passage through the Chattahoochee Valley in 1825 was a memorable event which is commemorated by a bronze tablet on the monument at the junction of Lumpkin and Morrison



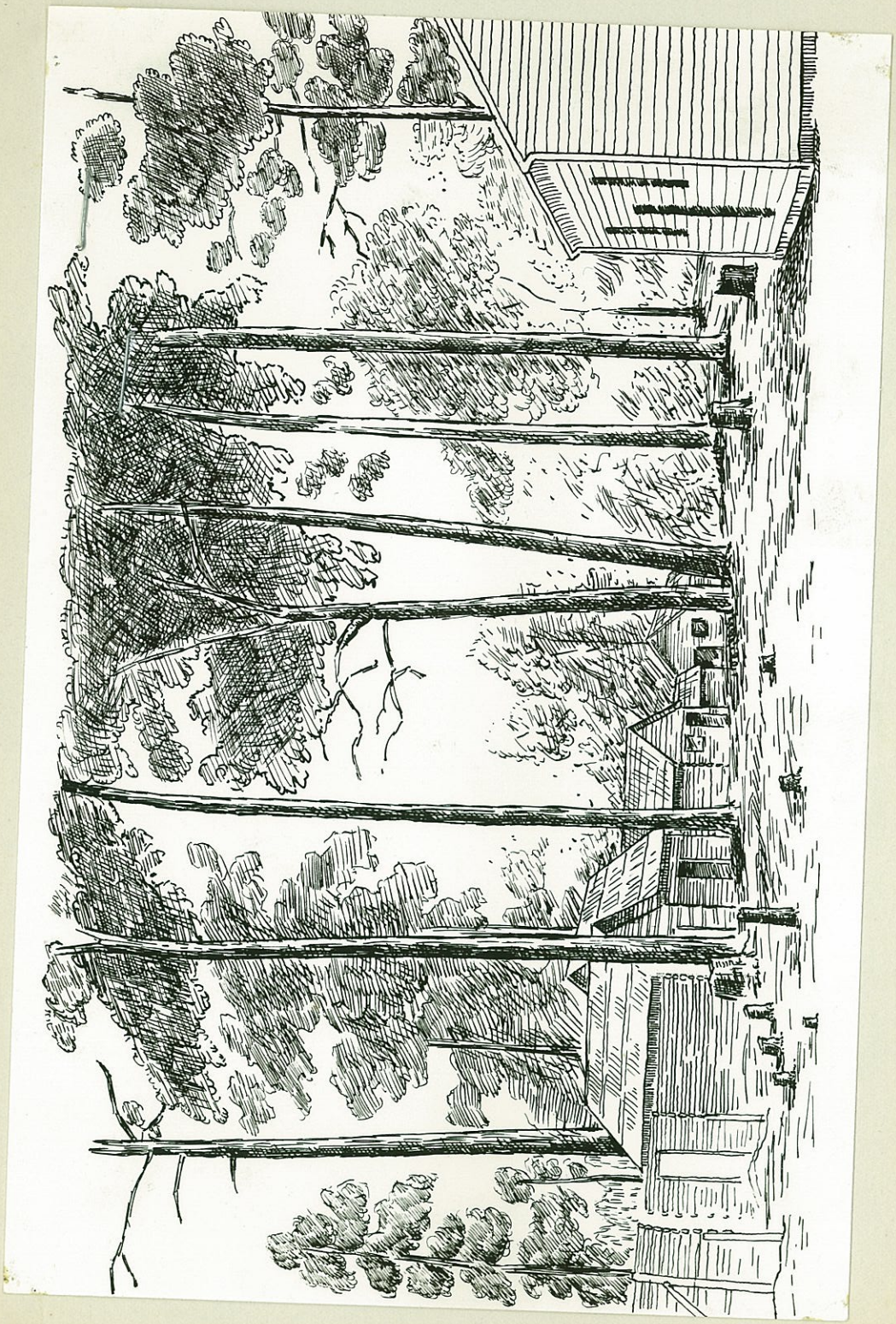

The area which contains the present Fort Benning Military Reservation was ceded by the Indians to the United States in 1828.

Roads on the Main Post.

The orgy of land specualtion throughout the west that followed the Revolutionary War made the people of Georgia realize the need for an honest and fair land law under which the areas secured by cession from the Indians could be settled. Believing that land was valuable only when occupied by citizens, Georgians decreed that it should be disposed of in small tracts, free of charge except for a few necessary expenses. To insure that every citizen had an equal opportunity, a land lottery system was introduced in 1803. Under this system, new lands secured from the Indians were surveyed into tracts of 202-1/2 acres each. Each citizen was given one chance. As there were many more citizens than panels of land, many people drew blanks and received no land. Odd lots of less than 202-1/2 acres which resulted from the surveys were reserved by the state of Georgia for sale.

Those citizens who received land in the lottery were required to pay the state four ~~hundred~~ dollars per hundred acres within one year or forfeit their titles. Even this low price, four cents an acre, proved too much for many winners who were forced to allow their lands to revert to state ownership.

In the land lottery of 1827, which disposed of the newly ceded Indian territory between the Flint and Chattahoochee Rivers, John Woolfolk, formerly of North Carolina, drew one lot, and purchased additional lots from those who preferred to live elsewhere. Later, in 1843, he purchased additional land in the same area, so that his plantation at that time comprised about 5,000 acres. This plantation became the nucleus of modern Fort Benning. A survey of the falls of the Chattahoochee was made in 1827. It was one of the positions designated as a site for a national armory in a resolution of the Senate of the United States passed December 18, 1827.

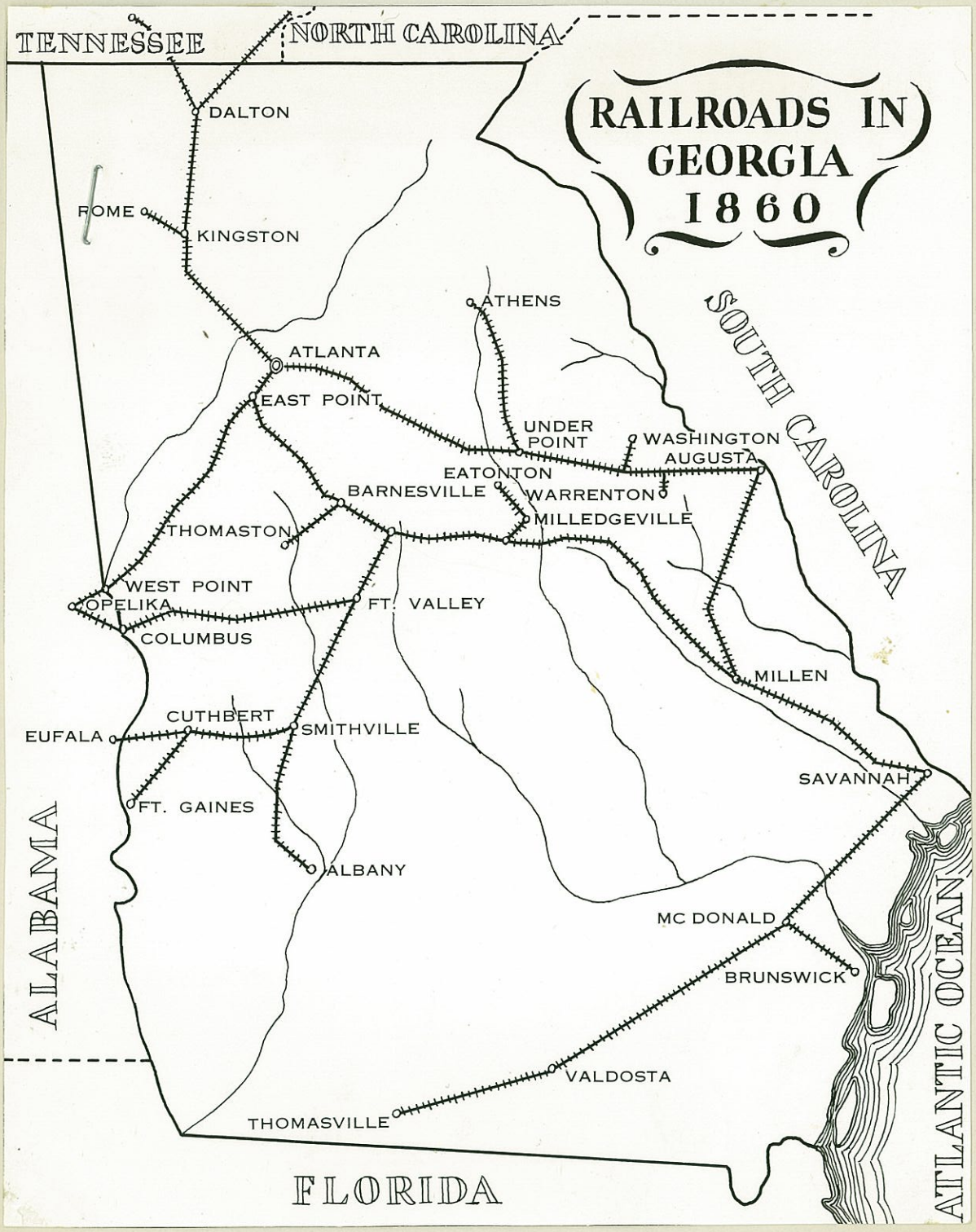


A sketch of early Columbus made with the Camera Lucida by Captain Basil Hall of the English Navy in 1827.

The land lottery act of 1827 had provided that an area of approximately five square miles located at the falls of the Chattahoochee should be reserved as a town site. On Christmas Eve, 1827, the state legislature authorized measures for laying out the City of Columbus and for the sale of town lots. Five commissioners were appointed by Governor John Forsythe to carry out the provisions of the Act. Coming to the Chattahoochee in January, 1828, they selected 1,200 acres near the falls as the site of the new town, and ordered it surveyed. Lots for municipal buildings, churches, schools, and cemeteries were reserved, and the remainder were placed on sale beginning July 10, 1828. By July 23, 488 of the 632 building lots had been sold, the remainder being disposed of in February of the next year. The total sales amounted to $130,991.00.

Columbus soon became a populous town, the commercial and transportation hub of the agricultural hinterland. Aided by the power inherent in the falls of the river, small manufacturing enterprises rapidly developed until by the middle of the century Columbus became known as the "Lowell" - the textile and industrial town - of the south.

The military as well as the manufacturing activities of the area were centered in Columbus. In May, 1835, the Columbus Guards were organized to protect the area against the Creeks, who were resentful because of the loss of their land. A total of about 3,500 men, comprising companies from all parts of Georgia, were mustered into the service of the United States on January 1, 1836, and served under General Winfield Scott until the end of the "war". During the war with Mexico (1846-1847), Columbus was again the military capital of the state. The War between the States affected Columbus' industrial life in that it became an important arsenal


TENNESSEE
NORTH CAROLINA
RAILROADS IN GEORGIA 1860
DALTON
ROME
KINGSTON
ATHENS
ATLANTA
EAST POINT
UNDER POINT
WASHINGTON
AUGUSTA
SOUTH CAROLINA
EATONTON
BARNESVILLE
WARRENTON
MILLEDGEVILLE
THOMASTON
WEST POINT
OPELIKA
FT. VALLEY
COLUMBUS
MILLEN
CUTHBERT
EUFALA
SMITHVILLE
SAVANNAH
FT. GAINES
ALBANY
MC DONALD
BRUNSWICK
ALABAMA
VALDOSTA
THOMASVILLE
FLORIDA
ATLANTIC OCEAN

of the Confederacy. Although occupied and burned during the war, its reconstruction was rapid and complete. Within ten years, its factories had not only been rebuilt, but enlarged as well.

The great plantation system was almost gone following the war, and the Woolfolk plantation, like many of its counterparts throughout the south, was broken up and sold. Benjamin Hatcher, a citizen of Columbus, purchased 1,782 acres, including the old plantation house, in 1883. Though he continued to live in Columbus, he operated the plantation under direction of a resident manager until 1907, when it was purchased by Arthur Bussey.

Mr. Bussey built the large frame house which is now the residence of the commandant of The Infantry School. By the introduction of diversified farming, dairying, and close personal supervision, he was able to develop a model plantation both profitable and beautiful.

On June 17, 1919, Mr. Bussey sold his plantation to the United States for use as a school for the Infantry.

## CHAPTER II

### The Early Development of Infantry Training in the United States

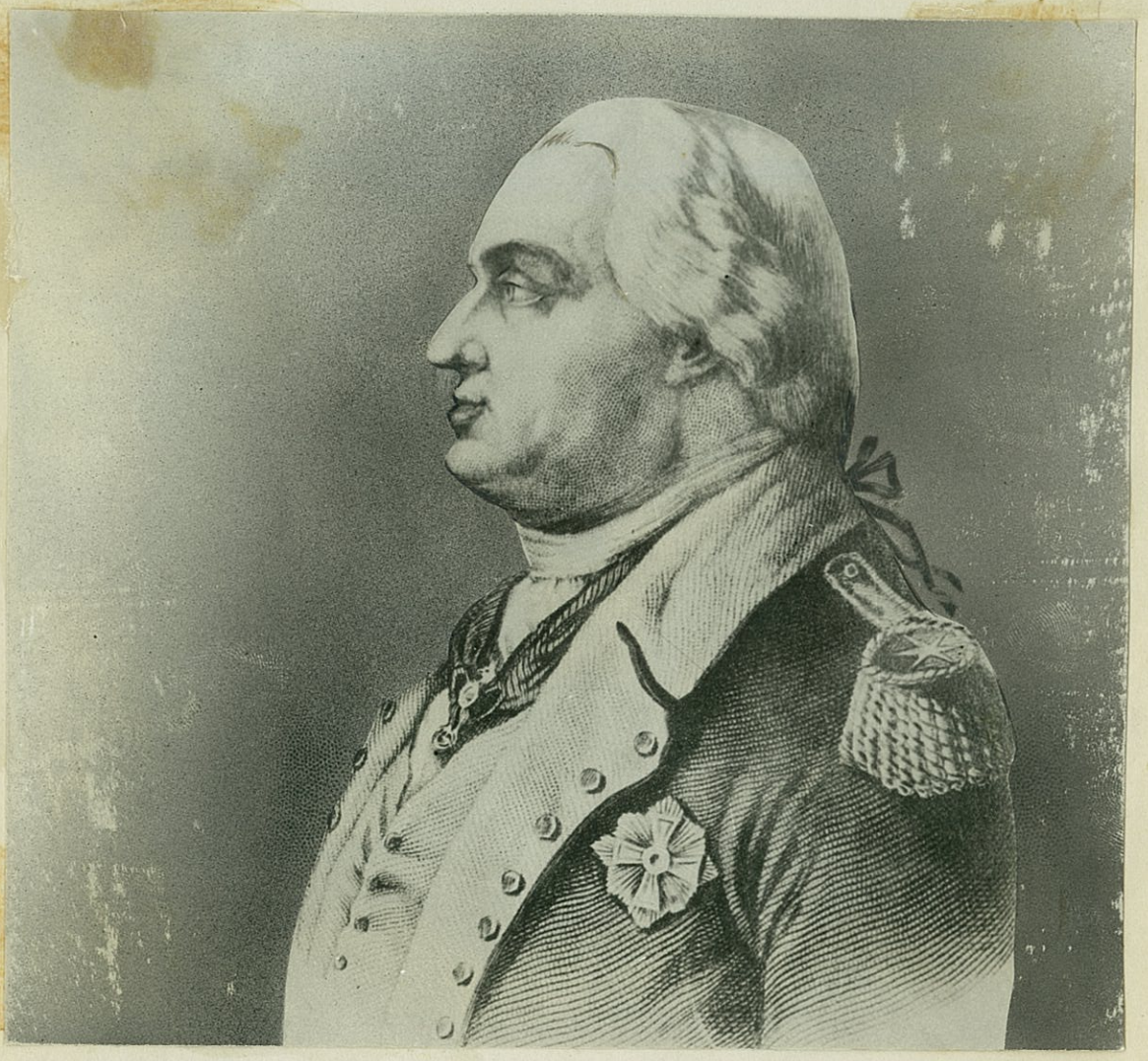
The history of the development of infantry training in the United States is the story of ~~the~~ tenacity to an ideal, and of an ever increasing group of officers who dreamed of the infantry not as a mob of hastily assembled militia, but as a trained, disciplined, organized body of men capable of immediate, coordinated, and effective defense of the country in time of peril. The survival of this ideal, and its physical embodiment in the largest and best equipped military school in the world, in spite of the disheartening indifference, neglect, lack of financial sustenance, factional hostility, and the attacks of critics and assailants, is a monument to the bull-dog courage of the infantrymen of the past who, despite all opposition, ultimately accomplished their mission. Though the physical embodiment of this ideal, which we know today as The Infantry School, is relatively new, it is nevertheless richly endowed with the spirit of those generations of infantrymen whose perseverance and courage turned an ideal into reality. As The Infantry School exists today it exceeds, perhaps, in its magnitude, its scope of research and development, and its influence on the development of military techniques and tactics, anything ever conceived in the most hopeful dreams of the pioneers of infantry development.

Since its establishment as a permanent feature of the national defense system, the history of The Infantry School has been inseparable from that of the infantry. To appreciate fully the historical development

of The Infantry School, it is necessary to begin with American infantry of the Revolutionary War period and trace the developments and improvements in tactics and technique to the present day. It will be found that changes, such as they were, came slowly and with great difficulty; that only in recent years were changes of instructional and tactical methods made which were not the results of years of effort and pleading by a few far-sighted infantrymen.

The appointment of General George Washington as Commander-in-Chief of the Continental Armies, and his assumption of that command before Boston on July 2, 1775, might be said to mark the beginning of the United States Army. That he was fully aware of the military deficiencies of the motley crew which was then his command, there can be no doubt. Throughout the eight years of war, he made every effort to develop in the army a sense of loyalty, an esprit de corps, and a semblance of organization. One of these was to put into effect the recommendations of Baron von Steuben, a professional soldier who had received his training under Frederick the Great, King of Prussia. Von Steuben soon discovered that there was no uniformity of drill, no similarity of organization, and no teamwork of any kind in the army. No two organizations drilled alike and all drilled badly. It is reported that one witness to a parade held by an organization from his own state had exclaimed that it was the finest body of troops he had ever seen out of step.

Appointed by Washington as inspector general, Von Steuben immediately began to introduce order and organization into the army. One of his earliest acts was to organize the officers into squads and companies which drilled under his personal direction. He had established the first



Baron von Steuben

officers' training school in America, a practice that was reintroduced in America during the First World War, and, in a modified form, used continuously since that time in The Infantry School. In this manner, Von Steuben was able to train an excellent group of instructors who improved greatly the training of the small group of raw levies raised by the Congress.

To enhance morale, and to develop a body of troops which could be used for demonstration purposes, Von Steuben arranged to have the guard of the commander-in-chief enlarged by the addition of certain selected soldiers "for the purpose of forming a corps, to be instructed in the maneuvers necessary to be introduced into the army and to serve as a model for the execution of them." Today, a century and a half after Von Steuben's time, we find his method again in use at The Infantry School, where model troop organizations are maintained to develop and demonstrate the technique and tactics of infantry.

The end of the war brought an end to such military organization as had developed in America under Washington and Von Steuben. Congress, in making provisions for the peace-time establishment, enacted the following law:

> And whereas, standing armies in time of peace are inconsistent with the principles of republican governments, dangerous to the liberties of a free people, and generally converted into destructive engines for establishing despotism;...
>
> Resolved, that the commanding officer ... is hereby directed to discharge the troops now in service ..., except twenty-five privates to guard the stores at Fort Pitt and fifty-five to guard the stores at West Point and other magazines, with a proportionable number of officers, no officer to remain in service above the rank of captain.

The premise upon which this action was taken soon proved faulty, and Congress found it necessary to raise a force of 700 men, which was later increased to 2,000 for duty on the frontier. Still fearing a standing army in times of peace, the new force was called a "legionary corps," and was considered purely an expedient.

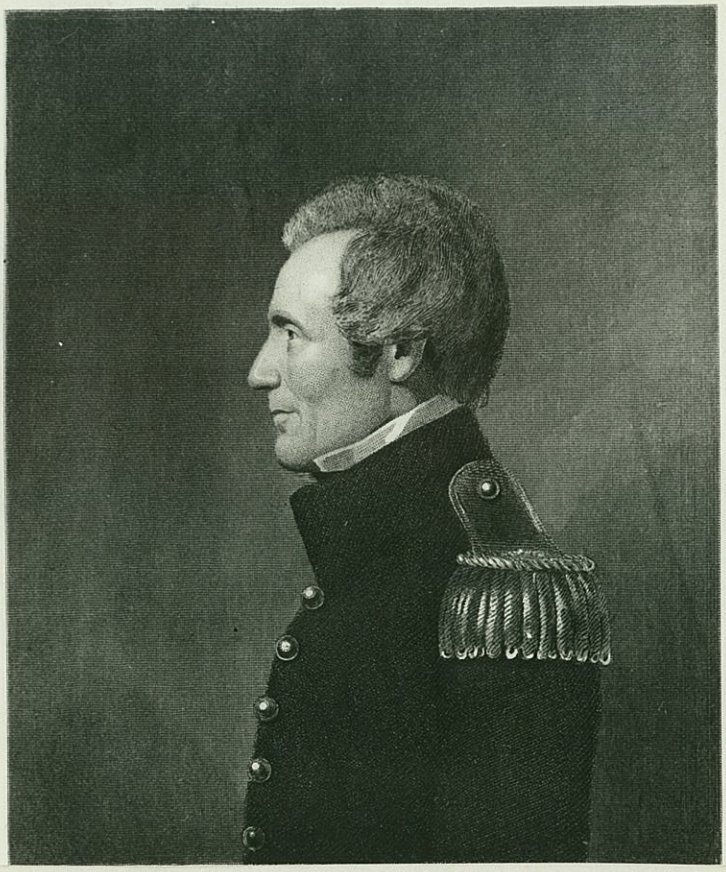
During the next thirty years the army was expanded and contracted as frontier problems and the French menace flowed and ebbed. Such rapid changes in an organization that was considered more or less a temporary expedient were not conducive to efficiency or morale. There was no incentive to produce officers or soldiers who were technically trained for battle or campaign. At the beginning of the War of 1812, the army was as heterogeneous and disorganized as in the period before Valley Forge, when Von Steuben had begun his work. West Point, which had been established in 1802, had graduated but 71 cadets, and these were so few and so young that their influence was negligible.

To train the new recruits who had been hurriedly assembled for the conquest of Canada, a New System of Discipline, based on French methods of drill, was adopted in 1813. The abysmal failure of this new army, even when confronted only by the Indians and militia of Canada, led Congress and the War Department to the realization that a permanent, trained, military force was indispensible, even in a republic. The climax of this inglorious chapter in our military history was written at Bladensburg, just outside of the national capital in August, 1814. Here, an American army consisting of 5,400 militiamen, 400 regulars, and 600 sailors and marines, fled in disorder before the approach of 1,500 British regulars. That the flight was unnecessary is seen in the casualty figures, for in

this battle for Washington only 66 casualties were suffered by the American force which numbered over 6,000. The resultant fall and burning of Washington proved to be a much needed lesson to those who thought that the defense of their nation could be left in the hands of hastily assembled, untrained militia.

As a result of the experiences of the War of 1812, Congress did not disband, completely, the newly constituted army, but provided for the retention of 10,000 men and a corps of engineers in the regular army. Plentiful funds were voted for armament and arsenals. A board of officers, composed of Generals Scott and Swift, and Colonels Fenwick, Cumming, and Dayton, was ordered to prepare a set of Infantry Drill Regulations based on the Rules and Regulations for the Field Service and Maneuvers of the French Infantry. This was the first work on infantry drill to be prepared by a regularly constituted board of American officers.

Unfortunately, the lessons of the War of 1812 were not long remembered and the army of 10,000 was ordered further reduced to 6,000. This force, dissipated among dozens of small frontier posts and receiving little aid or encouragement, improved itself as best it could by its own efforts and meager resources. In 1826, Major General Edmund P. Gaines induced the War Department to establish an infantry post at Jefferson Barracks, St. Louis, Missouri, for the purpose of organizing an Infantry School of Instruction. Here a large part of the infantry was assembled for training in the year 1826-27. Though the orighal plan had been to concentrate on the training of the infantry soldier, it was soon found that the officer must be trained first. During this period, then, we find the original Infantry



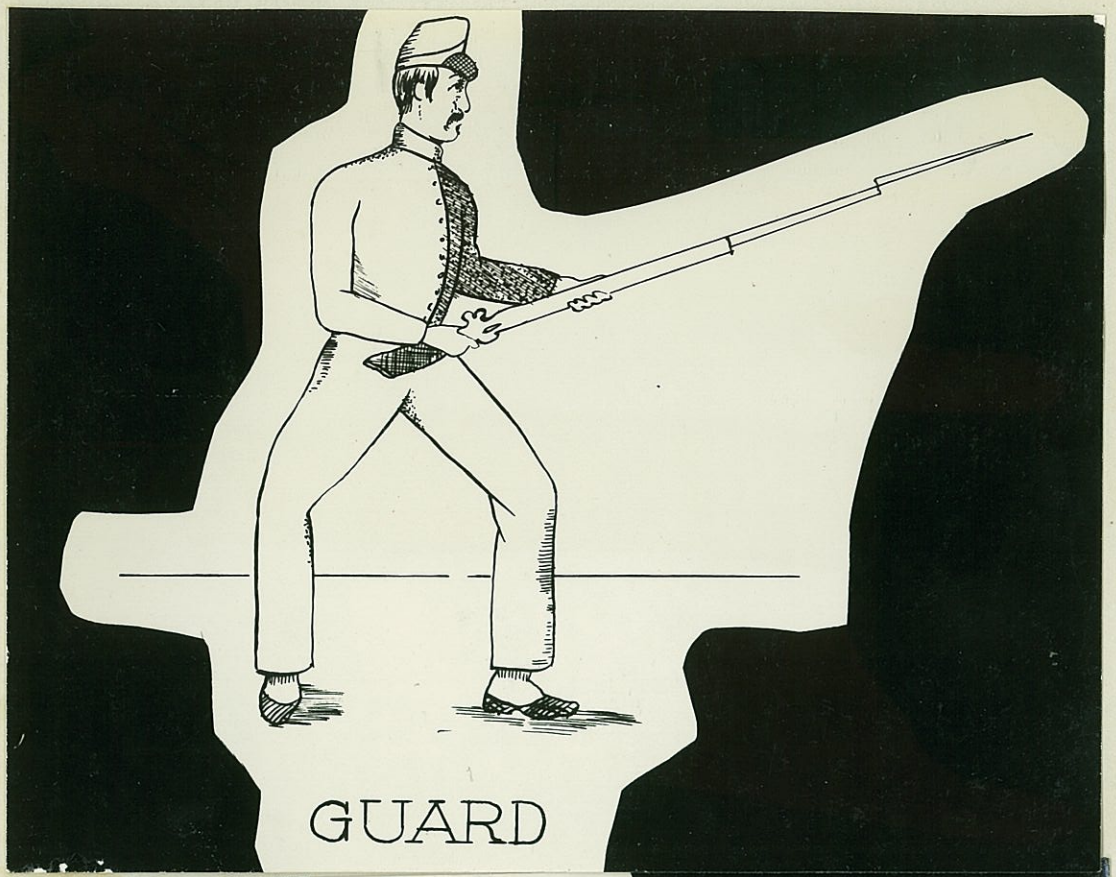
Edmund Pendleton Gaines

School devoted to the training of infantry officers.

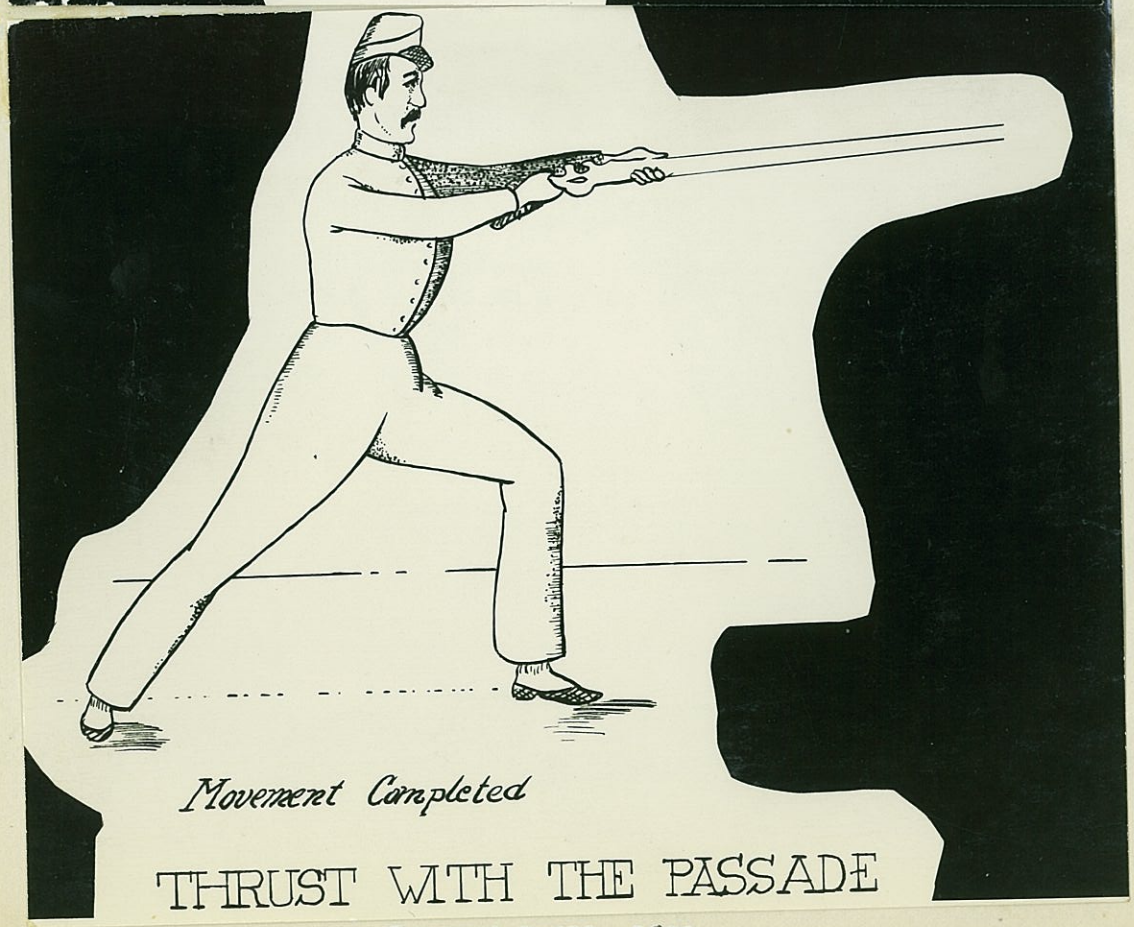
New Indian outbreaks soon forced the dispersal of the garrison to numerous small posts on the frontier. The withdrawal of troops and officers left the school without students and, although officially praised by the Secretary of War for its outstanding work, it was closed on November 24, 1828. Although its life was short and its training elementary, the Infantry School of Instruction was the first concrete expression of the hope for a special service school to teach the technique and tactics of the infantry.

The next few decades of our military development, filled with a succession of petty Indian wars and the Mexican adventure, did not provide much opportunity for infantry improvement. Units were too scattered and their energies too confined to tasks immediately before them to permit much thought to be devoted to the revival of the Jefferson Barracks experiment. Nor were the period of the Civil War and the years that followed conducive to a revival of the school idea. Military science found its only opportunities for development in the field with the troops themselves. The idea of service schools was ridiculed as impractical and visionary.

Improvements among the troops in the field were continuous, although slow. A steady stream of training literature flowed from the official presses. A Manual of Bayonet Exercise, translated from the French by Captain George B. McClellan, was printed "By Order of the War Department" in 1852. Noteworthy among the earlier publications was that of Captain Heth, 10th Infantry, which provided the first system of target practice for the army and which was adopted by the War Department in 1858. This was followed in 1860 by Rifle and Infantry Tactics and in 1861 by Infantry Tactics for the Instruction of The Infantry of the Line and Light



GUARD



*Movement Completed*

THRUST WITH THE PASSADE

Bayonet Drill, 1852.

Infantry Together with Bayonet Exercises. These works proved inadequate, and in the attempt to secure uniformity of instruction and tactics throughout the army, the Secretary of War ordered the adoption of Brigadier General Silas Casey's Tactics in 1863. This was superseded in 1867 by the adoption of Brevet Major General Emory Upton's Tactics, which was said to be the greatest single advance in infantry training since the original regulations of Von Steuben.

Marksmanship was also receiving its share of attention during this period. In 1872 there appeared Wingate's Manual of Rifle Practice, the work of an officer of the New York Militia. The first complete systematic course of instruction in rifle marksmanship was inaugurated in 1879. Drill regulations were again revised in 1891 and still again in 1896. In the latter year, a board of infantry officers produced a new manual of firing regulations for the recently-adopted magazine rifle.

In the meantime, a school of Application for Infantry and Cavalry was established at Fort Leavenworth in 1881. The influence of military development in Europe, particularly in Germany and France, is noticeable in the founding of this school. The course of instruction was primitive and elementary, but, nevertheless, it did provide the first formal military education available for many of the officers in the army. The prescribed course was to last two years. During the first year, the students were to learn "correct reading aloud, with care and precision with proper accent and pauses, to be heard and understood; writing, a plain hand easy to read, designed for the use of the party receiving, and not an exhibition of haste and negligence of the writer, especially the signature." To these were

added grammar, arithmetic, geometry, trigonometry, and history. During the second year, the students concentrated on purely military subjects, including signaling, field fortifications, outposts, international law, military law, and military operations.

From its elementary beginnings, the school at Leavenworth gradually assumed a role equivalent to the staff colleges of the European powers. A second institution was added to the slowly growing system of staff and service schools in 1892 with the establishment of a school for cavalry and field artillery officers at Fort Riley, Kansas. This was later divided into two separate schools, with the cavalry school at Fort Riley, and the field artillery school at Fort Sill, Oklahoma. The knowledge of the use of the cavalry and artillery arms was making rapid progress, and the esprit of both had become the envy of the infantry.

Yet the largest and most important of all arms of the service had no school. Long after the conclusion of the Spanish-American War and the Philippine Insurrection, the infantry remained under their shadows in the development of its tactical doctrine. Perfection in close order drill, individual known-distance marksmanship, the mechanical deployment and advance of skirmish lines, and a smattering of patrolling, were the criteria of "good" infantry. The machine gun, which was occasionally used during the Civil War and had proved to be of value in the Franco-Prussian War, was still a visionary weapon of the future.

Every officer, regardless of arm, felt qualified to command infantry in battle, but other arms were considered so technical and complex that the infantry officer could not comprehend them. It is no wonder that the esprit of the infantry was lower than that of the other arms and that

the knowledge of tactics was markedly deficient among infantry officers.

Despite the low state to which the infantry had fallen, the voices of those who cried out in protest against this apathy and pleaded for the establishment of an infantry school, had been ignored for almost a century. Not until 1907, when the School of Musketry was established at the Presidio of Monterey, California, was the first step taken which eventually led to the creation of The Infantry School and its establishment at Fort Benning.

## CHAPTER III

### The School of Musketry at The Presidio of Monterey, California

For eighty years after the infantry's first experiment at Jefferson Barracks, Missouri, in 1827, the pleas of the few persons who perceived the need for a permanent central school for the infantry had been in vain. During the latter part of the nineteenth century, and in the early years of the twentieth, the views of those officers who were advocating such an establishment were expressed in reports and in service publications. Their recommendations fell on deaf ears and made little impression on the army as a whole, and even less on the infantry itself. The attitude of the majority of the officers of the army, and particularly of the infantry, seemed to reflect the great American illusion that the prowess of our frontiersmen with the rifle gave to the United States a natural superiority over foreign countries. Unfortunately, the improvement in American marksmanship that accompanied the improvement in the service rifle fell off as urban centers began to displace the frontier and the farm as the principal source of army recruits.

The decline of rifle marksmanship in the Pacific Division, which included all troops in California, Washington, and Oregon, became a matter of grave concern to Major General Arthur MacArthur, who commanded the division from January 15, 1904 to June 30, 1907. Captain Frank L. Winn, aide-de-camp to General MacArthur, and inspector of small-arms practice of the Pacific Division, noted that "target practice was in a bad way. There were no target ranges. The fine individual marksmanship, for which the

General Arthur MacArthur
Commanding General, Pacific Division
January 15, 1904 to June 30, 1907

army was famous prior to the Spanish-American War, was in danger of being lost to the service."

To remedy this condition, Captain Winn was given the task of locating new ranges and improving existing ones, and of finding instructors for an intensive course of marksmanship which General MacArthur intended to introduce. "From this idea," said Captain Winn, "the plan developed into a school of experiment and theory in the use of the rifle in battle and of improvement, by testing, in the rifle itself." On the basis of a preliminary study, Captain Winn prepared a report outlining the features and organization of the proposed program, and this, after General MacArthur had secured the approval of the War Department, became the basis of General Orders No. 4, Pacific Division, February 21, 1907, which formally established the School of Musketry, Pacific Division, at the Presidio of Monterey, California.

The immediate object of the school was to raise the standards of marksmanship of the Pacific Division by giving to "selected officers and enlisted men a higher degree of theoretical and practical instruction in the use of small arms than it is practicable to obtain at posts, with a view to making them better instructors and thereby increasing the fire efficiency of the organizations to which they belong." The importance of this training was stressed by General MacArthur when he said that "the progressive development of mechanical skill has operated to produce such perfection in firearms that dexterity in the use of ballistic weapons has become the main element of battle. In other words, superiority of fire is now the first tactical principle, without which an army in the field may fail to accomplish decisive results even when inspired by energy and courage,

directed with ability and supported by the enthusiasm of the entire nation."

Although small-caliber, high-powered rifles had been in the hands of the infantry for many years, neither the limitations nor possibilities of these weapons, nor their influence on the evolution of infantry tactics, had been effectively explored. Into this relatively unknown field General MacArthur intended to probe, for his order states that "in the evolution of the school the scope of the work may take a wider range and include all subjects connected with small arms, ammunition and tactics."

As an instructional unit, the School of Musketry was to be autonomous within certain limitations, but as its personnel formed an integral part of the garrison, its administration, defined by special instructions from the headquarters of the division, was delegated to the post commander of the Presidio of Monterey. The school staff was to consist of an officer in charge and an assistant instructor, who was also to act as secretary of the school. The school troops were to consist of one company of infantry from each of the two departments of the division, and a machine-gun platoon. The student body, which was to be renewed quarterly, was to include two officers from each regiment of infantry, cavalry, and field artillery within the division; one enlisted man from each company, troop, and battery; and such additional officers and enlisted men as should be selected by the division commander.

Lieutenant Colonel Joseph Garrard, 14th Cavalry, was appointed officer in charge and principal instructor of the school, and Captain Frederick G. Stritzinger, Jr., 22d Infantry, assistant instructor and secretary. Company E, 14th Infantry, and the machine-gun platoon of Company C, 22d Infantry, were selected as the school troops and arrived at

Monterey about March 25th. The school was directed to prepare programs of instruction and to be in readiness for the first class by April 1, 1907.

At its opening, the school's curriculum provided for an intensive course in the theory and practice of the use of the rifle, revolver, and machine gun. The practical course for the rifle and revolver began with all classes firing at all of the ranges prescribed by the then existing regulations. This was followed by extensive experimental firing, which was one of the main elements of the course. The purpose of the latter firing was to develop a course in field firing. The ammunition allowances were most liberal, even for experimental work, with 1,000 rounds for the rifle and 500 rounds for the revolver provided for each officer and enlisted man. The theoretical training was to consist of a thorough study of existing small-arms firing regulations, a study of small-arms ballistics, and their relation to tactics, fire control and discipline, supply of ammunition in battle, and a limited study of the small arms of foreign nations. Lectures and recitations from approved textbooks supplemented this course.

In addition to the work with the rifle and the revolver, a special course was devised for the study of the technique of fire and tactical use of machine guns. Like the other courses, it included both theoretical and practical work, and had appropriate ammunition allowances.

As provided for in the general order, the school opened on April 1, 1907. The course began with preparatory training for and firing on the known-distance range. Since General MacArthur's order had particularly emphasized the importance of target practice in individual training, this phase of the instruction was carried out with an unprecedented attention

to detail, and every effort was made to develop each student to his maximum capacity as a marksman and as a potential instructor of marksmanship. The coach-and-pupil method of instruction was adopted, and its success was so evident that it has since become one of the basic methods of our military instruction.

With the completion of the known-distance firing of the rifle and revolver, work was begun with the machine gun. This consisted of a study of the nomenclature, functioning, and firing of the Vickers-Maxim machine gun, which had been newly purchased for this purpose, and the study of the nomenclature and use of the pack outfit by which the gun was transported.

The last part of the course was devoted to the development of field firing exercises. In this work, tactics and fire were combined for the first time in a regularly prescribed course. The development of an effective field firing course progressed so rapidly that it was made the subject of a special report in October, 1907, and later was incorporated into the small-arms firing regulations.

On June 30, 1907, when the Pacific Division was discontinued and General MacArtnur was transferred elsewhere, the School of Musketry became a departmental school. For a time, attendance at the school was restricted to members of regiments in the Department of California, which included the Hawaiian Islands, but a short time later, members of organizations in the Department of the Columbia, exclusive of Alaska, were again permitted to attend. A change in commandants of the school occurred in the same year, when Major George W. McIver, 20th Infantry, replaced Colonel Garrard.

The work of the school was of such a high order and had attracted so much attention, that higher officers gradually came to the realization that a similar school on a national scale would be of tremendous advantage. On January 25, 1910, the War Department requested a draft of a set of regulations for a musketry school to be established at Fort Sill, Oklahoma. In September of the same year, Major McIver was ordered to Fort Sill for the purpose of reporting upon its suitability as a location for a national school of musketry. Inquiries were also being made at Fort Leavenworth to determine the suitability of the latter post for the same purpose.

On July 1, 1911, Lieutenant Colonel Samuel W. Miller, 25th Infantry, succeeded Major McIver in command of the school, and continued the search for an adequate location for a new school. On the basis of many inspection trips, he strongly recommended Whipple Barracks, at Prescott, Arizona, as the most advantageous site. The War Department, however, had tentatively selected Fort Sill as the permanent location of the school, principally because of its central geographical location, and also because the artillery school of fire was located there.

The decision was finally made and the order for the discontinuance of the School of Musketry at the Presidio of Monterey and the transfer of its personnel, equipment, and records to Fort Sill issued on December 19, 1912. Colonel Miller inaugurated the move in January, 1913.

The contribution of the School of Musketry at Monterey was not so much in the number of officers and men who were trained there, for the average class included only 8 officers and 75 enlisted men, but rather in the experiments and new doctrines which it fostered, and which were to make a profound impression upon the future training of the army.

The lack of effective training during that period is commented on by Lieutenant Colonel William P. Evans, a general staff officer, who wrote that:

> The organization of this school is the most hopeful sign of a practical awakening that we have given in years .... We ought to look at facts squarely in the face. "Know thyself" was the Greek estimation of the summit of wisdom. It is wrong to deceive others; to deceive ourselves concerning matters of vital importance is both stupid and criminal. Here we are--we are prepared to, and probably can shoot the best match in the world, in school or parlor shooting at bull's-eye targets and known distances, but in everything that concerns the practical instruction and training of our infantry for shooting under service (battle) conditions, we have been asleep on the trail of military progress for twenty years, while our neighbors have been as busy as hunting dogs on the first day of the open season.

One of the school's main objectives was to raise the standards of marksmanship of the troops in the department and division. The results of its efforts in this direction were noticeable within the year following the founding of the school, during which the standard of firing proficiency in the Department of California was increased by seventeen percent. "It is further significant," wrote Major General Thomas H. Barry in his annual report as commander of the Department of California, "that regiments most closely associated with this school are among the leaders, and this department has stood first in target practice for the two years, 1908 and 1909." During the progress and evolution of the school, the course on target shooting, though still of primary importance in the training of the individual, was gradually forced into the background by the extension of research into other fields, and was finally omitted from the curriculum.

A Class of the School of Musketry 1909.

Among the tasks assigned to the school was that of developing a system of field firing. The problem was not an easy one, for the army had never made an adequate study of fire tactics and the only sources of information on the subject were foreign. The old formal exercises at known distances were of little or no value in the development of the new idea. In the field firing methods evolved by the school, maneuver and fire were combined in problems which tested the skill and leadership of commanders as well as the marksmanship and discipline of the men. Principles for field firing were developed, and a great amount of valuable ballistic data, including tables of probabilities of hits, and lateral and vertical dispersions, compiled as a result of extensive experiments.

A second major contribution of the school was its experimental work with the tactical use and unit organization of the machine gun. Tests were made of the Vickers-Maxim, the Gatling, and the Benet-Mercier machine guns. Although the Vickers-Maxim, a British gun, was the most accurate and was the gun used in the majority of all tests and experiments, its extreme weight, 800 pounds with all equipment, limited its usefulness. The Benet-Mercier air-cooled machine gun, of French manufacture, was finally adopted and continued in use until replaced in 1918 by the Browning. This latter gun was a product of the genius of John Moses Browning, one of America's outstanding inventors in the field of fire arms.

In tactical tests, indirect machine-gun fire was employed against targets on reverse slopes, "canopy fire" was delivered over the heads of advancing infantry, and antiaircraft fire at kites, to simulate airplanes,

experimented with. Although frowned upon by the more conservative elements of the army, there is little doubt that these early experiments were of great value in accelerating the training of machine gunners during the First World War.

Although its life was relatively short, and the total number of students enrolled was not large, the school of musketry had a lasting and beneficial influence on the army. Its value cannot be measured by the number of its graduates, but rather by the impetus which it gave to standardizing and improving infantry training.

## CHAPTER IV

## The School of Musketry and The Infantry School of Arms at Fort Sill, Oklahoma.

The transfer of the School of Musketry to Fort Sill, Oklahoma, and its new status as a national service school, sponsored by the War Department, appeared to present a favorable opportunity for further developing and increasing the scope of usefulness of the institution. Fort Sill, with its 54,000 acres of military reservation, seemed to assure ample firing and maneuver areas, and the existence at the same post of the School of Fire for Artillery also seemed to assure the utmost in co-operation between the Field Artillery and the Infantry. But at the very moment of seeming success, all hopes and plans for the immediate future were brought to a sudden close.

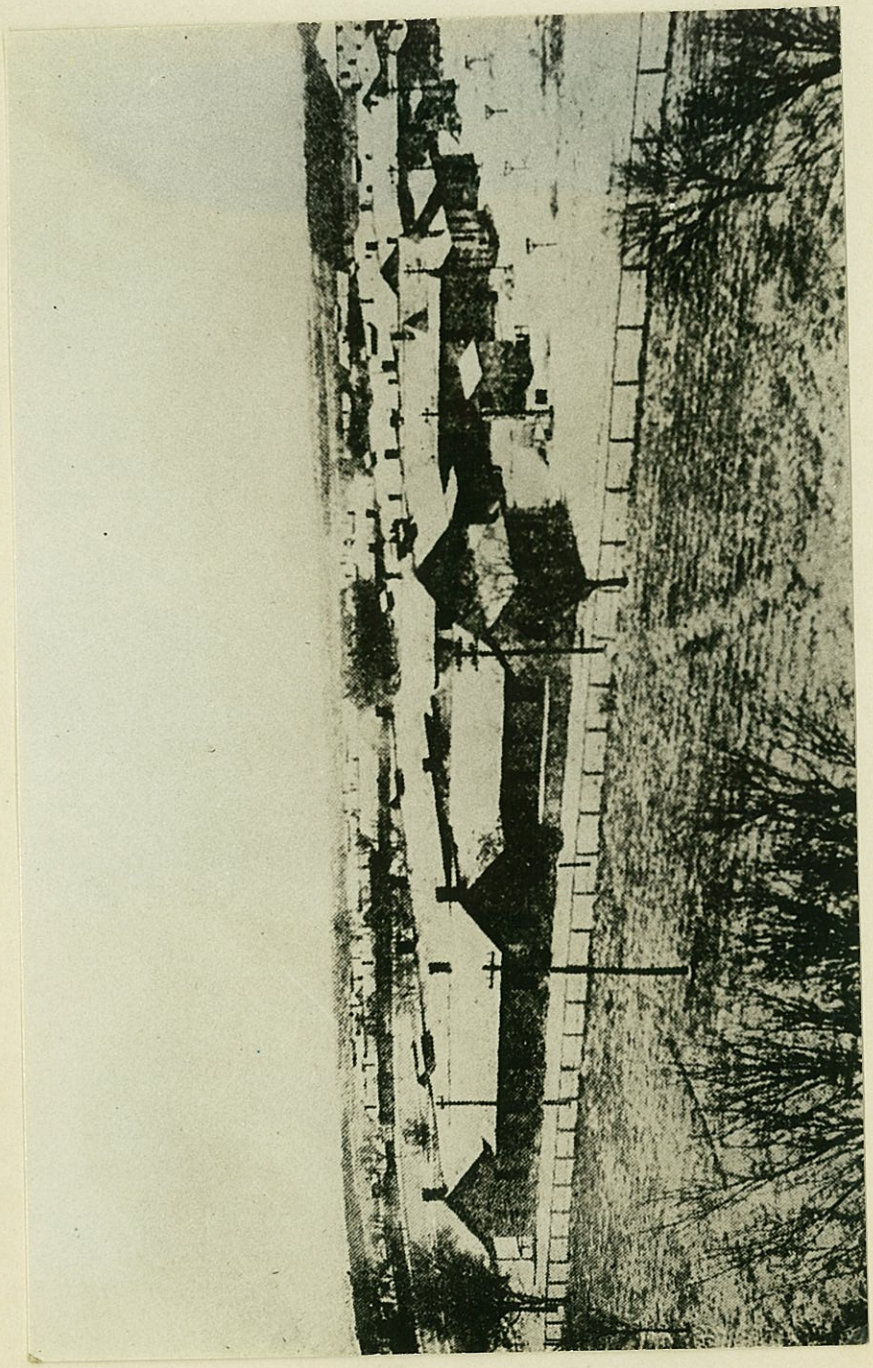
The school staff had hardly reached Fort Sill early in 1913, when an acute crisis developed on the border between Mexico and the United States. To meet the situation, a large proportion of all combat troops of the regular army within the United States was ordered to concentrate at Texas City and Galveston to form the 2d Division. Among the troops included in this order was the Fort Sill battalion of the 19th Infantry which had been selected as the demonstration unit of the School of Musketry. The concentration of large numbers of troops on the border, including the Fort Sill school battalion, made it necessary for the War Department to postpone sending students to the new School of Musketry. It was hoped that the suspension of the activities of the school would be temporary, but the Mexican crisis took on a graver aspect day by day. On

February 17, 1913, Colonel G. W. Miller, the commandant, was placed on detached duty and ordered to Galveston. The remainder of the school personnel, except for Lieutenant W. C. Short, secretary, Lieutenant R. W. Sears, ordnance officer, and four enlisted men, returned to their various regiments. The school now existed in name only.

The War Department, however, had no intention of permitting its newly established service school to disappear. Paragraph 458 of Army Regulations was amended on ~~July~~ June 7, 1913, to include the School of Musketry among the recognized service institutions. In the same year, on June 9, Bulletin 19 announced that the school would be officially known as the School of Musketry and would be administered as a part of the command of Fort Sill.

Colonel Miller returned to Fort Sill late in June and was soon ordered by the War Department to proceed to Europe to inspect similar schools there. He submitted his report in October, 1914, together with a draft of regulations for the school at Fort Sill. The course which he proposed dealt almost entirely with the technique of weapons and did not include the study of tactics or other subject matter.

The suspension of school activities during 1913 and 1914 was not intended to be permanent. A favorable opportunity to resume instruction eventually developed in connection with the return of the Vera Cruz expedition in November, 1914. The supporters of the school became active at once, and presented to the War Department arguments concerning the advisability of reopening the school without delay. Captain H. E. Eames, president of the musketry board of the 5th Brigade at Galveston, wrote to Major G. B. Duncan, of the general staff, urging the revival



Fort Sill, Oklahoma
(From an old photograph)

of the school, and Lieutenant Short, secretary of the School, urged his views on Major C. S. Farnsworth at Washington.

On January 28, 1915, Colonel R. M. Blatchford was appointed commandant, and Captain Eames assistant commandant the following month. Colonel Blatchford went at once to Fort Sill, while Captain Eames was placed on temporary duty with the war-plans division of the general staff to prepare a draft of new regulations for the school. The first class of 137 non-commissioned officers began their work on February 20, 1915.

The new regulations, drawn up by Captain Eames on the basis of Major General Leonard Wood's recommendations, were published by the War Department in General Order No. 28, 1915. It stated that the purpose of the school was "to train officers for their important duties as fire leaders in battle and to provide trained instructors for regimental schools of practical musketry."

The personnel of the school was to consist of a commandant, an assistant commandant, a secretary, a statistical officer, a range officer, an ordnance officer, departmental directors, and instructors. The directors were to be assigned to the two departments of the school, the department of small arms and the department of machine guns. The number of instructors was not stipulated, probably in order to permit an increase in the faculty if the development of the school should make it necessary.

In addition to instructors and administrative personnel, provision was made for a school detachment of enlisted men and civilians to assist in the instruction, administration, and maintenance at the school. The assignment of an organization of specialists to the exclusive control of the School of Musketry was a definite improvement which has been continued

in successive schools to the present day.

School troops were to consist of regular organizations assigned to the school to perform guard, fatigue, demonstrations, and other duties. The troops used for demonstration purposes were to be trained under the orders of the commandant of the school rather than under the heads of their own respective arms of the service.

The school was to offer six different courses to its student body, as follows:

1. Field officers of infantry and cavalry (small arms and machine guns).
2. Captains and 1st Lieutenants of infantry and cavalry (small arms).
3. Lieutenants of infantry and cavalry (machine guns).
4. Noncommissioned officers of infantry and cavalry (small arms).
5. Noncommissioned officers of infantry and cavalry (machine guns).
6. An observation course for general, field, and staff officers not belonging to the infantry or cavalry.

Outstanding as was the new school, there were some very noticeable omissions in the order defining its activities. It failed to provide for tactical instruction other than the elementary and fragmentary tactical situations contained in field firing exercises, thus emphasizing the army's lack of understanding, even as late as 1915, of the necessity for a school for the tactical training of infantry officers. In addition, the school was not an infantry school, but a school for both infantry and cavalry. This was an improvement over the original School of Musketry at the Presidio of Monterey, which was open to all troops equipped with small arms, but was still a long way from a school for the specific training of officers and men in infantry technique and tactics.

During the latter half of 1915, work progressed in the organization of the school and in the training of the school detachment. An experimental class, composed of the noncommissioned officers of the school detachment, was opened in the fall of 1915 to test the new curriculum and to train these noncommissioned officers as assistant instructors. But again, the development of the school was interrupted by factors outside of its control. Although it was ready to receive classes, conditions on the Mexican border were so uncertain that active units were unable or unwilling to release officers for training. A group of 137 noncommissioned officers was ordered to Fort Sill on February 20, 1916, for that purpose, but even these were recalled to their units prior to the completion of the course, and all instruction at the school was suspended.

Regular classes were not held again until February, 1917. The intervening time was used to perfect personnel in the methods and content of instruction, and the revision of the school texts. The World War was by this time well within its third year, and the lessons of actual combat were beginning to filter back to this country. The school's instructional material was now carefully revised to take these lessons into account.

On February 6, 1917, a new class of noncommissioned officers was ordered to the School of Musketry for a sixteen-week course which was to be devoted primarily to the study of machine guns. This class totaled 150 men, all sergeants, and was divided into four sections, with each section studying exclusively one gun, the Lewis, Benet-Mercier, Maxim, or Vickers. Each section fired a long series of problems, as well as engaging in the study of functioning and ballistics. There were also com-


This building was Infantry School Headquarters,
Fort Sill, Oklahoma, from 1913 to 1917.

plementary courses in signal communication, grenades, reconnaissance, and the use of instruments.

In the spring of 1917, a class of National Guard field officers completed a course of instruction. This class was given theoretical and practical work in infantry tactics and technique beginning with the individual soldier and including the squad, section, platoon, and company. Special attention was given to direction and control of rifle fire to include the platoon. The students were given instruction also in the firing of the Maxim, Vickers, Colt, Lewis, and Benet-Mercier machine guns. Squads of the class rotated from gun to gun, firing problems and demonstrations in direct and indirect fire. Field artillery technique was used and adapted to the machine gun.

While these classes were in progress, war with Germany was declared. Colonel Blatchford, the commandant, immediately inquired of the War Department what was expected of the school during the war. The reply stated that the School of Musketry would be used to train competent instructors on the basis of one for each regular infantry and cavalry regiment, and also would be expected to train an undetermined number of National Guard and reserve officers. The courses for enlisted personnel were to be suspended following the graduation of the class then undergoing instruction.

On July 23, the War Department officially informed the commandant that the school was to be reorganized into The Infantry School of Arms. The change in the status of the school, inherent in the new name, meant that for the first time the Infantry was to have a separate school devoted to the training of its own personnel. In addition, it was a recognition

of the fact that infantry arms were rapidly developing and multiplying and that the rifle no longer could be considered as the basis for the name of a service school. The Infantry, at last, had attained maturity, a status equal in rank to that of the other arms.

The Infantry School of Arms was to be organized into four major divisions, to be known as the small-arms, machine-gun, engineer, and gas-defense departments. All departments, except that of gas-defense, were divided into several sections. The small-arms department, for instance, had four sections - grenades, bayonet, musketry and pistol, and automatic rifle. Instruction in the one-pounder (37-mm gun, model 1916) was given by a separate section of the machine-gun department. Students at the school were not to take a general course, but were to concentrate on one specialty in order that they might act as instructors in that weapon when they returned to their organizations. The gas-defense department had no separate group, for the completion of its course was required of all students. With the exception of instruction in the machine-gun, the courses were to last one month. Instruction in the machine gun was to last two months.

Although the old School of Musketry was now almost completely transformed in name, scope, and nature of instruction, further changes and expansion in curriculum were being considered by the War Department. The commandant was instructed to submit to The Adjutant General, by September 30, a plan for the establishment of two schools to take the place of the Infantry School of Arms; one to be essentially a machine-gun school, and the second a school of all other infantry arms, each capable of training 500 officers and 5,000 enlisted men per month.

The first class of the new Infantry School of Arms assembled on August 20, 1917. Classes followed one another at regular intervals during the next year; except for the two-month machine-gun course, all lasted a single month. During July, 1918, the officers commissioned in the infantry and cavalry from the United States Military Academy class of 1919 (graduated in June 1918) were sent to the school for a composite course. Upon graduation, fifteen members of this class were retained as instructors and the remainder sent to various regiments.

During the fall of 1917, the first of several foreign military missions arrived to supplement the corps of instructors. These missions, composed of officers and noncommissioned officers of the British, French, and Canadian armies, were experts in one or another of the various specialties taught by the school. Except for an occasional lecture to the student body during one of the evening periods, the members of the missions acted as advisors and instructors of the American faculty of the school. The French worked primarily with the instructors in grenades, one pounders, and field fortifications; the Canadians with the instructors in mortars; and the British with the instructors in the machine gun, automatic weapons, and bayonet. The work of the British with the machine-gun and bayonet groups was particularly valuable, and resulted in a marked improvement in those courses.

When the Infantry School of Arms was organized in compliance with instructions of the War Department of July 23, 1917, it had been intended to separate the machine-gun course from the Fort Sill institution and establish a machine-gun school at some other location. The ever increasing congestion at Fort Sill and the demands of the army for more and more

Barracks of The Infantry School
Troops at Fort Sill, Olkahoma.

machine-gunners made some definite action imperative.

Early in May, 1918, orders were received from the War Department directing that the machine-gun department at Fort Sill be discontinued in June and transferred as a unit to Camp Hancock, near Augusta, Georgia. The new machine-gun school was to be a huge center capable of training 20,000 to 30,000 men at one time.

The first class at the new school opened on June 17, 1918. As the summer wore on, Camp Hancock's importance in the general training scheme of the army became so important that no officer replacements for machine-gun units except graduates of the school were sent either to divisions in the United States or overseas. The demand for trained personnel became so great that it was finally necessary to institute night classes. The British mission, which had been so helpful at Fort Sill, took an active part in the instruction of these classes, and its work during this period of great stress received the highest praise from the American officers directing the school.

Meanwhile, although the war had been going on for a year, the Infantry School of Arms at Fort Sill did not as yet include a course in rifle marksmanship. The rifle training of the troops sent to France had been found to be unsatisfactory and General Pershing requested the War Department to remedy this condition. The lack of adequate ranges and the generally crowded conditions at Fort Sill prevented the establishment of an adequate marksmanship course there. It was therefore decided to establish a new Small-arms Firing School at Camp Perry, Ohio, which probably had the finest target ranges in America. This school opened on June 10, 1918,

under the command of Colonel M. C. Mumma, Cavalry, and was staffed primarily by civilian rifle experts. A student body of approximately 1,200 was graduated monthly, and in all some 6,000 officers were trained there. The object of the training was to develop competent instructors in marksmanship.

Even the transfer of the machine-gun school at Camp Hancock and the establishment of the small-arms school at Camp Perry instead of Fort Sill did not sufficiently relieve the congestion at the latter post. To correct this situation, the transfer of the Infantry School of Arms to another location was considered mandatory. On May 27, 1918, a board of officers was appointed "for the purpose of selecting a site for the Infantry School of Arms and formulating plans whereby the school may be moved to its new site with the least interruption of its functions."

On September 18, 1918, the War Department ordered that the Infantry School of Arms, with all personnel, property, and equipment be transferred to Columbus, Georgia, by October 1. At about the same time, similar orders were issued to the Small-arms Firing School at Camp Perry. This move ended the Fort Sill period of the school.

## CHAPTER V

## The First Establishment of Camp Benning

## 1918-1919

The establishment of The Infantry School at Camp Benning has been called a miracle, the bringing to pass of the impossible, the living presence of something that could not happen. The early history of organized training for infantry officers shows that almost every time a school began to function with some degree of efficiency and to operate as those who first outlined its scope had planned, a war broke out and it was necessary to suspend a part, if not all, of the school's activities. The establishment of The Infantry School at Camp Benning followed this pattern in reverse. It was the armistice, not the outbreak, of World War I, that called a halt in the construction of what was to be the largest and most complete infantry school in the world.

Immediately prior to the establishment of The Infantry School at Camp Benning, there were American infantry schools both in this country and in France. There was a School of Small Arms at Fort Sill, Oklahoma, which was also the location of the Artillery School, and there were two smaller branches of The Infantry School in other camps in this country. In France, 14 army schools had been created in and near Langres for the training of general staff officers and instructors for corps schools. These officers were indoctrinated according to the fundamental idea of American combat methods. But the casualty figures of the infantry as compared with those of other arms proved that the total instruction given to infantry officers before and during the war was "too little and too late."

While the war was in progress, it was clearly apparent that the army must have an infantry school at which officers and, through them, enlisted men, would receive the training recommended by General Pershing in his famous cable to the War Department on October 21, 1917:

> Recommend that instruction of divisions in the United States be conducted with a view to developing the soldiers physically and in knowledge of sanitation, inculcating high standards of discipline, producing superior marksmanship both on the range and in field firing exercises in large bodies. Close adherence is urged to the central idea that the essential principles of war have not changed, that the rifle and bayonet are still the supreme weapons of the infantry soldier, and that the ultimate success of the Army depends upon their proper use in open warfare.

At that time, however, adequate facilities for imparting such training were not yet in existence. The commander of the AEF was not the only one who recognized the need for an infantry school. While doughboys of the 23d Infantry (3d Brigade, 2d Division) were involved in trench warfare in its most highly developed state in the sector just south of Verdun (March 17, 1918 to May, 1918); while they were blocking the road from Chateau - Thierry to Paris (June, 1918) and assuming the offensive to take the Bois de Belleau and the Bois de la Roche; while they were breaking the German line on the other side of the Foret de Retz (July, 1918), training in between times in the open under shellfire ~~in freezing weather~~ to give inexperienced replacements the knowledge they must possess; in short, while they were passing through every phase of World War I warfare from rencontres in the open fields to temporary stabilization after successful assault, their Commander, Lt. Col. Paul B. Malone, was reaching this conclusion, which was made known to our War Department in Washington:

> The great outstanding lesson for the future is this: Success on the field of battle without sacrifical losses is possible only by close adherence to a fundamentally correct doctrine of combat carefully taught at centers of instruction of sufficient extent and diversity to permit all the lessons of war to be illustrated in extensive maneuvers of all arms of the service working in harmony with the doctrine; and losses of American lives in action will bear a close but inverse ratio to the extent to which training of infantry in time of peace is given to the leaders of infantry units.

The construction of another Infantry School of Arms had been under serious consideration by the General Staff of the War Department since the early spring of 1918. They thought of it, however, as a wartime project made necessary by the overcrowding of Fort Sill, which was an artillery school as well as an infantry school. In the latter part of May, 1918, as directed by Special Order #119, a board headed by Colonel H. E. Eames, Commandant of the Infantry School of Arms at Fort Sill, and consisting of Lt. Col. Charles E. Reese, Infantry, Major Thomas A. Lowe, M.R.C., and Lieutenant George Van W. Pope, Infantry, instructors at this same school, were sent to Columbus, Georgia, Fayetteville, North Carolina, Knoxville, Tennessee, and Oklahoma City, Oklahoma to inspect prospective camp sites for this new project.

Many estimates for construction of camps in various localities were sent to the Secretary of War for approval, but the recommendations for establishing The Infantry School near Columbus outweighed all other recommendations. Some places, like Fort Keough, Montana; the Pole Mountain Reservation, Wyoming; Fort Wingate, New Mexico; and Camp Lewis, Washington, were ruled out because they were too remote from centers of population, too far from a center of military activities (which would involve a high operating cost in transporting personnel and material), had

unsuitable terrain for the varied needs of infantry training, and would be impractical for year-round use because of their severe winter climate.

Camp Bragg, Fort Knox, and Fort Sill were eliminated because they were all artillery posts and artillery training centers; then accommodating six, nine, and three regiments of field artillery, respectively. There was no room at any of them for The Infantry School. In fact, the reason The Infantry School of Arms was looking for a new home in the first place was as much because there was no longer room for it at Fort Sill as it was that The Infantry School itself needed a large area wholly suited to its own purposes. The field artillery was perfectly justified in demanding the entire space at Fort Sill because, under the National Defense Act, the artillery arm had been increased from six to twenty-one regiments.

This added field artillery strength necessitated the use of Camp Bragg and Fort Knox as Artillery Training Centers, and although on May 21, 1918, the Board of Officers headed by Colonel Eames had considered the site near Fayetteville, North Carolina, superior to any of the other sites, they had also approved the site near Columbus, Georgia, in case their first choice should prove impracticable. When the Secretary of War approved the Fayetteville site for field artillery training, Columbus became the logical site for The Infantry School.

The reasons for selecting the Columbus area were many and convincing. The two principal considerations were <u>diversified land</u> and <u>relatively moderate climate</u>. At the site near Columbus 250,000 acres were available, an area which would permit a modern battle to be staged in all of its successive phases, and the climate was not unbearable at any time through-

out the year. The site near Columbus was chosen only after nine separate military boards, seeking locations during the war for sites for special work in their different branches of the service, had approved this general location either as their first or second choice for the site which they were under orders to locate.

The citizens of Columbus were active in efforts to have a camp located in the vicinity of their city during the war. Ever since early in 1917, they had tried to induce the government to locate a training camp of some sort near Columbus. Almost simultaneously with the declaration of war with Germany in April, the Columbus Chamber of Commerce, the local newspapers, and other groups of citizens inaugurated a movement to bring a cantonment to Columbus.

About the middle of May, following the appearance of newspaper statements that the Southeastern Department would be one of the most important training areas, the Chamber of Commerce sent requests to Washington and to Major General Leonard Wood - then in command of the Southeastern Department, with headquarters at Charleston - to have military representatives visit Columbus for the purpose of selecting a suitable camp site near the city. A few days later, the Chamber of Commerce sent a committee to Charleston to interview General Wood, and to present to him certain information about Columbus which it had compiled. This delegation was the first of a dozen or more which were dispatched on similar errands to Washington, Atlanta, Charleston, and other places, and whose activities continued sporadically during the remainder of the year.

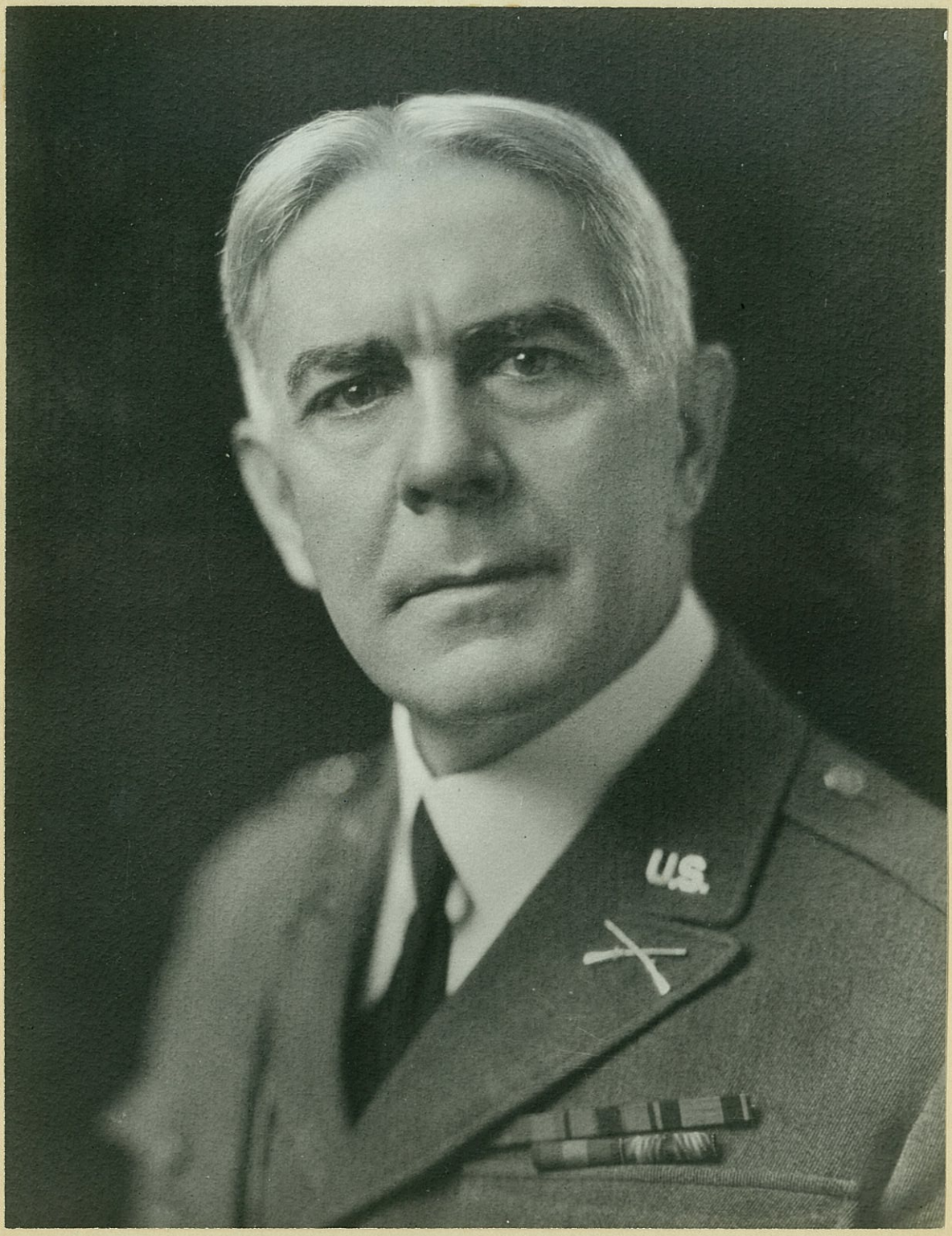
After months of preliminary investigating and reporting on land suitable for the establishment of The Infantry School - which had overflowed into Camp Perry, Ohio, and Camp Hancock, Georgia, from its cramped, unhappy quarters as the now unwelcome guest at the Field Artillery's Fort Sill - decision was finally made by the War Department on September 12, 1918 to transfer all three sections of the school to to Camp Benning, Georgia.

Exactly two months before that order, (July 12, 1918) Majors Solomon and Gibbs, Construction Division, had visited the area with orders to select a building site for a cantonment for about 30,000 officers and men which would be suitable for any one of the many schools for which the vicinity of Columbus had been recommended, or any combination of such schools. After examining the site selected by the several other boards, and having in mind economy of time and construction, as well as the necessities of the schools, they selected a building site three miles east of the city of Columbus, and lying between two main railroad lines. No definite decision as to what to build and where to put it had been made, however, when on September 20, 1918, the Construction Division was notified that the Infantry School at Fort Sill, Oklahoma, was under orders to move to Columbus and that the troops would probably arrive there on or about October 1st.

That was fairly short notice for Major J. Paul Jones, who had been selected as Constructing Quartermaster of this new project. He was in Washington working on the plans and estimates for the school when he was notified by Lt. Col. Chamberlain, Chief of Section "A", that troops were enroute to Columbus, Georgia, and that, although no money allotment has been made, and the project had not been formally approved by the Secretary of War,

shelter and facilities must be arranged for the troops. Caring for a number of troops without proper authority to expend money was a matter of considerable concern, as it was estimated that it would take $100,000 to construct the necessary mess halls, tent frames, latrines, bath houses, and water supply installations for the 1,200 men. However, a civilian construction company told Colonel Chamberlain that it would undertake the construction of this temporary camp and wait for payment until proper authorization had been obtained. This offer was accepted.

On September 21, 1918, the newly appointed constructing quartermaster left Washington. He had wired the head of an Atlanta plumbing and electric company to meet him on his arrival at Atlanta in order to take up the matter of electric and water supply at the proposed camp and to save valuable time in locating the necessary materials which were difficult to secure during that period. When he arrived in Atlanta at noon on the 22nd, Major Jones purchased a carload of pipe and materials, but the exact size and quantity needed could only be vaguely estimated, as neither the exact location of the camp nor any of the other requirements were known to him at that time, and only meager information of the city of Columbus was obtainable. In the afternoon, while he was rushing around Atlanta locating materials and wiring all Columbus lumber merchants to meet him in their city that night, the only local train to Columbus pulled out - an indication of some of the troubles that were ahead of the harassed constructing quartermaster. How he met them is indicated by the fact that he hired an automobile and finished the trip in speed and style. The party arrived in Columbus at 10:00 A.M., September 23, 1918, and at that moment Camp Benning and The Infantry School emerged from the idea chrysallis and became a working reality.




Colonel Henry E. Eames
Commandant, The Infantry School
September 23, 1918 - April 22, 1919

Colonel Eames, who was in charge of the post, began immediately to confer with Major Jones and lay plans for the camp. The situation was not so bad as it had at first appeared to be. Instead of having to prepare for 1,200 men, it was necessary to prepare for only a few hundred who would arrive in a week or ten days. The remainder would follow shortly thereafter. A tentative tent camp plan was drawn up and provision made for a number of mess halls, latrines, bath houses, tent frames, etc., standard Construction Division structures of that time being used throughout the camp.

The lumber dealers were the first to receive consideration, after it was realized that practically one million feet of lumber would be needed. At first, they insisted upon $35.00 per thousand as their lowest price, and stated that they could not meet the emergency price of $30.00 per thousand which prevailed throughout the South on local purchases. However, their desire for the business that an army post promised induced them to meet the lower price, and as soon as this agreement had been reached, a local lumber company was authorized to get all lumber possible immediately and to arrange for teams and trucks to start hauling the next morning.

The first few days of construction were full and difficult. Not only was it necessary to secure material for the camp, but also the laborers to build it. The press was a great help in this emergency. One newspaper gave striking publicity to Major Jones' appeal for men and materials, and requested that all citizens cooperate on the construction work of the temporary camp so that it would be ready for troops as soon as possible. Both the common and skilled labor pool had already been fairly well drained of its workers who had been building various camps throughout the South,

so it was no easy task to get together the five or six hundred men required to complete this camp in time for the troops.

With the campaign to secure laborers begun, the immediate problem to be solved was not who was to build the camp, but where it would be built. A site was finally selected and surveyed, and a topographical map made of some 150,000 acres, which was at that time the estimated acreage for the school. It was decided that the temporary camp should be built near the western boundary line of the area in order to carry on construction without interfering with the operation of the school, as well as to keep troops from interfering with the construction forces. The site chosen contained about 84 acres and was situated on the Macon Road about three miles from the heart of Columbus, and within less than a mile from the city water supply, street car service, and other facilities.

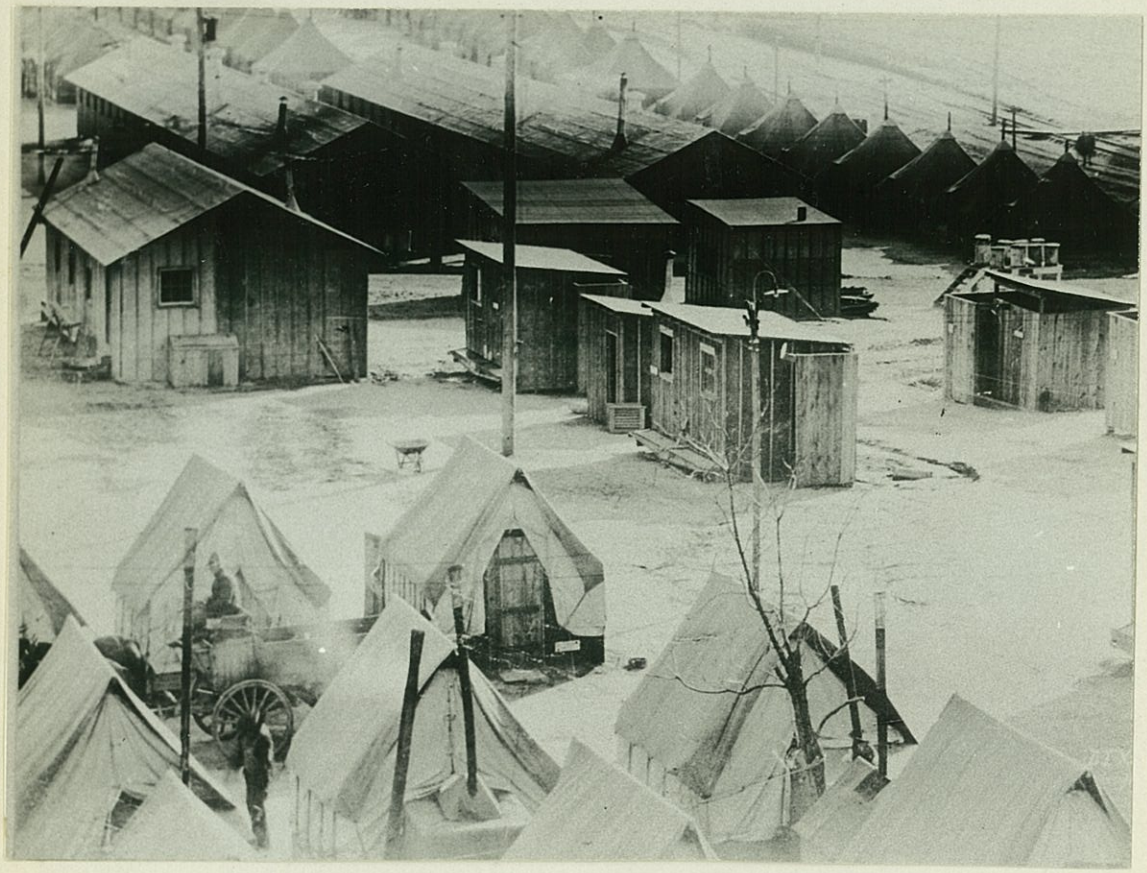
The Chamber of Commerce of Columbus arranged for a six months lease on the chosen property, paying the owner $1,000. The government, however, was to pay for all damage to existing buildings, the majority of which had to be torn down. Colonel Eames, Major Jones and the owner, Mr. Alex Reid, agreed upon a settlement of $2,000 for all damage which would accrue, which amount was paid by the company supplying the lumber.

The engineer officer in charge had been given instructions to stake out the camp immediately. Two survey parties completed this work by 9:00 A.M., and at 10:00 A.M. the laying of water mains up the Macon Road to the temporary camp site was commenced. The first load of lumber arrived at the same time with a crew of one hundred men who immediately started the erection of the first mess hall. By noon, some two hundred men were on the job.

The entire city of Columbus organized through the ever-active Chamber of Commerce and other civic organizations to help build the temporary camp. They went out and rounded up laborers, and saw to it that all lumber and mill orders from civilian sources were set aside and that orders pertaining to the camp were given priority.

The first Sunday on the job, the results of the newspaper appeals became evident. Some 40 trucks were loaned to the Government to haul lumber and materials to the camp site that day. Every man in the city of Columbus who had a truck sent it to headquarters with the request that the truck be worked as a pure donation, or at a very nominal rental, just enough to cover the pay of the driver. In many cases, the truck owners themselves reported as drivers in order to help as much as possible. This cooperation on the part of the citizens of Columbus was of great help to the constructing quartermaster, who might otherwise have found it impossible to secure the trucks, only a few being available for hire. The job proceeded rapidly, the 40 trucks hauling on that Sunday some 400,000 feet of lumber. On Monday about 600 men reported for work. The job then was as far advanced as if it has been organized 30 or 40 days.

On September 25th, an expenditure of $100,000 was authorized "to provide accommodation for troops at Columbus, Georgia". Also, steel for a four mile railroad had begun to arrive. This was for the semi-permanent cantonment, which had not yet been authorized, but on which authorization was expected daily, so steps had been taken by the



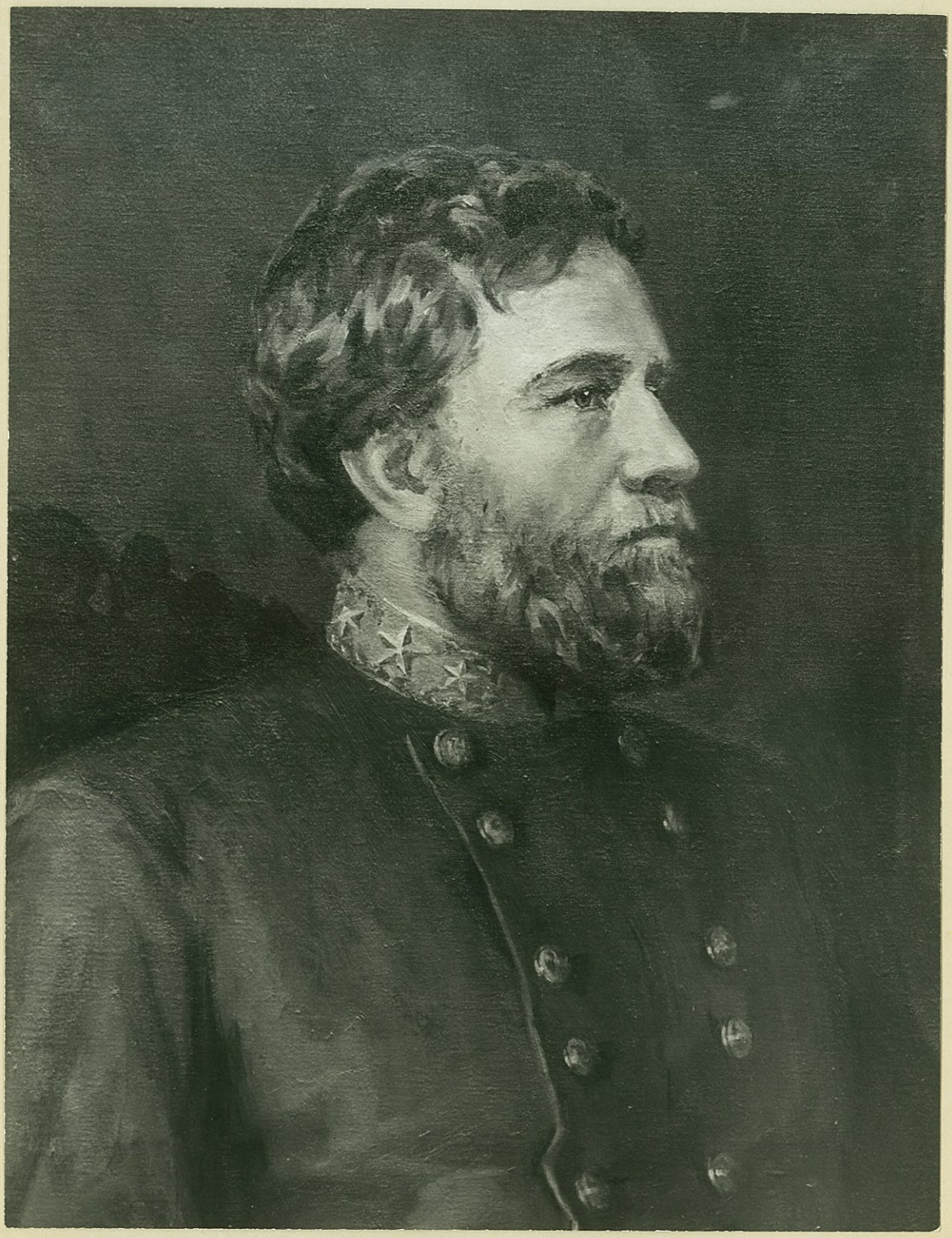
A Section of the "Seven Day Wonder".

Materials Procurement Branch of the Construction Division in Washington to have this steel rail on the site in order to avoid any delay after proper authorization.

After seven days, the construction officer notified the War Department that the temporary camp was ready for troops. Roads had been built, electric lights installed in buildings, water mains laid, mess halls, warehouses, and three hundred tent frames had been practically completed. It was a construction record that was a source of extreme pride to the staff and workmen.

Though the camp was ready, troops did not arrive until a week later. On October 6, a detachment of the Infantry School of Arms under command of Captain Kindervater, arrived in Columbus, and, since they were only a few hundred in number, were easily taken care of in one small section of the camp.

A few days after the completion of the temporary camp, a flag raising was held on the site. An elderly lady, Miss Anna Caroline Benning, had been chosen to raise the first flag on this new camp. Her father, General Henry Lewis Benning, of the Confederate forces in the Civil War, was considered the most outstanding officer from this vicinity during that war, and, in keeping with the spirit of complete union between the North and South, it was thought fitting to name the new camp after him. After the flag raising, the matter was taken up with Washington and the name approved as Camp Benning.



General Henry Lewis Benning

Reproduced from Kate Edwards' oil painting at The Infantry School.

Plans for the cantonment had progressed far enough to determine that a four mile railroad would have to be built. This branch line was surveyed and located to join the Central of Georgia Railroad about one-half mile west of Muscogee Junction, and the Southern Railway near the depot at Gentian, Georgia. Railroad yards of 300 cars capacity were surveyed and located about one mile from the Central of Georgia's main line, to serve the Quartermaster and other warehouses which were located nearby.

By October 12, about one mile of this line had been graded and practically 1,500 feet of track laid. The civilian constructors had some 200 mules at work grading, with two steam shovels enroute, the idea being to push the railroad to completion, especially the yards, by the time the camp plans were completed and approved.

During this time, the Infantry School of Arms had been reinforced by the personnel of the School of Small Arms, among which were officers and enlisted men who had been with the school at Camp Perry, Ohio, and who, because of their experience and ability with the service rifle, were considered expert instructors in marksmanship. Upon their arrival, Colonel Eames appointed a board of officers to locate an "A" range. This range, with firing points located at 100, 200, 300, 500, 600, 800, and 1,000 yards from the target butts, necessitated a flat stretch of land containing approximately ten square miles. The board of officers went over the

entire proposed reservation and failed to find a site suitable for an "A" range, but turned in a recommendation on a site, owned by Mr. Arthur Bussey, located nine miles south of Columbus on the Lumpkin Road just south of Upatoi Creek and east of the Chattahoochee River. They further reported this to be an ideal site, not only for the "A" range, but for the cantonment. Their report so impressed Colonel Eames that he and Major Jones went over the Bussey Plantation thoroughly. They found that, if a cantonment were to be located at this site, it would require the construction of an eight-mile railroad, an eight-mile transmission line for electric power, and a four-mile telephone line. However, it was felt that the large tracts of level ground already available for the many target ranges immediately required would more than compensate for the time and effort spent in the construction of utilities.

Colonel Eames, Major Solomon, and Major Jones immediately went to Washington to present their ideas concerning the new camp site to officials of the War Department, who met with members of the Construction Division on October 14th. It was then determined to change the location of the cantonment from the site east of Columbus to the Bussey Plantation, nine miles south of Columbus. Major Jones had anticipated such a decision and had ridden on horseback over the feasible railroad location between the Central of Georgia Railroad and the Bussey Plantation. When the conclusion to change the camp site was reached, he secured a geological

map of the Columbus quadrangle and sketched a preliminary railroad from the Bussey Plantation connecting with the Central of Georgia Railroad one-half mile south of their Columbus yard limit.

The civilian surveyors were instructed to survey this line and the construction company to cease all work on the former cantonment site and move their forces to the new railroad location. When Major Jones returned from Washington, about October 16th, and went over the entire location of this new line, he found that a line approximating nine miles would have to be built in order to reach the Bussey Plantation, that a trestle of one-half mile in length would have to be built across the Upatoi Creek, and that ultimately a concrete bridge would be necessary to span this creek.

Owing to the haste in which this line had to be constructed (construction materials were then arriving), the Central of Georgia Railroad manufactured a crossing frog to fit the Seaboard Airline's crossing with the Government road. They further aided in expediting matters by putting in a switch and building their line to the Seaboard Airline's right-of-way. The superintendent of the Seaboard delayed building somewhat by securing a temporary injunction restraining the Constructing Quartermaster and the

civilian construction company from placing a crossing frog on the Seaboard Airline Railroad. The Constructing Quartermaster, with the assistance of an attorney, was able to appear in court about four o'clock one morning and show cause why this injunction should be dissolved. Whether it was his eloquence, the unusual hour, or strictly the merits of the case that determined the decision, the fact remains that Judge Howard dissolved the restraining order. Within two hours after he had given his decision on the case, the crossing was in place over the Seaboard Airline's tracks, the first locomotive with steel rails and ties had crossed over, and laying of steel on the newly built road bed had started in earnest. By this time, the construction company had secured some 300 teams, and, with various sub-contractors, was working at different parts of the line with scrapers, grading and preparing it for use.

A bridge crew was assigned to build the temporary trestle spanning Upatoi Creek, and about 2,200 feet of temporary trestle was built from timber in that vicinity. Sills, posts, caps, and braces were all made of hewn timber. The only sawed timber necessary were the stringers and ties. This method of construction saved enormous expense, as well as much time, since it was impossible to get sufficient piling and sawed material on the ground in time to keep pace with the railroad construction.

A 300 car yard was laid out near the Central of Georgia Railroad, and as soon as three side tracks had been constructed, materials to be used on other construction arrived. Fifteen days later, a siding was built about two miles further south and material unloaded there.

Nine days before the Armistice, actual construction was started on what many infantry officers dared to hope would be a permanent installation.

## CHAPTER VI

### Early Construction and Land Acquisition

The first layout plan for Camp Benning arrived about the 9th of November. The company which had been given the general contract was then on the ground with a small organization; their first operations started on November 2nd. While working on the Constructing Quartermaster's office building, the construction crews also converted three large dairy barns on the Bussey plantation into bunk houses, and another one into a kitchen for the working forces. A civilian expert in feeding and housing large numbers of men was called into consultation, and given the task of laying out the bunking and mess facilities for the 5,000 workmen who were expected to work on the job.

Although construction had progressed at an unusually rapid pace, the camp was still in an embryonic stage. Several times since its inception, the estimate as to its total cost had been changed. Originally, an expenditure of $100,000 had been authorized to provide temporary accommodations; then, on October 9, 1918, $1,735,125 had been authorized for "construction work in connection with the establishment of an Infantry School of Arms based upon a personnel of 3,305 men," and on October 20, 1918, the Assistant Secretary of War had approved a third expenditure of $9,119,875 for the "establishment of an Infantry School of Arms for a total of 25,000 men at Camp Benning, Columbus, Georgia." This approval made the total estimated cost of the project $11,198,000, of which amount an expenditure of $2,078,125 had already been authorized up to November 10, 1918.

Under date of October 19, 1918, the Assistant Secretary of War ap-

proved an expenditure of $3,600,000 for the purchase of 115,000 acres of land for the Camp Benning Reservation, and the same was authorized by the Construction Division under date of November 7, 1918, under Project Symbol No. 6022-3. Although there seemed to be plenty of money with which to purchase land, the question of purchasing, leasing, or condemning it was one of the thorniest ~~questions~~ with which the staff in charge of Camp Benning had to deal. The most difficult problems were the changes in plans and attitude of the land-owners, the attitude of the members of the Senate Military Affairs Committee and the revision of plans by the War Department itself between November 10, 1918, and November 12, 1918.

Land acquisition at that time came under the jurisdiction of the staff of the Real Estate Section of the Purchase, Storage, and Traffic Division of the War Department. On November 2, 1918, after the cantonment site had been finally approved and the reservation lines determined, the United States District Attorney in Atlanta started condemnation proceedings against the entire 115,000 acres. By January 9, 1919, however, the War Department had acquired only 2,217 acres of the 115,000 over which it had assumed control. For this land the Government had paid the owners $29,818.75.

The purchase system used by the government caused much dissention among the farmers, who, through the condemnation proceedings, had been ordered to vacate and sell their lands. The Columbus Chamber of Commerce and local business men offered their services and the offer was accepted to some extent. It was thought, however, by the purchasing officers that they should individually appraise each tract and personally close all deals. They then referred the entire matter to the War Department to have the

purchase approved before the Disbursing Officer was ordered to pay for the lands. This procedure made the farmers suspicious of ever getting their money and they were afraid to trade with these northern strangers, especially since many of them remembered with bitterness the stories of "carpetbaggers" who had swarmed into the South after the Civil War. The fact was that under the condemnation proceedings of November 2, 1918, the government was legally allowed to take possession of all 115,000 acres of land, and yet ~~it~~ was not bound to and did not pay for that land until titles had been cleared and claims adjusted.

The clearing of titles was another source of irritation to the land owners. The policy in practice by the Government provided that the land should be condemned and appraised, and the owner had a choice of either selling or bringing suit. Most of the farmers accepted this procedure unquestioningly, but they balked when they discovered that one percent of the purchase price was to be withheld for the title company which would examine the title and guarantee it. The custom and the law of Georgia was the reverse. Usually, the buyer, not the seller, paid to have the title examined. Also, it was often the case that the land had been continuously in the family with a straight title from the original deed issued by the state. Naturally these owners looked at the transaction as if they were being robbed of the one percent of the purchase price.

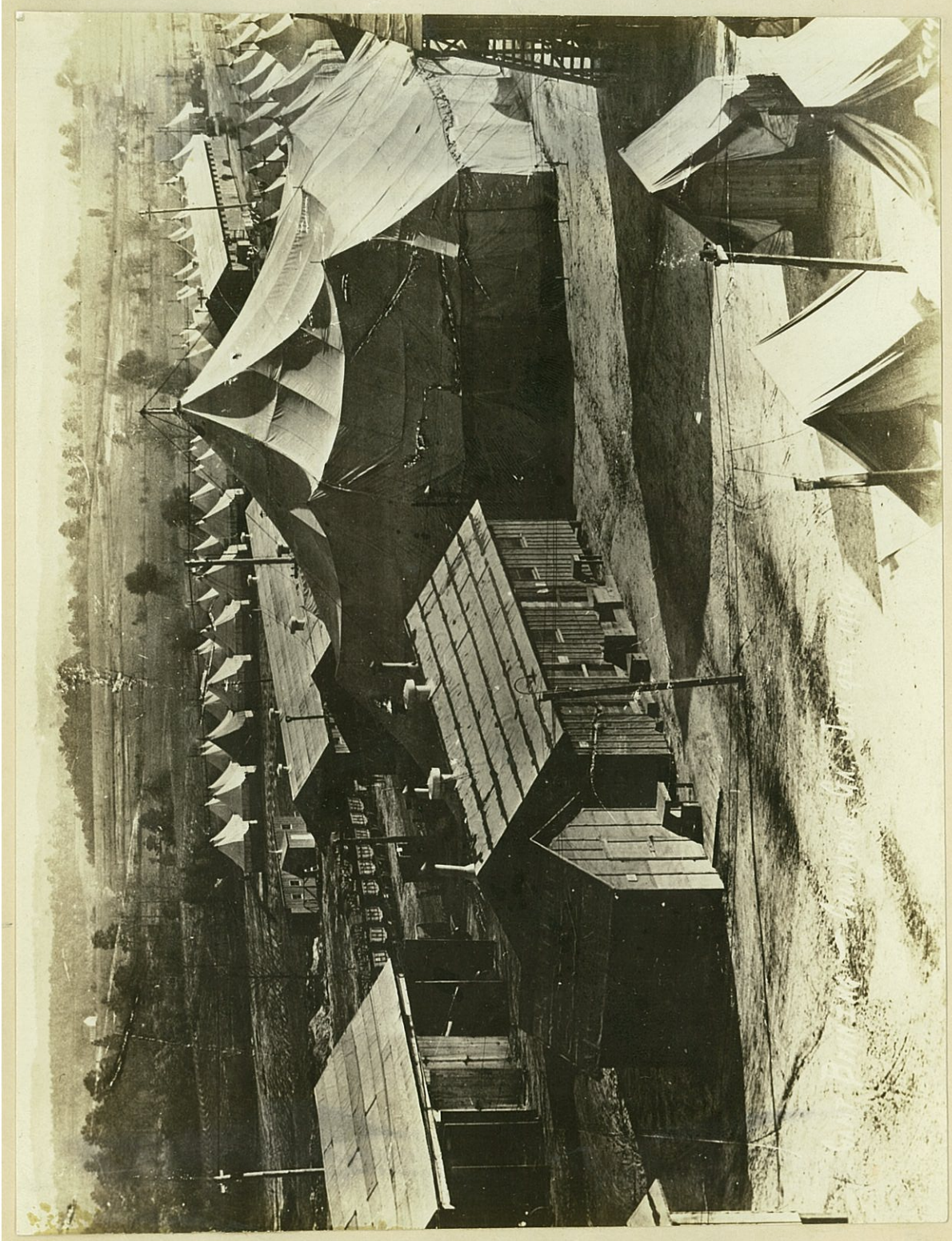
In November, the great event occurred which entirely changed the outlook of many people toward Camp Benning. The condemnation proceedings were just nine days old when the Armistice was signed. To most civilians this meant that training camps were no longer necessary. Not only did

many of the landowners feel that there was now no need for this land to be taken from them to make space for a training camp but they were also backed up by the Military Affairs Committee of the Senate in Washington, some members of which flatly stated that they thought the camp should not have been started in the first place. It was due to this attitude on the part both of the civilians directly concerned and of the government which caused the Military Affairs Committee to take drastic action and direct the Secretary of War to order, on January 7, 1919, that construction on the camp be stopped and that Camp Benning be salvaged and abandoned.

Looking back on that order now it appears as only the first of many blows aimed to kill the Benning project. At the time, however, it appeared to be a final one. Colonel Eames immediately proceeded to Washington, and, due to his prompt and skillful action, the camp was temporarily saved in the last days of the January, 1919, as the result of a hearing before the Senate Military Affairs Committee.

While the hearing was in progress, Major Jones stayed on the job at Benning and interpreted the "salvage" part of his "salvage and abandon" orders to mean "save". Since in his opinion the best way of "saving" wooden buildings was to paint them, he proceeded to protect against the winter weather the buildings already constructed.

In the meanwhile, at the beginning of this start, stop, and start again construction period, troops had arrived at the camp. On October 4, a group of instructors arrived from Fort Sill. On October 5, the day before the arrival of the first troops, Colonel Eames was officially appointed Commandant of the Post, and as such welcomed to Camp Benning on



Camp Benning in January, 1919.

October 6, 1918 a group of 2 officers, 503 enlisted men and a medical officer from Fort Sill. They had left Fort Sill on October 3 and arrived at Camp Benning at 2:00 A.M. three days later. This transfer was in response to the ordered removal of all the personnel, property, and equipment of The Infantry School of Arms from the Artillery Training Center.

The Armistice, though it had an immediate effect upon the citizens' and the government's ideas about the camp, seemed to cause no immediate or direct changes in the army's plans for the organization and construction of The Infantry School. Construction proceeded for almost 2 months as rapidly as the contractor's facilities permitted, and soon the first class of students arrived for instruction. About 100 recent West Point graduates were enrolled on December 2, 1918 and took up their studies just as if nothing had happened.

Also, early in December, the citizens of Columbus who had worked hardest for, and were still in favor of, the camp staged a public demonstration in celebration of the successful conclusion of their campaign to obtain an army camp somewhere in their vicinity. At this affair one of their citizens who had lobbied for the camp for almost a year in Washington, was acclaimed as a successful envoy who had accomplished the mission of obtaining what the community had wanted for a long time. The citizens' gratitude was expressed by presenting to him a silver loving cup and $2,500.

It was, of course, a matter of general knowledge that the ending of the war would ultimately affect conditions at Camp Benning. During the Christmas holidays, the construction division of the War Department General

Staff worked on a revision of the plans of the school on a peace-time basis, and on December 26, the modified plans which reduced the school's capacity to 10,000 were completed. At the end of the year, the school had two sites, but as yet no permanent home, and its personnel, which consisted of approximately 125 officers and 1,200 men, was still occupying the temporary camp east of Columbus.

Many of the local farmers who had been in favor of selling their lands were now beginning to change their minds. The foremost antagonists of the camp, however, were not the landowners or private citizens, but the heads of local industrial concerns, who, it was said, feared that the proximity of a military post would affect wage scales and disturb local economic conditions. Dissension replaced concord, and partisan groups split the community into opposing combinations. These sharp differences of opinion found expression in the series of hearings on the subject which the Senate Military Affairs Committee began early in 1919. Although at first it seemed as if the opposition was winning - and they did indeed win the first few rounds of this year-and-a-half long bitter struggle by succeeding in having the Secretary of War order the project closed - the final round ended in favor of those who supported The Infantry School.

Soon after the cessation order had halted construction at the camp, Colonel Eames and Major Jones were called upon by the War Plans and Construction Divisions of the General Staff to assist in preparing plans

and estimates for a peace-time Infantry School with a personnel capacity of 5,040 and an area of 98,000 acres. This work was completed, and the new plans, the third reduction in strength and acreage of the camp since its inception, were transmitted to the Operations Division on January 27. The school, however, was still not functioning officially when, on February 22, 1919, the West Point Class, which had begun a short course of instruction in December, became The Infantry School's first graduating class. Their course had been almost identically the same as the one taught at Fort Sill.

March began as a harbinger of material progress, for on the 8th the Assistant Secretary of War issued orders which directed the continuation of the execution of the peace-time plan of the school. An expenditure of $9,200,000 was authorized, of which $6,600,000 was for construction, and the remainder for purchase of land. Thus, officially, the work of building the camp was resumed. It had, in fact, never entirely stopped.

In March, 1919, the Secretary of War authorized the resumption of acquisition of lands for the camp. Major Jones was placed in charge of land acquisition and directed to procure the remainder of the land for the 98,000 acre reservation. The sum of $2,600,000 was set aside for the purchase of the property.

A different method of appraising the lands to be purchased and of dealing with the owners was evolved by the new acquisition officer. First, a map of the entire area of 98,000 acres was obtained. This was then

divided into six sections, each covering approximately 16,000 acres. Then, from tax and transfer records, the approximate value of the lands shown in each of the six sections was determined and indicated on the map. The map and the land valuations which it showed were then verified by a committee of Columbus real estate dealers and representatives of the Chamber of Commerce. Six boards of appraisal, one for each of the 16,000 acre divisions of the reservation, were organized. The membership of each board consisted of two civilians (a farmer, and a real estate dealer, when possible) and an army officer who acted as chairman. An additional board, the membership of which included a real estate dealer, a county tax commissioner, and Colonel Frank Keller, was organized as a board of review.

The appraisal boards operated by going over the land on foot in company with the owner. Each member made his own appraisal of the land and its improvements, and upon completing his estimates, turned them over to the chairman of the board. Comparisons were then made and the appraisals and purchase price recommended usually determined at once. If the appraised value did not exceed the valuation shown on the map, the board made a formal offer to the owner. If the offer was accepted, the owner was requested to sign a written agreement to sell at the stipulated price. Upon approval by the board of review, this agreement was regarded as a contract which obligated the government to buy the property at the price named. In this way, many transactions, with the exception of actual payment, were completed on the spot. In case an appraisal board could not come to an

agreement by discussion, a reinspection of the property generally led to an agreement. It sometimes happened that a board would evaluate a piece of property at a much higher rate than the maximum shown on the map. In this case, another appraisal was made by a different board, and the result was passed upon by the board of review. Although the civilian members of the appraisal boards were paid ten dollars a day, it was difficult to find farmers who were willing to act as appraisers. Fear of making enemies of their neighbors whose land they would have to appraise, made most of the local farmers reluctant to serve on the boards. This problem was solved by engaging farmers who lived at least ten miles away from the lands they were to appraise.

With six boards operating, the acquisition of land proceeded at a reasonably rapid pace, and by July 5, 1919, when the second shutdown order became effective at Camp Benning, nearly eighty percent of the reservation had been acquired and paid for by the government. At this time, the government actually owned 76,417 acres of the reservation area, for which it had paid the 200 farmer owners $2,558,974.20. Incidental expenses in connection with surveying and appraisal, amounting to $34,435.33, brought the total cost to $2,593,509.53. The remainder of the land, about 20,327 acres, was divided almost equally between 50 owners who held government purchase contracts and 50 who declined to accept the appraisals of their properties. This was the Camp Benning land situation early in 1920 when the permanence of the camp was assured by act of Congress.

The Wooden Barracks Partially
Completed.

Captain Charles I. Bazire, Quartermaster Corps, took over the duties of land acquisition officer on March 1, 1920. The land acquisition project had begun in haste and was carried on under pressure. It was not unnatural, therefore, that there were discrepancies and omissions in the process of acquiring the land. While the government pursued its irresolute policy of stopping and starting Camp Benning, local land values advanced, contracts lapsed, and claims for numerous varieties of damages accumulated. A series of court cases to settle these disputes lasted over a year. During this time, a survey of the reservation's boundaries was made. Concrete monuments, each one of which was visible from another, were set up on the nearly 70 miles of boundary lines.

Completion of unfinished title examinations added to the confusion; in some cases, new heirs or owners were found who were not parties to land disposal contracts which had been drawn up. Uncertainty as to boundaries, not only of some of the tracts within the reservation, but of the reservation itself, caused no little trouble. Situations arose such as the discovery within the reservation area of 28 panels of land previously overlooked. This sort of thing created deficiencies in the land fund and consternation in the office of the new land acquisition officer. The last case was finally settled in May, 1921, and The Infantry School came into legal possession of the camp which it had occupied for two and a half years.

The area of the lands purchased was 97,244.76 acres. This included about 350 acres which were purchased as a right of way for the railroad from the reservation line to its junction with the railroad companies' lines.

The total cost of the land was $3,494,856.33, or an average of about $35 per acre.

While the acquisition of the land of the reservation was being carried on, the school was functioning just as if it actually owned the land it was occupying. On March 15, 1919, a new class of student officers was enrolled for a three month course, and on March 23 the garrison was augmented by the arrival of the 1st Battalion, 29th Infantry, from the demobilization center at Camp Shelby, Mississippi.

On April 3, the reunion of the school's various elements was completed by the arrival of some 200 officers and enlisted men of the Camp Hancock machine-gun center and their consolidation with the personnel of the school on April 5, 1919. This detachment, which included two demonstration machine-gun companies, one animal-drawn and the other motorized, was accompanied by a number of officers, both instructors and students.

Colonel Eames concluded his labors as Commandant on April 22 upon the arrival of his successor, Major General Charles S. Farnsworth, and became executive officer of the school.

## CHAPTER VII

### Early Living Conditions at The Infantry School

Funds to proceed with the construction of the permanent camp and to acquire the necessary land had been authorized, but a labor shortage held up the actual work on the buildings and everything was in a state of disorder, when, on June 17, 1919, the personnel of The Infantry School of Arms was ordered to move to its new but unfinished home. This move was part of a plan to save the school. It was thought that the presence of a large class of student officers engaged in important studies would make an interruption of the school's career less likely, and might also help to divert any sentiment favoring such a move. This is the explanation which has been advanced to account for the decision to retain for an additional three months course the class of officers which should have been graduated on June 15.

The months of June and July saw a succession of curiously contradictory orders which alternately granted carte-blanche authority to proceed with the development of Camp Benning and summarily checked such activities. One order, more emphatic and drastic in its terms than any which had previously interrupted Camp Benning's short career and which left no loophole for evasion, was issued on July 1. It directed the cessation of all construction work; prohibited the use of any materials, funds or labor in furtherance of construction work of any kind; and ordered the cancellation of all contracts, and the discharge of all workmen. By July 5, these instructions had been carried out. The camp was then about sixty percent complete.

It was not an orderly-looking sixty percent, however. Many of the buildings were only partially finished. Heaps of unused materials lay haphazardly about. Miles of ditches yawned for the unlaid pipes and sewers. There was a profusion of litter everywhere. The departure of the workmen left many buildings without water, sewage facilities, or lights -- left them empty, in fact, except of people. About 250 officers, some of them with families, and 1,500 enlisted men were living in these fantastic surroundings and at the same time carrying on their respective duties as instructors, students, and demonstration troops. In describing the activities of those summer months, General Farnsworth said:

> During that period, no construction funds being available, the infantry battalion then on duty with the school, using materials on hand previous to June 30, 1919, completed the sewer system, and many of the buildings begun previous to July 1, 1919; installed plumbing in the buildings; graded the grounds near the buildings; repaired old, and constructed new roads; built and operated a narrow-gauge railway several miles in length; and built target and experimental ranges. In the work of completing the sewer system, the battalion was assisted by about 150 convicts furnished by the officials of Muscogee County, Georgia.

The problem of finding shelter for even the relatively small force which moved into the camp in June was a serious one, and it became graver as successive increments of officers, student officers and troops arrived. As today, where the men went, their wives followed. Facilities in Columbus were pitifully inadequate to take care of the housing shortage brought on by their arrival. Rents rose to alarming proportions, based in many instances upon the commutation of quarters received by the officer. To make the situation more difficult, while cost of living increased, the pay of many of the officers decreased. This was the period immediately

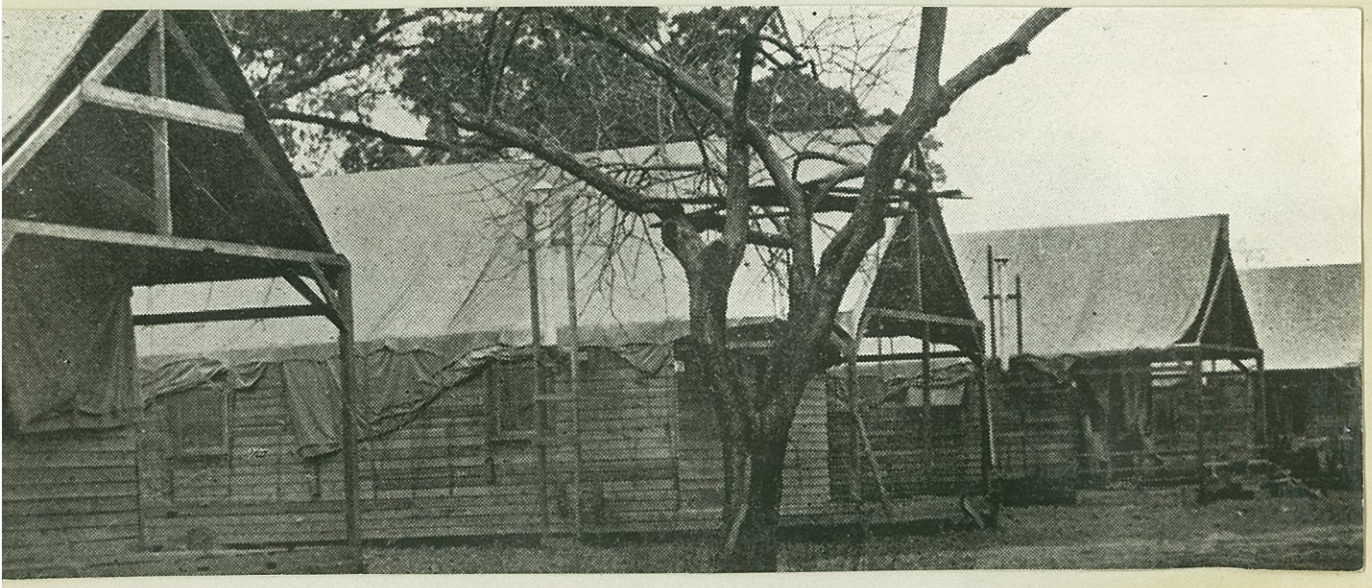
after the war when promotions took a dizzying turn - when generals and colonels became majors and captains, and lieutenant colonels became 1st lieutenants. With living costs abnormally high, the drop in pay accompanying the change in rank meant a serious adjustment of living for army families.

Many weird housing accommodations were found. One family could look through the knot holes in the floor of their quarters and see the landlord's chickens housed underneath them. Another family lived in an apartment distributed through the house of the landlord. The living room was in one corner of the lower floor; the bedroom on the second floor in another corner; the kitchen on the far corner of the same second floor. In order to go from room to room of their apartment, they had to pass through the rooms occupied by their landlord. Houses were considered furnished if they had one frying pan and a mixing spoon, a chair, a bed and a rickety table.

Providing accommodations for the troops of Benning was no less a problem for the officers than that of finding quarters for themselves. However, the buildings in the troop area were nearing completion when the July shutdown took place. Here were quartered, in Blocks 6 and 7, the school detachment and the battalion of the 29th Infantry. The remainder of the space in these two blocks was occupied in the late fall by a class of student officers and a portion of the other two battalions of the 29th Infantry. For the men of the latter units who could not be accommodated in barracks, a tent camp was erected. This was the nucleus of the tent camp which was to shelter troops for the next ten years. The barracks in Block 5 were taken over by the school for classrooms, study halls, and offices, as there were no other buildings available for these purposes.

Camp headquarters was moved into the buildings formerly used by the Constructing Quartermaster. The Station Hospital was still in space loaned by the City Hospital in Columbus, nine miles away. Warehouse space was also rented in the city. The former Bussey home had become the residence of the commandant, and a smaller house to the west of it, which also belonged to the plantation group, that of the assistant commandant. The two remaining houses of this group were assigned to members of the staff. About ten other officers were permitted to live in some old farm buildings on land to which the government had not yet acquired title. This permission was conditional upon their taking out fire insurance policies, at their own expense, to protect the owners from possible loss before the transfer of title took place. Later, two families were assigned to each of these buildings. A few other small farm houses and shacks within a short distance were assigned to noncommissioned officers.

Tents for single officers and officers whose families did not accompany them to Camp Benning, were pitched in the grove near the commandant's quarters. Tent houses for a number of married officers were set up in Blocks 16 and 40, and were known as "Squaw Camp." These consisted of three or four wall tents placed end to end, and for which the quartermaster provided wooden frames and floors. These tents were divided into rooms by temporary and flimsy partitions; a really luxurious set consisted of a bedroom, living room, and kitchen. Although it was not long before the more ingenious and energetic officers were boarding up the tent tops and laying tar paper roofs, no amount of ingenuity on the part of its occupants could keep the tent homes from being very miserable/quarters during the winter months.



Officers Quarters--"Squaw Camp."

The tar paper roofs were uncertain things. Storms weakened them until they leaked like sieves. Many an army family slept under raincoats and umbrellas during the heavy rains. The cold and damp came up through the cracks in the floors, the wind made itself at home in every room, and the mud and slush in the ditches prepared for the sewerage system turned an ordinary hike from the school to quarters into an oftentimes disastrous adventure.

These were man-size ditches, and there was no getting away from them. A colonel, whose name would not be mentioned even if it had not been forgotten by the witnesses of an incident in which he was the sole, but quite involuntary participant, qualified by a long lead as the angriest man in Georgia, perhaps in the army, on the day the incident occurred. The open ditches, five or six feet in depth, criss-crossed the barracks area to provide surface drainage. Even these were insufficient for drainage during heavy rains, and at times, when they filled to overflowing, their exact location was known only to the older inhabitants. The colonel was a newcomer, and on this day it was raining heavily. "It was noon," relates one of the spectators, "and the colonel seemed to be hungry, for he was walking briskly toward the mess hall. Suddenly, so quickly that none of us saw just what happened, he disappeared. His hat floated downstream, and we knew then that he had walked into one of the ditches and had sunk, leaving hardly a trace behind. You've heard the expression 'mad as a wet hen' -- that's nothing compared with a wet colonel." Mud and ditches were not only ever-present actualities, they were also the subject for much horseplay and humor. In

A Comparatively Small Ditch.

fact, jokes about the quantity and quality of the gooey stuff on Vibbert Avenue became so numerous that it was forbidden finally to print jokes on the subject in the school paper, "The Infantry School News".

Crude as were the quarters, the wives of those days considered themselves lucky to occupy them, for they were living on the post. Eligibility for such quarters was based on the size of the family. If there were two children, the family was entitled to a tent house. If the family was larger, it was assigned to the wooden shacks hastily erected by the labor battalions.

The wives of the officers, living on the post, as well as the officers themselves, took a special sort of pride in doing everything that could possibly be done to give their homes a semblance of comfort and attractiveness. The wife of General Lloyd R. Fredendall was stationed here then, and when she was asked how she liked living at Fort Benning, replied, "Like it! I helped build it!" And in a manner of speaking, she did. There were no pavements or paved roads of any kind at Benning in those days, and Mrs. Fredendall got a little tired of ruining her shoes by walking in the mud from home to various places, to say nothing of having the mud tracked in the house by children and thoughtless guests. So every time she or her husband passed a place where a building was being put up they picked up a broken brick or so and planted it in the mud leading to their house. Soon they had a walk. Then they got newspapers and spread them thickly over the floor of their tent house. Over these were tacked carefully pieces of tar paper that had been thrown away as waste by construction crews. After

painting, shellacking and waxing the "floor" they had a proper place on which to put their oriental rugs!

Almost the first building on the post was what was called the "Hop Room". This was moved over in pieces from the old site and placed so as to be convenient to the greatest number of people. During the spring and summer of 1919, the Hop Room was probably the most popular place on the post. The ladies made curtains for its windows and otherwise made it as attractive as they could. The band of the 29th Infantry played there every two weeks or so for a dance, which was attended by the officers and their families. The babies were parked in carriages on the sheltered side of the building, mosquito netting spread over them, and between dances the parents would dash outside to check on the condition of their "carriage trade". It was unthinkable to miss the dances, and yet unsafe to leave the children in their tent homes because of the great danger of fire. Each home was equipped with one of the old Sibley stoves whose indigestion is still famous.

Another instance of the adaptability and ingenuity of the Benning officers at that time is their making over of an old barn, which had been used for the plantation calves, into the Officers' Mess Hall, by merely cleaning and whitewashing it and putting in benches and tables. As a matter of fact, it was extremely fortunate for the early occupants of the post that the Bussey plantation had been cow-rich. Every one of the former barns was used for some purpose. The resourcefulness of men faced with the problem of setting up habitable buildings with a minimum of new material turned the old stables, sheds, and barns into a theatre, a gymnasium, a

printing plant, paint and plumbing shops, as well as mess halls and offices.

Among the many discomforts that plagued Benning's early settlers was the lack of adequate or sufficient plumbing. There was, for instance, one community shower for about six tents full of people. This condition led some of the officers to put in their own plumbing. Some pipes worked well and thus became the basis for the type of story that is told year after year - such as the story about Major Brownell's place. He had with great difficulty managed to install a number of pipes that acted more or less as plumbing. His pride in them was tremendous until the day a storm visited the area, caught his house and gently pushed it about two feet from its original position. Nothing would have been hurt if it had not been for the plumbing which came apart and completely flooded the house!

With so much land and such limited means of transportation, it was not surprising that horses were used both for pleasure and necessity. Officers and their wives rode back and forth from town and all around the post on either their own or post horses. They were the first ones who really saw the beauty of Benning. In the spring they rode through woods blooming with pink and white dogwood, syringa and yellow jasmine, wild honeysuckle and violets. They saw trees covered with the climbing vines of the wild cherokee rose. In summer they picnicked near the cool, mossy glens on the banks of the Upatoi where feathery ferns grew with curving grace. There were many fine horsemen at Benning in those days and they started not only a riding and hunt club, but also polo teams which were good enough to be sent to play against some of the major teams of the country. Majors

Thomas F. Taylor, Charles B. Lyman, and George H. Weems were the originators of this activity, which was largely responsible for the high morale of the post, in spite of almost incredibly bad living conditions. The citizens and clergy of Columbus, however, were greatly offended by the post practice of having polo matches on Sunday. They wrote indignant letters to the papers, and preachers made an issue of it from the pulpit, declaring it was not only unseemly, but downright wicked to break the Sabbath in such a manner. The polo matches continued.

As the post began to take on the size and shape of a military establishment, small buildings mushroomed up, and almost as soon as their doors were open, became crowded business and meeting places. The Post Commissary was set up on the site it still occupies, although it has progressed far beyond its old "general store" appearance. The Post Exchange Grocery was located in a building on the site now occupied by the Red Cross workroom. The Post Office was situated in a wooden building reminiscent of the stage settings of western movies. A postmistress presided over the mail window and had her living quarters in the rear of the building. Her habit of polishing the furniture of her quarters with dye and shoe polish caused much wonderment among the Benning wives.

The children on the post were taken to school in Columbus in an old World War I reconnaissance car. The older children were able to survive the journey to the city and back every day, but it was impracticable to send the younger ones, so the wives established a school and took the responsibility of teaching the pupils. Miss Ann Lou Grimes, principal


The Old Post Office

of the Fort Benning School today, took over those responsibilities in 1920. Two years later, a little schoolhouse was provided for Miss Grimes and her charges in an abandoned barracks near the site of the present swimming pool. There were 3 teachers and 60 students in those early classrooms.

Maids were hired at low wages, but the work which they performed and their lack of reliability more than counterbalanced the seeming economy. They were quartered in a tent area known as "Hollywood."

The many housing discomforts and other problems confronting the early settlers did not retard the spirit of social life that has always leavened hardships in the army. Saturday night hops alternated among the Officers' Club, the Biglerville Mess, now used as a Post Exchange Grocery, and the Polo Club. Gay dinner parties were held in the tent houses with complete unconcern of the surroundings. The army wives found pleasure in riding classes and bridge clubs. They organized a dramatic club which presented plays at regular intervals. The Cricket and Cosey Tea Rooms in Columbus were headquarters for off the post entertaining, and the Muscogee Club of Columbus, made available through the courtesy of the members, was the scene of many a gay Saturday night dance.

Then, as now, there was not room enough on the post proper for all of the officers and their families. About 100 of them had to engage quarters in Columbus, usually at high rates. But their lot was little, if any, better than the lot of those who occupied quarters in camp, for orders, which were in effect until late in 1919, forbade student officers, even those with families in the city, to leave the camp except on week-ends. When they were free, the lack of convenient transportation

The Commandant's Home.

made the trip to the city more or less of an ordeal. The road to Columbus was none too good in dry weather and was nearly impassable in wet weather. Besides, few officers of that period owned automobiles. The government-owned railroad extended only to Benning Junction, about four miles from Columbus. The remainder of the trip had to be made over the tracks of the Central of Georgia railroad and on the schedule designated by the company. Only one passenger train a day was operated. This left Columbus at 7:30 in the morning and returned to the city at about 6:00 o'clock in the evening. Consequently, married officers of the 29th Infantry, who were required to stand reveille and retreat with their companies were, like the married students, separated from their families for days. Later, these conditions were relieved to some extent by running a government-owned locomotive and car to the junction and transporting passengers between there and the city by machine-gun busses.

Taken all in all, it is small wonder that the Camp Benning of 1919-20 was called a "peace-time Valley Forge." But better times were in store for the garrison. In the fall of 1919, Colonel Malone conducted a congressional inspection committee on a tour of the camp, and The Infantry School presented, as its authorities intended it should, a scene of bustling training activities. Two classes of noncommissioned officers were finishing the three-month courses they had begun on July 10th. A class of officers was taking a physical training course, and the class of officers who had resumed another session of training after their first three months had ended in June were still in training.

On September 25, 1919, the War Department issued final orders for

the organization of the school at Benning. The principal mission of the school was then declared to be to "develop and standardize the instruction and training of officers in the technique and tactics" of infantry. This was in line with the infantry school policy outlined by General Pershing in 1917. But when, on December 10, 1919, the general came to inspect the camp whose establishment he had recommended, his car was driven across the Upatoi on a railroad bridge, the low road span being some 20 feet under water! Seas of mud, overflowing streams, liquid roads, and a sodden camp awaited him. The unundation which resulted from a downpour of several days' duration prior to his arrival is known to this day as the "First Pershing Flood".

The first months of 1920 gave promise of material backing of the orders which had been issued by the War Department in September, 1919. Late in February, Congress appropriated $250,000 for the completion of water and sewer systems and the exterior preservation of buildings. This act followed by a few days congressional approval of the retention of Camp Benning. On February 20, 1920, thirteen years, lacking but one day, after the beginning of the school at Monterey, Congress ended the dark period of doubt and uncertainty concerning The Infantry School and invested it with stability by authorizing the retention of Camp Benning as a permanent military post.

In June, Congress made an additional appropriation of a million dollars for the completion of such construction at Camp Benning as could be effected with that sum. The two appropriations, totalling a million and a quarter dollars, were still more than half a million short of the amount needed to finish all the work. This necessitated another modification of the construc-

tion plans, at least to the extent of deferment of some of the work, and a rearrangement of the order of priority of such work as was to be undertaken. Some of the funds intended for permanent construction had already been used to pay for the temporary shelter which had to be improvised to care for the personnel for whom there were no buildings; besides, costs had risen, and it was not easy to devise a balanced building program. However, early in the fall, work began again. Several months were required to complete the unfinished buildings, and consequently no new quarters for officers were ready until early in 1921.

An article published on December 1, 1920, states:

> With the exception of the Commanding General and eleven other officers, all officer personnel on the reservation is quartered in cantonment barracks, tent camps, houses constructed by themselves or else live in Columbus, nine miles distant from the post.
>
> With the exception of some administrative troops necessary to the everyday operation of the school and with the exception of a few noncommissioned officers quartered in shacks formerly used by employees of the former land owners, all enlisted men are quartered in tent camps.

During all the period in which building operations had been at a standstill or were barely getting under way again, the primary work of the school had been going forward. On January 23, 1920, General Farnsworth drew up and submitted a draft of the school regulations to the War Department. These were approved and published by the War Department as Special Regulation No. 14, April 22, 1920. They provided that the organization of The Infantry School should include The Department of Military Art, the Department of Research, The Department of General Subjects, The Department of Experiment,

and the school troops and school detachments. They gave the commandant authority to "command The Infantry School, the reservation, and all troops stationed at Camp Benning." In regard to instruction, those historic regulations read:

> The applicatory system of instruction will be followed as far as practicable. The chief aim of all courses will be to develop in the student the quality of leadership and the capacity to instruct others. Instruction in research will form part of each course with a view to developing the habit of independent investigation and thus arriving at conclusions by analysis and deduction.

Also included in the regulations were the prescribed means by which officers would be selected to attend the classes which would begin on October 1 of each year and conclude on June 15 of the following year. They provided for courses for company officers and field officers of the Regular Army, and a short course for officers of the National Guard and Reserve Corps. The scope of instruction of The Infantry School had grown almost immeasurably from its old days as the School of Musketry in Monterey. From a curriculum limited to subjects related to marksmanship and musketry, it has progressed to include the whole field of technique of the numerous modern infantry weapons, the tactics of all units up to, and including the reinforced infantry brigade, and the cooperation of infantry with other arms. Another innovation was the fact that The Infantry School was open to infantrymen of all three components of the army--Regular Army, National Guard, and Officers' Reserve Corps.

On June 5, 1920, Colonel Eames departed from The Infantry School to take up new duties elsewhere. On July 31, General Fransworth's tour of duty as Commandant ended when he became Chief of Infantry, and Brigadier General Walter H. Gordon was appointed his successor, taking command on September 20.

## CHAPTER VIII

## Early Development of The Infantry School

## 1919 - 1922

Like many other highly developed courses of systematic study for the advancement of the arts and sciences, the curriculum of The Infantry School was a product of slow evolution, an outgrowth of a conception in the distant past. The entrance of the United States into the World War I had temporarily halted this evolution by placing on The Infantry School of Arms the responsibility for training competent instructors in small arms for the rapidly expanding army. To accomplish this task, the school had been organized as follows:

1. Small-arms Department
   - First Section : Grenades, hand and rifle.
   - Second Section: Bayonet combat.
   - Third Section : Musketry; collective firing and sniping; the pistol.
   - Fourth Section: Automatic arms (the automatic rifle and light machine gun).

2. Machine-gun Department
   - First Section : Heavy machine gun.
   - Second Section: One-pounder gun.

3. Engineer Department
   - First Section : Sappers; bombers; pioneers; trench mortars.
   - Second Section: Field fortifications for line troops.

4. Gas Defense Department
   - First Section : Theory and use of gas masks.

The necessity for producing large numbers of instructors for the combat divisions in process of formation during the first period of instruction prohibited the students from taking a general course at the

school. Each student was limited to one subject, and, upon the satisfactory completion of the course, returned to his organization to become an instructor in that subject. In order to speed up the production of qualified instructors, some sacrifices in the scope and quality of instruction were necessary. In consequence, the school's teachings were limited solely to the technique of weapons, and omitted all tactics.

With the transfer of the Infantry School of Arms to Camp Benning came the opportunities for a complete revision of the curriculum. Regardless of its opening during a period of uncertainty and transition, the new school was able to consolidate what had been separate, technical specialties taught at three different schools into a unified course.

The academic organization of The Infantry School for the year 1918-1919, provided for six instructional departments: Musketry and Tactics; Machine-gunnery; Weapons and Physical Training; Marksmanship; Engineering; and General Subjects. Compared with the curriculums of its predecessors, the course offered by the new school was distinctly broader in scope. The introduction of tactics was a novel feature and a forecast of the changes to occur during the ensuing months.

The general characteristics of the academic organization and the curriculum during this period were those of improvisation, and adjustment to new and peculiar conditions, with a general background of uncertainty and limitations in personnel and equipment. The transition from brief, highly condensed war-time courses which developed specialists in a single weapon, to a broader, more comprehensive course in all infantry weapons

Brigadier General Walter H. Gordon
Commandant, The Infantry School
September 1919 - November 1923.

is clearly discernible. The increase in the duration of each course from an average of six weeks, to five months, was evidence not only of the curtailment of war-time pressure, but also of the intention to give to each student the basic knowledge necessary for all infantry officers. While study was still concentrated on the technique of weapons, the inclusion of periods on their coordinated employment led eventually to the field of tactics.

Upon the basis of experiences in the war and on the recommendations of the Training Branch, AEF, it was decided to enlarge the scope of The Infantry School to include the entire field of infantry technique and tactics. The gradual development of thought in this direction is reflected in War Department orders dealing with the special service schools. Paragraph 14, General Order 112, War Department, September 25, 1919, defines the objective of a school for infantry as follows: "To develop and standardize the instruction and training of officers in the technique and tactics of their respective arm or service." General Order 56, War Department, September 14, 1920, states: "The special service schools of the combat branches must so instruct their own officers as to insure efficient commanders and staff officers for all units of their branches."

The most important of the official documents defining the scope and authority of the service schools is Special Regulations No. 14, War Department, April 22, 1920, governing the organization and operation of The Infantry School, Camp Benning, Georgia. When reorganized under the provisions of this regulation in the latter part of August, 1920, the Academic Department of the school consisted of three principal divisions,

the Department of Military Art, the Department of General Subjects, and the Department of Research. Both the Department of Military Art and the Department of General Subjects were further subdivided into sections. The Department of Military Art was to consist of the following six sections:

1st Section: Instruction in rifle marksmanship, pistol marksmanship, automatic rifle, scouting and patrolling, and musketry. In addition to classes, this section prepared manuals for the use of the army as a whole.

The course in musketry included training in range estimation, target designation, landscape sketching, fire discipline, application of fire, combat practice, and the use of sand tables and landscape targets.

2d Section: Instruction in map reading, elementary topographical sketching, and problems in visibility. A brief course in field fortifications was included, with emphasis on the study of a defensive position and the organization of the ground.

3d Section: Instruction in nomenclature, firing, and tactical employment of the light mortar, the one-pounder, and hand and rifle grenades; bayonet training; and physical training.

4th Section: Communications. This section was abolished January 5, 1921, and functioned thereafter as a committee of the 6th Section.

5th Section: Instruction in the employment of the Browning machine gun, including nomenclature, stripping and assembling, stoppages, firing, combat firing problems, use of instruments, direct and indirect laying, and tactical employment.

6th Section: Instruction in the tactics of all units, up to and including the brigade, troop leading problems, and cooperation with auxiliary arms. The section was further divided into committees covering the following: Attack, defense, security, information, organization, intelligence, communications, staff, artillery, and aircraft.

The second major department, that of General Subjects, was organized into the following four sections:

1st Section: Instruction in company administration, mess management, care of company equipment, use of the field desk, records and correspondence, interior guard duty, and military courtesy.

2d Section: Instruction in the principles of hygiene and sanitation, physical requirements for recruits, nourishment, hygiene of camps and barracks, first aid, and care and transportation of the wounded in the field.

3d Section: Instruction in courts martial, including procedure, evidence, punishment; riot duty; rules of land warfare; and military government.

4th Section: Instruction in stable management; care, conditioning, and training of animals; care of leather equipment and wheeled transportation; and equitation.

The Department of Research was not subdivided, but presented instruction in the following subjects: Military history, military geography, military policy of the United States, evolution of infantry weapons, evolution of infantry tactics, evolution of infantry organization, psychology and its relation to discipline, leadership and command, historical research, and methods of teaching.

When the school year 1920-1921 opened, the uncertainty that had characterized the preceeding years was largely gone. Special Regulations 14 had brought order out of chaos and had given to The Infantry School a definite mission, as well as the human material with which to work.

Under the new program, five classes were to be held during the year. These were the Field Officers' Class, the Company Officers' Class, the Basic Course--intended for officers upon their initial entry into the

Regular Army, the National Guard and Reserve Officers' Class, and the Refresher Class. The first three of these classes were to extend from October 1, 1920, to June 15, 1921. Due to a delay in the date of reporting, it was found necessary to continue these classes until June 30. The National Guard and Reserve Officers' Class, of which it was planned that there should be two, was to last three months. The Refresher Class was an innovation. It was a ten weeks class attended by five colonels and five lieutenant-colonels for the purpose of securing a brief review of infantry organization and tactics. Another class, the General Officers' Class, was also inaugurated in 1921 and consisted of one officer, Brigadier General Fox Connor.

Although the school year 1920-1921 was considered by all conerned to have been a success, the staff of the school felt that improvement in the organization of the Academic Department should be continuous, and had been making plans for the coming school year. The 1920 organization had proved to be somewhat unwieldy and it was hoped to find a better internal organization to cope with instructional problems. Better results would be achieved, it was felt, by transferring from the Department of Military Arts to the Department of General Subjects all matters pertaining to athletics. This necessitated the creation of a fifth section in the latter department to handle all phases of physical culture. The number of sections in the Department of Military Arts was thus reduced to four.

The modified organization of the Academic Department was as follows:

Department of Military Arts.

1st Section: Tactics--Drill, command, organization, staff, communications, security and information, attack, defense, and auxilliary arms.

2d Section: Small Arms--Rifle pistol, automatic rifle, bayonet and other forms of personal combat, grenades, and musketry.

3d Section: Machine Gun and Howitzer--Machine gun, howitzer, one-pounder, light mortar, tanks, and chemical warfare.

4th Section: Engineering--Sketching, map reading, field fortifications, photograph interpretation, and map reproduction.

Department of General Subjects.

1st Section: Administration--Administration, mess management, interior guard duty, care of equipment, and military courtesy.

2d Section: Hygiene--Hygiene, first aid, and sanitation.

3d Section: Law--Internation law, military law, rules of land warfare, martial law, and military occupation.

4th Section: Equitation--Hippology, equitation, and care and use of means of transportation.

5th Section: Athletics--Physical training, organized athletics, baseball, football, basketball, boxing, wrestling, and swimming.

Department of Research.

Instruction in military history, military geography, evolution of infantry organization, evolution of infantry tactics, evolution of infantry arms, military policy of the United States, psychology of leadership, discipline, command, and methods of teaching. The school library also came under the jurisdiction of this department.

The development of an adequate curriculum for the newly organized school was not the only problem confronted by its staff. Another equally knotty one was the lack of trained instructors, particularly instructors who had graduated from the General Service Schools. The faculty for the

school year 1920-1921 included among its sixty-odd officers only three graduates of the Command and General Staff School at Fort Leavenworth. That of 1921-1922 presented practically the same picture. Efforts were made by the Commandant to obtain for The Infantry School a quota from the graduating class as instructors for the coming year. However, so great was the demand for trained officers from all branches of the army, that his efforts met with little success.

The opening of the school year 1921-1922 brought with it a revision in the courses offered by the school. The new courses consisted of three standard courses and three special courses, as follows:

Advanced course. Formerly called the field officers course. This was to provide instruction in the technique and tactics of all infantry units from the battalion to the brigade, inclusive.

Company Officers' course. This was to provide detailed instruction in the technique and tactics of infantry units up to and including the company. While this course covered training in special arms and intelligence, it did not extend to the highly specialized training in communications.

Basic course. This course was to provide detailed instructions in military courtesy and customs of the service, the technique of infantry weapons, and infantry tactics to include platoons and companies. This course was intended for newly-commissioned officers in the Regular Army.

National Guard and Reserve Officers' course. This was to provide instruction in the basic requirements for infantry officers of the components named. Specialized instruction was to be given to leaders of rifle platoons, machine-gun platoons, howitzer platoons, and communication and intelligence platoons.

Refresher course. This course was designed to refresh and bring up to date the knowledge of the combat ideas of field and general officers who had been separated for a long period from training in infantry units.

Communication course. This course, offered to officers and noncommissioned officers of communication platoons, was to provide instruction in the technique and principles of communication within all units up to and including the brigade.

During the school year, it became apparent that the course for national guard and reserve officers should offer more specialization than had been available. As a result, the classes were divided into two sections, "A" and "B". Both sections took a few weeks of a common or basic course, covering subject matter necessary to all students, after which one section pursued a course for rifle-unit commanders, and the other section a course for machine-gun, mortar, and 37-mm gun unit commanders.

Experience during this school year again indicated the need for changes in the organization of the academic department. A decision by the War Department that a separate Department of Military Research would no longer be maintained in service schools led to the consolidation of the existing Department of Research with the Department of General Subjects, and the inclusion, in the latter, of a section for military history. This left two departments in The Infantry School -- the Department of Military Arts and the Department of General Subjects.

The Department of Military Arts had been organized into four sections -- Tactics, Small Arms, Machine Gun and Howitzer, and Engineering. There seemed to be no good reason why small arms, machine guns, and howitzers should not all be taught by the same section. It was therefore considered advisable to give to the chief of a single section the responsibility for teaching the technique of all infantry weapons.

It was also found difficult to teach engineering in its relation to infantry without touching on the subject of tactics, where then-existing doctrine often conflicted. In order to secure uniformity of doctrine and control, the Engineering Section was combined with the

Tactical Section. The subject of employment of tanks was also assigned to the Tactical Section. These changes in organization resulted in a Department of Military Arts composed of only two sections -- the first charged with the teaching of tactics and engineering, and the second with the teaching of the weapons habitually employed in infantry commands.

While continued progress was being made in the development of instruction at The Infantry School, the problem of physical facilities continued to be a pressing one. In the fall of 1920, living conditions were still a primary concern of the post, as there was forseen a further increase of personnel which would more than double its population. Progressive increases had been taking place ever since the removal of the school to its new site a little over a year before. In April, 1920, demonstration troops, including those of the 34th Tank Battalion and Company D, 7th Engineers, had been added to the garrison. To these new units was added the 32nd Balloon Company, which had arrived in March.

Due to the arrival of this and other personnel, the garrison had practically doubled in size, and as no new building operations could be carried on, shelter for the newcomers had to be improvised. "The matter of proper shelter," says the annual report of The Infantry School for 1919-1920, "has been a most serious one." In view of the conditions which then existed, this may be considered an understatement. Nothing could have emphasized more strongly the state of unreadiness of the school's plant than the presence of the multitude of officers, soldiers, and families who vainly sought habitable quarters. The camp was crowded with more humanity than it could assimilate; even if all of its buildings had been completed, there would have been quarters enough for only about one-half

of the troops and two-thirds of the officers. Yet into this little more than half-finished camp which, when completed under the latest modified plans, could accommodate only 3600 troops, 137 officers of the school and garrison, and 500 student officers, were crammed 7000 troops, 350 officers of the school and garrison, and 650 student officers!

Preparations for the influx had begun by moving all of the 29th Infantry back into the tent camp south of the barracks area so that the barracks could be used for school buildings and as quarters for students without families. For married officers, the erection of an additional group of about 50 tent houses in the areas known as Blocks 16 and 40, had begun. Neither these latter, nor any of the quarters in Blocks 19, 21, or 23 were ready when the students arrived. An expedient which afforded relief to some of those affected by the paucity of quarters was the granting of permission to officers to build houses for themselves. This resulted in sporadic growths which sprinkled the landscape with architectural creations limited only in size and design by the resources and imaginations of their builders. However, some attractive domiciles were produced under this scheme.

An arrangement was made with Post Headquarters by which the officers who had used their personal funds to build small quarters were allowed to draw commutation until the building was paid for, when title should pass to the United States and commutation cease. If an owner was ordered away, each successor paid his own commutation to the former until the original cost was made up.

The erection of an immense tent camp for the troops, and of tent houses for the officers of the oversize garrison had the effect of further

Officers designed such houses as these, then built and lived in them.

hampering the execution of the construction plans for the permanent buildings. The cost of this "temporary" shelter, which, in the troop area, was destined to be occupied for more than ten years, had to be borne by the fund intended for the permanent construction work. By November 1920, about $55,000 had been spent on labor and material, exclusive of the tents themselves. The local authorities desired to spend $35,000 more to board the sides and sheathe them with building paper so as to make them comfortable during the winter. A sharp difference of opinion developed over this project. Already, about $735,000 of the million dollar construction appropriation had been spent. The cost of additional improvements to the tent camp would bring the total expenditure on that class of shelter to about $90,000, or nearly one-tenth of the sum appropriated for the permanent construction which was still far from completion. The continued inroads upon the million dollar fund for construction of an impermanent nature were likely to prevent the construction of some important features of the permanent camp. In fact, this was already the case, for after setting aside a sum for emergencies it was found that if the development of the tent camp should be carried on, there would not be enough money left to build the motor transport shops, the refrigeration plant, and a laundry. It was agreed that the motor transport shops should head the list in priority. These were to cost about $22,000. The refrigeration plant and a building for a commissary were regarded as next in importance, because of the inability of the local markets to supply the garrison with fresh food products, and also because of a rise in prices.

The Service Club, 1921.

The tent camp finally was completed by obtaining materials which were not charged against the building fund, and by the use of troop labor.

The laundry question, which loomed large in the eyes of the post's inhabitants, was tentatively settled by the decision to use one of the warehouse buildings in which to install the machinery. Before this could be effected, other arrangements were made to obtain surplus materials from Muscle Shoals with which to build the laundry. This was accomplished, and the laundry was completed in the fall of the following year.

In midsummer of 1920, work was begun on a brick building for a service club for enlisted men. Its cost was originally set at $97,000, but work had not progressed far before it was evident that $47,000 more would be required for its completion. As the service club was constructed by the War Camp Community Service of Columbus, this financial emergency had no effect on the progress of the other construction. This building and the Biglerville mess hall (the present Post Exchange Grocery) were the first structures of a permanent type erected at Camp Benning.

An indication of the broadened character of the school's training program was the commandant's recommendation in August 1921 that, in addition to the 29th Infantry at full war strength, there be stationed permanently at The Infantry School as demonstration units a battalion of field artillery, a battalion of tanks, a company of engineers, an observation squadron, a medical demonstration unit, a pigeon loft, and a balloon company. However, in spite of these plans and recommendations, the schedule of troop demonstrations had to be curtailed considerably. The setback in the training scheme was due to the reduction of the 29th Infantry, on October 3, 1922, to a two battalion regiment, with the personnel of the 3rd Battalion reallotted to the other two battalions; the dis-

Biglerville Mess.
One of the First Permanent Buildings.

banding of the medical demonstration detachment; and the withdrawal of the air service detachment to Maxwell Field, Montgomery, Alabama.

In 1921, the majority of the regular army students were newly commissioned, and, according to the assistant commandant, Colonel Paul B. Malone, "knew little of the unwritten laws of the service." Nevertheless, they apparently entered into their studies wholeheartedly, for Colonel Malone paid them a high compliment in the school's annual report. "On the whole," he said, "the conduct of the classes was excellent, the morale high, and the feeling that a great work for the army had been accomplished was general, almost universal." The reputation which Benning had acquired in 1918 and 1919 throughout the infantry as a place definitely to be avoided, could not, of course, be eradicated overnight, but the groundwork was being laid for a saner and a more just feeling among infantry officers with regard to the school of their own arm.

This evidence of student spirit appears to have been an element of conspicuous brightness in an otherwise gloomy year. Besides the disheartening problems associated with the living conditions of Camp Benning, General Gordon was confronted with others of totally different character but equally disturbing. One of these was the problem of adequate transportation service between Camp Benning and Columbus. The schedule of the one daily train, which the Central of Georgia railroad operated to and from the camp, was wholly unsuited to the needs of the majority of the garrison, which found itself interned during its hours of freedom from duties. This was regarded as a golden opportunity by a number of individuals who forthwith engaged in the business of providing transportation between the camp and the city. Soon, scores of nondescript vehicles, operated by persons of no particular responsibility, were haphazardly

Lieutenant Colonel Paul B. Malone
Assistant Commandant, The Infantry School
April, 1920 - November, 1922

engaged in carrying passengers between Camp Benning and Columbus. General Gordon desired the establishment of a reliable transportation system to displace the unregulated jitneys. Accordingly, negotiations were begun with the management of the Columbus street railways. An offer of the free use of the government's tracks to the camp was made to the company. This did not appear to be sufficient inducement, and the street railway company asked, in addition, that it be given a monopoly on all passengers and freight transportation, and a guarantee that the government would reimburse the company for any deficit incurred in operating the line. The latter point could not be conceded and the negotiations fell through.

When a proposal to establish a regular passenger bus line between Camp Benning and Columbus was made by an Atlanta businessman, however, the subject at once became a matter of community concern. In May, 1921, a counter proposal offered by the automobile dealers of Columbus was laid before the Camp Activities Committee, a local citizens' organization. The Committee regarded the Atlantan's proposal as the better one and recommended that General Gordon accept it, which he did. The bus line was given the exclusive automobile transportation privilege between the camp and the city.

Another problem of no mean proportions was the constant readjustment of all activities which was made necessary by the growing shortage of enlisted personnel. This was particularly evident in 1921, following the promulgation of the War Department's order which permitted the discharge of any soldier who desired to leave the service. This state of affairs was, of course, one which had to be accepted. However, in midsummer of

1921, General Gordon made emphatic protest against a proposed reduction of one-fourth of the force of nurses at Camp Benning. "If we had modern quarters for our families, officers and enlisted men," he said, "the necessity for hospital accommodations would be very much less."

As a final, but by no means all-inclusive recital of the minor burdens borne by the personnel of the camp, a list of some of the ill-starred events of this year, 1921, will be illuminating. In March, during a firing exercise, a tank fired a six-pound shell into one of the officers' quarters in Block 23. Just a few days later an artillery shell fell on the railroad near Harp's Pond and a civilian workman had a narrow escape from death or injury. In the same month, a violent storm destroyed wire communication lines, unroofed buildings, and moved some from their foundations, and damaged a great amount of subsistence and other supplies. In May, a fete day whose program included a ceremony, demomstrations, a baseball game, and a public reception, was broken up by another violent storm. In June, the local water supply dried up and it was necessary to improvise a temporary source of supply.

In October, General Farnsworth, Chief of Infantry, prophesied a somewhat gloomy future when he wrote, "It is becoming increasingly difficult to get personnel, money, and materials for Benning. This is not because of any opposition to Benning, but because of the necessity for economy in the army. The economy is real economy and not simply talk about economy." Only a year before, General Gordon, viewing hopefully the immediate future, had written to General Farnsworth, "I feel, too, that we are meeting successfully the crisis that The Infantry School is now going through and that in another

year the troubles of today will be forgotten in the improved conditions and in the school's success."

Upon completion of the general construction of the camp in 1921, a policy of specifying only permanent types of construction for the future was adopted. The first structures built under the new policy were a quartermaster warehouse, two ordnance magazines, and twenty officers' quarters in Block 15, all of brick.

On May 25, the construction division of the Quartermaster Corps completed the first plan of Camp Benning as a permanent post. Much of the arrangement of the semi-permanent camp plan was left undistrubed. The school center was to be near Blocks 21 and 23, in the "Biglerville" area, as originally planned. No material changes were made in the locations of the "civic center", the hospital, or the utilities area, nor was the arrangement of officers' quarters in Block 14 or noncommissioned officers' quarters in Block 18 changed. The location of the permanent barracks was changed to the site on which the immense cuartel type barracks have since been built. There were plenty of parade grounds shown on the plan, but no athletic fields.

In the spring of 1921, a board of officers of which Colonel Reginald H. Kelley was president was convened to assign names to terrain features on the reservation and to streets on the post proper. All names appearing on the original map of Camp Benning were -- with a few local exceptions such as Lumpkin Road -- those of units which had served in World War I, terrain features in France identified by actions of American organizations, and individuals -- mainly officers -- killed in action. The post roads

were given the nicknames of the divisions. The 1st Division had no nickname, so its full name appears on the road leading to Harmony Church. These names were assigned first by officers of the Tactical Section as an incident in drawing up terrain exercises on an unnamed map. A master map was kept on the wall of the section. Once named, a hill, road, wood, or other feature, retained that name.

The 1921 board adopted the principle that no names should appear on the Camp Benning map except those pertaining to World War I. This ended an attempt to utilize almost exclusively names from the Confederate Army. All names used were those of infantrymen who served creditably and were deceased. The first used were those of personnel awarded the Medal of Honor, then the other American decorations in order of importance. Designations were regardless of rank; some of the main roads on the post are named after enlisted men. A suitable certificate was printed, signed by the Commandant and sent to the nearest relative of each person whose name appeared on the map, stating that a hill or other terrain feature was given his name as a permanent memorial to that infantryman. Replies received after receipt of these certificates were often pathetically appreciative.

The need for improved living conditions still remained acute. "We still seem to have the moral support of everyone with us but there is no certainty it will continue if decent accommodations are delayed much longer," General Gordon wrote to General Farnsworth in October, 1920. "Our troop labor is fully employed. Any additional work necessitates labor being taken from something else. The firing schedules require some 200 men to work on the range, including marking targets. We are fighting forest fires

on the reservation. Our roads are seriously requiring attention. The question of fuel wood for stoves in officers' and men's tents will soon require considerable details for hauling, sawing, splitting, and delivering."

Just about this time there arrived 700 young recruits. Like many who had preceded them and like others who were to follow, they beheld the scenes and participated in the activities so vividly described in General Gordon's letter - and were disillusioned. Some of them seemed to harbor the idea that they had listened too attentively to hyperbolic descriptions of Camp Benning and overembellished accounts of the military life there. Perhaps they did not think of just those words in trying to account for their decisions to take up a military career, but nevertheless they felt that they had been grossly misinformed. Many a promising young man in this frame of mind, made an informal departure, never to return -- voluntarily. A suspicion that the recruiting service had pictured life at Camp Benning a trifle too glowingly was confirmed when a recruiting circular issued at Hamsburg, Pennsylvania, came to hand. "Join the 29th Infantry at Camp Benning, Georgia," it urged. "A motorized regiment. No guard, no fatigue. Good bathing in camp eight months of the year. Over $7,000,000 worth new barracks nearly completed."

Even in its immature state, however, Camp Benning and its work was beginning to attract attention far beyond the limits of local interest, and by 1922, knowledge, not only of the work of The Infantry School, but of the character and extent of its reservation, was general throughout the army. This was not altogether displeasing to the infantry, until proposals

JOIN THE

# 29th INFANTRY

at

# Camp Benning, Ga.

FOR REGULAR SOLDIERS,

A MOTORIZED REGIMENT

NO GUARD--NO FATIGUE

A DEMONSTRATION UNIT

A GREAT CAMP -- 90,000 ACRES

GOOD BATHING IN CAMP EIGHT MONTHS OF THE YEAR.

GREAT FISHING AND HUNTING

-BASS - COON - POSSUM - FOX - RABBIT- SQUIRREL

OVER $7,000,000 WORTH NEW BARRACKS NEARLY COMPLETED. CAMP IS ONLY THIRTY MINUTES RIDE BY GOV'T. R. R. TO COLUMBUS - WHICH HAS 35,000 POP

COME AND TALK IT OVER AT THE

U. S. ARMY RECRUITING STATION,

325 MARKET STREET.

HARRISBURG, PA.

A Slight Exaggeration.

to establish other special service schools, among them the artillery school, at Camp Benning, aroused the unwilling suspicion that the interest of the sister arms was not entirely altruistic. For a time, the prospect of having to share with other service schools the home for which it had endured so much sacrifice, was disturbing to The Infantry School. By sundry methods, the infantry adroitly averted the imminent intrusions of its acquisitive associates. But no sooner had the danger of division of its property been warded off, than its land was threatened from another quarter. In official Washington, the opinion that The Infantry School had more land than it needed was prevalent. Proposals that the area of the reservation be reduced followed, but, fortunately, were not approved.

The status of The Infantry School was becoming more secure as its friends and supporters became more numerous. Visits of political and military dignitaries won new and influential friends, and its position became more and more strongly intrenched as their pilgrimages continued. "The more that come, the better," General Gordon said early in 1922, "as I believe that, as a rule, our visitors become our friends." Assistant Secretary of War Wainwright, General Harbord, and an accompanying party of high officials were the first of a number of personages to visit Camp Benning in 1922. They arrived on January 10, were received with appropriate honors, and viewed some special troop demonstrations during their two-day visit. Among the distinguished visitors of the year were Colonel H. J. Koehler, the noted physical training authority, who came in February; and General Pershing and a party which included Generals Holbrook and Williams, and the British military attache, who came in March.

In January, 1922, the experimental target range, the distinctive feature of which was a lake upon the surface of which the strike of projectiles could be observed, was placed in use. On January 31, a national guard and reserve officers' class, the only one to be held in 1922, was graduated.

February, as in years past, again proved to be a month of significance for the camp, for on the eighth a War Department order formally announced the new title of the post as Fort Benning. In this month, too, plans for converting a battalion of the 29th Infantry, which then was motorized, into a model animal-equipped battalion, were undertaken. March drew attention chiefly for the violent rainstorms which produced the high waters known as the "Second Pershing Flood" when General Pershing and his party visited Fort Benning on the fifth and sixth.

The year 1922 was an auspicious year also as marking the inauguration of Fort Benning's second era of construction. The opening of the year, however, did not give much indication of the things to come, for at that time General Gordon was pondering the discouraging news that he had received from General Farnsworth a few days before, to the effect that the Director of the Budget had reduced to $400,000 a proposed expenditure of $724,000 which the Secretary of War had approved for construction at the fort. The Secretary of War deemed it inadvisable to urge the restoration of the stricken items, and the estimate was submitted to Congress with a request for an appropriation of $350,000 for a hospital, and $50,000 for miscellaneous construction. The prospect of obtaining a modern hospital was, of course, highly pleasing, for its construction had been urged as one of the first necessities of the post. The elimination of $324,000 from


The Disappearing Bridge.

the bill was a heavy blow to the hopes of starting other urgently-needed permanent buildings, among them, quarters for the poorly sheltered families. But on September 15, the first of a series of plans under which Fort Benning began to discard its improvised wartime costume and appear in apparel more suited to its permanent role was approved.

While these plans for construction were being considered, other problems were also receiving more than a little attention. Ever since General Gordon had taken command of Fort Benning, he had conducted a vigorous crusade against conditions in nearby Columbus which he regarded as menaces to the health and morals of his command. Many citizens of the city regarded his campaign with favor; others looked upon it disapprovingly. A turbulent election, which changed the form of city government, was a victory for the supporters of the morality drive, but left a trail of rancor in its wake. As a consequence of all this, General Gordon's assidous efforts to establish a rapprochement between the military and civil communities were not entirely successful, although early in the year, the Columbus Chamber of Commerce had transmitted to him, "a succinct account of the important steps taken by the City of Columbus to put itself in a position to meet its obligations as Camp Benning's neighbor and social center." In commenting upon this friendly overture, General Gordon had said, "I feel very much encouraged and even hopeful for the future."

On November 21, 1922, Brigadier General Paul B. Malone, who had served as Assistant Commandant since July 1, was transferred. Colonel William H. Fassett was appointed Assistant Commandant on November 22, and was in turn succeeded by Colonel Alfred W. Bjornstad on September 15, 1923. Brigadier General Briant H. Wells succeeded General Gordon as Commandant on November 8, 1923.

# CHAPTER IX

## The Second Period of Construction

## 1923-1925

By 1923, the school seemed to have swung into its stride. Classes arrived, pursued their courses, and departed on schedule. The courses and the school's mechanism were gradually acquiring smoothness and polish through use and experience, but additional changes and modifications in the types and content of courses were continuously under consideration.

The most important change in the curriculum of the academic year 1922-23 resulted from the decision of the Chief of the Infantry, in July, 1922, to abolish the Basic Course. This course, introduced especially for those officers who had been commissioned in the Regular Army in the years immediately following the war, had served its purpose, and the need for it had largely disappeared. The reduction in the number of courses reduced the student body of the school to 371, or some 67 fewer than had attended during the previous year.

During these early years the student's time was almost equally divided between classroom or lecture hall and range or field work. There was evidence, however, of a growing appreciation that the curriculum was still slighting tactics in favor of instruction in weapons. Although tactics had come to occupy an important place in the curriculum, it was felt that even more emphasis should be placed on this subject. Plans were therefore carefully matured during 1922 for a further revision of the curriculum for the year following.

In June, 1923, a preliminary trial was made in this direction by the introduction in all of the courses of a ten-day period of field maneuvers, which turned out to be one of the most valuable features of the school. These maneuvers continued for many years, and not only proved to be instructive to the students, but gave additional proof of the urgent need for both increased and improved training in tactics.

A further development of the school year was the effort to improve the school library, which had existed in a very primitive state since the Fort Sill period. A civilian librarian and increased library appropriations gave promise that this institution would come to occupy an important place in the work of the school.

The school year 1923-24 also witnessed important changes in the functioning and regulations of the school. The curriculum, with minor modifications, remained unchanged, but the content of the courses, particularly the period of field maneuvers devoted primarily to the study of tactics, had been drastically revised. The previous year's field maneuvers had shown the necessity for careful study and revision of this problem. This had been undertaken by the faculty with great thoroughness and the revised exercises which had been evolved were based on the same fundamental conceptions as the present day command-post exercises.

A second important change instituted during the year, and one which materially improved the administration of the school, was the introduction of the company organization for classes. The Advanced Class became known as Company A, the Company Officers' Class as Companies B and C, and the National Guard and Reserve Officers' Class as Companies D and E. In addition to the improvement in administration made possible by this

organization, it greatly facilitated the movement of the student body to and from instructional areas.

Probably the most significant change, at least from the point of view of the students, was the abolition in all classes of the publication of the relative class standing of each student. This much criticized feature had been the cause of a great deal of discontent in previous years. Its abolition and the adoption of the five ratings of the efficiency report to indicate the success of the student in his school work met with overwhelming approval from the students, and resulted in a noticeable improvement in the morale of the school as a whole.

At the beginning of the school year 1924-25, a reorganization of the Academic Department of the school was effected which eliminated the departments and substituted in their stead five sections. This brought about a smoother organization and, by reducing overhead, produced economies in office administration. It also drew the new chiefs of ~~the~~ sections into more intimate contact with their work than had been the case with the chiefs of the departments. The new organization included the assistant commandant, an executive officer, a secretary, and a property officer for the Academic Department as a whole, and a chief, a secretary, and the necessary instructors for each section.

The sections were organized as follows:

First Section: Tactics.
- Committee A: Special operations.
- Committee B: Defense.
- Committee C: Offense.

Second Section: Technique.
- Committee D: Organization, staff, logistics.
- Committee E: Combat orders, operations, military intelligence.
- Committee F: Signal communications.

Committee K: Military sketching and map reading, aerial photographs, and military engineering.

Third Section: Weapons.

Fourth Section: Training.
Committee G: Training management, psychology, drill and command.
Committee H: Military History, methods of instruction, the Army of the United States.
Committee I: Physical training and bayonet.
Committee J: Equitation, animals, stables, and transportation.

Fifth Section: Publications and Correspondence Courses.

Another innovation of the year was the introduction of a three-week orientation course for both new and old instructors, just prior to the arrival of the new classes in the fall. This course was designed to coordinate and improve instructional methods and doctrines and weld the instructional personnel into a single harmonious body.

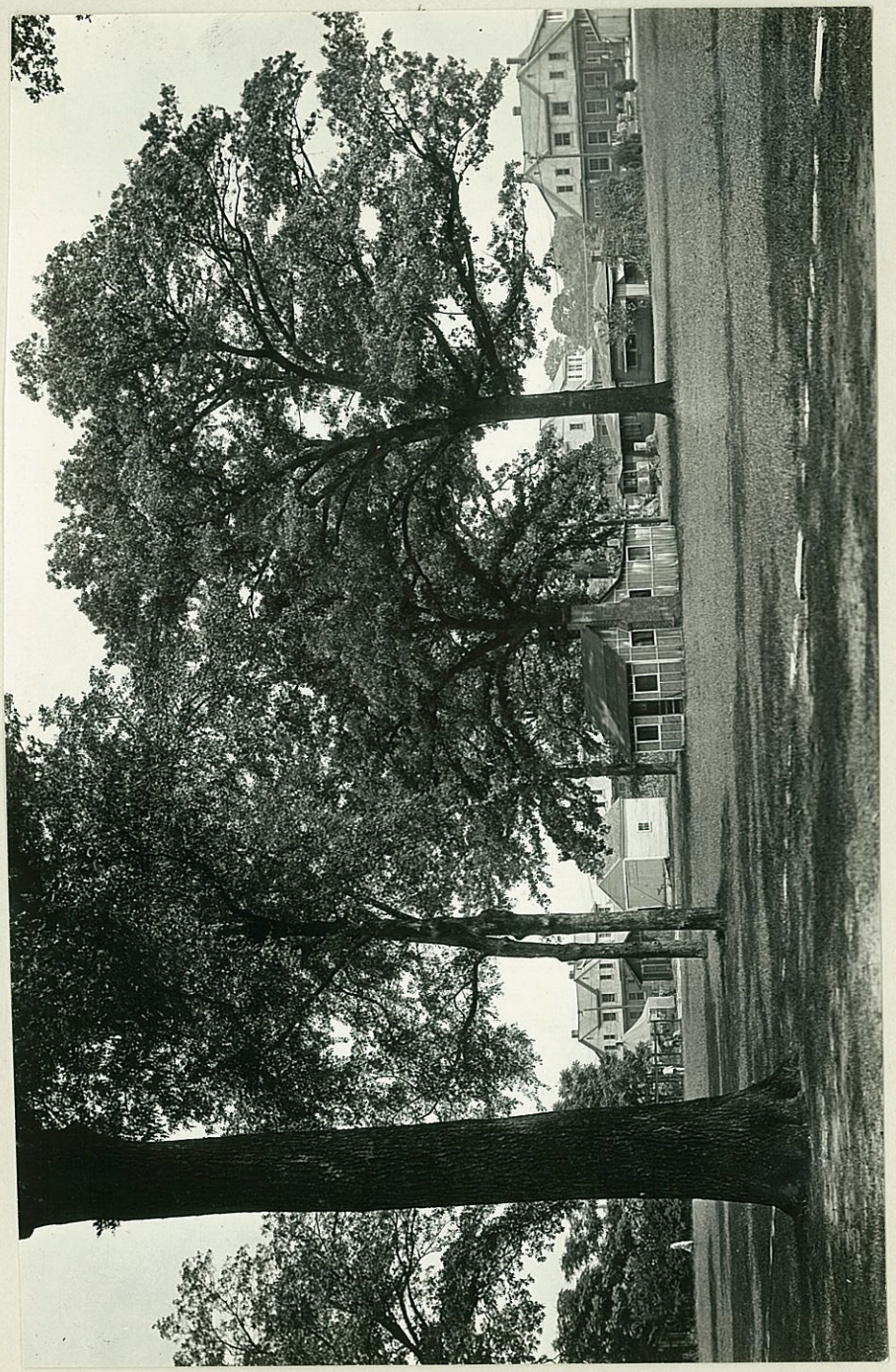
A new course for field officers of the National Guard was opened on January 3, 1925, and lasted five weeks. One hundred and seven of the available two hundred and two hours were devoted to the study and practice of tactics. The course was so successful that it was made a continuing feature of the curriculum, and a recommendation was made that such a course should also be initiated for field officers of the reserve.

The strength of the teaching force in 1924-25 totalled 62 officers, five of whom, however, were assigned to regiments of the garrison and served on special duty with the school. A gradual increase in the requirements of rank for officers detailed as instructors had been going on since 1921. The policy had now crystallized that they should hold the rank of captain

or higher, and that instructors in tactics should be field officers and Leavenworth graduates. The Chief of Infantry thoroughly appreciated the school's desires in this respect, and did everything in his power to secure the best personnel available for the school, with results which were soon apparent. Much of the credit for the constant improvement in the quality of the teaching in succeeding years must be given to General Wells and Colonel Bjornstad, the Commandant and Assistant Commandant respectively, for their efforts at this time in securing a favorable attitude by the War Department on the policy of priority for the school in selecting infantry officers for instructors.

The academic year was also marked by the transfer on February 16, 1925, of the school's Assistant Commandant, Brigadier General Alfred W. Bjornstad, who was ordered to other duty upon receiving his commission as brigadier general. He was succeeded as Assistant Commandant on June 30, 1925, by Colonel Frank S. Cocheu, who began his active duties at Fort Benning on August 1, 1925.

The appearance of the post continued to keep pace with the improvements in the curriculum. By 1923, improvements in the physical structure, based on carefully worked out plans, were beginning to be apparent. The first permanent plan for the post had been drawn up on September 15, 1922. Although it was merely a slight revision of the previously modified cantonment plan, it provided for the construction of 18 double sets of permanent type quarters for officers in Block 14, and 10 double sets in Block 15. In addition, work was also begun on five double sets for noncommissioned officers in Block 37. This construction, as well as that of the group of hospital buildings, was completed in October of the same



The Old and the New Stood Side by Side.

year. The cost of these permanent quarters was about $526,000. Individually, the officers' quarters cost $18,000 each and those of the noncommissioned officers, $10,000 each. Although they were erected as part of a "Fort Benning Plan," the officers' quarters are of a type particularly suitable for a rigorous northern climate, ~~and have~~ with sharply gabled roofs designed to shed heavy snowfalls. That and the fact that during the heat of a Georgia summer the upper floors of these houses are oppressively hot, is the evidence offered by those who insist that a mix-up of plans in the Washington headquarters of the Construction Division sent the plans for officers' quarters at Fort Ethan Allen in Vermont to Fort Benning, and Fort Benning's plans to Fort Ethan Allen. There have been many interesting conjectures concerning how the occupants of the officers' dwellings in Fort Ethan Allen survived their first winter! In spite of the incongruity of some of their features, the new houses were regarded as palatial by the former shack-dwellers of Fort Benning, and their occupants were greatly envied.

The building of officers' quarters was a task on which more than a little costly experimenting was performed. After the case of mistaken plans in which houses said to be meant for Fort Ethan Allen in the north were built at Benning instead, there was still room for trouble. The first group of tropical-type houses built had 2 stories, with a sun porch on each floor. Underneath the sun porches, space for a garage was hollowed out. This seemed to be a very fine plan - until the winter rains came and flooded every one of the concrete caverns. The water rushed down the driveways in torrents, and seeped through the basements of the houses.

Needless to say, the next series of officers' quarters was built with the garages separate from the houses.

In September, 1923, contractors completed the electric substation, and in December began work on the main hospital building. In this same year, an improvement was made in the quarters situation by the completion in Block 19 of 17 wooden buildings which had been staked out in 1919. These were assigned as officers' quarters. While the civilian contractors were engaged in these operations, engineers and the Post Quartermaster, supplementing their own small forces by troop labor, carried on other construction. Two steel-trussed bridges across the Upatoi were completed in January by troop labor under the direction of Company A, 7th Engineers. After a series of vexatious delays, while awaiting supplies and equipment, the bridges were opened to traffic with appropriate ceremony.

Members of the garrison during these early years may have forgotten just where some of those temporary buildings were located, and students may have forgotten the names of some of their instructors, but almost everyone stationed here between 1921 and 1923 remembers Calculator, the little nondescript dog in whose memory was erected the monument that now stands in rear of the present Infantry School Building. Inscribed on the tablet is "CALCULATOR, Born ? Died August 29, 1923. He Made Better Dogs of Us All."

"Calc", as he was affectionately called by everyone from the commandant to the private in the rear rank, was crippled. His name was suggested by the halting manner of his progress in which he "put down three and carried one." But there was nothing slow about Calc's manner


Calculator's Monument.

of making friends. He hitchhiked and panhandled his way in a royal style, taking complete possession of the garrison, and no king was ever treated more royally. He seemed to have an uncanny knowledge of Fort Benning automobiles and considered it his privilege to travel back and forth between Columbus and the fort in any Benning officer's car. Commissioned members of the garrison made it a habit to drive by the Ralston Hotel corner on their return from town to see if Calculator was waiting at his accustomed place for a lift. But Calc did not confine himself to cars, frequently would hop the train or bus and honor it by accepting a ride back to the fort. Not of the one-man-dog type, Calc was impartially loyal to all his friends, never staying too long in one place, taking his food from whomever happened to be around when he was hungry, sleeping wherever he happened to be when he was tired, and always following the most interesting events of the school, lending his presence alike to units engaged in problems and to those participating in solemn occasions. The officers grew so fond of him that when he was unaccountably poisoned in 1923, a collection was taken for his monument, which, originally placed on the parade ground near the flag pole, was subsequently moved to occupy its present place of honor at the "family entrance" of The Infantry School Building.

In January, 1924, construction, under contract, of 7 additional double sets of officers' quarters was begun in Block 14. These buildings, of the same type as those previously built in Block 14, were completed in November. The erection of two large steel hangars, one to be used as a warehouse, and the other as shops for the Motor Transport Corps, was accomplished in this year by post labor. A considerable amount of con-

struction work on target ranges was accomplished by the same means. During the year, the 24th Infantry greatly improved its living conditions by constructing a number of small barrack buildings to replace tentage.

In April, the first plan of beautifying the post was begun with an organized campaign to plant grass, trees, and shrubs. General Wells had an eye for the beautiful, and envisaged a fine post in the future. "There remains a staggering amount of work to be done," he said, "but time will eventually make this one of the finest posts in the army." His plan, approved on April 5, 1924, by General Farnsworth, Chief of Infantry, was the first real one to be drawn up for The Infantry School as an establishment of permanence and character, and it made sweeping changes in the old cantonment layout. Permanent barracks, to replace the cantonment type, were indicated on the sites of the present cuartel barracks; a large school building was to occupy the area south of Gowdy Field. Gowdy Field and the Doughboy Stadium were shown in their present locations. Post headquarters was to be east of the stadium in the same block. The post exchange was shown on Vibbert Avenue opposite the stadium; an enlisted men's club was to be nearby on the north side of the exchange. One of the most striking features was an enormous apartment house, of the cuartel type, for married student officers. This was to be east of Austin Loop in Block 16. Quarters for bachelor student officers were shown on Lumpkin Road, between Wickersham and Walker Avenues, and a children's school was opposite, on the south side of Wickersham Avenue. The Officers' Club was

General Wells' Plan

just south of Block 15. Quarters for noncommissioned officers were to be in Blocks 11 and 12, north of the theater. A polo field at the north end of the parade ground, a swimming pool in the ravine west of Block 14, and a handball court on Ingersoll Street, just south of the gymnasium, were other features of the comprehensive plan.

Although General Wells' building and beautification scheme was never put into full effect, it became the basis for future planning, with many of its features reaching ultimate fruition in the layout of the post as it is today.

While still a comparatively new post, Fort Benning was already outstanding among the service stations as an athletic and recreation center. Its year-round sports program included football, baseball, basketball, lacrosse, boxing, track, polo, tennis, golf, hunts, and swimming. From 1920 to 1923, the school had "Varsity" teams in all sports and was an honorary member of the Southern Intercollegiate Athletic Association. The players were students, except for a few enlisted men on baseball teams, and their participation in these sports entailed considerable sacrifice both physically and academically. They would be late and tired when arriving home and in no condition for study. As there was no allowance made nor credit given for this work, it is reasonable to assume that many of the students could have stood much higher in their classes but for their interest in the excellent athletic record of the school.

All home football games and about half of the baseball games were played in Columbus in the old wooden stadium. Georgia, Auburn, Georgia Tech, Oglethorpe, Florida, Loyola, Mercer, Gordon, Vanderbilt, and

Sewanee were some of the colleges and schools that cooperated wholeheartedly with The Infantry School's athletic efforts, as did the people of Columbus, to whom the home games meant not only entertainment but, to the merchants, considerable financial gain.

Everything was run on a "shoe string." No government funds were provided and the program had to be 100% self supporting. Bills for equipment were guaranteed by officers of the Academic Department. As an example, the guarantee for one important football game was provided by an officer loaning to the department an endowment insurance check he had received. This was used as collateral security pending the financial outcome of the game.

In the spring of 1924, all these activities were organized under the direction of the Infantry School Athletic Association. Football, the major sport, was followed with such intensity by its players that when the "President's Cup" games were introduced in 1924, Fort Benning was given the mandate of representing the Army for the first three years. During the 1926 season, the All-Army team, trained at Fort Benning, had as one of its four coaches the now General Dwight D. Eisenhower who was then an officer ~~with~~ of the 24th Infantry. Intramural games were the chief interest of the garrison, however, and each organization had its own team. For basketball and other indoor games, the soldiers of the post built for themselves the finest gymnasium in the service, with the exception of the one at West Point.

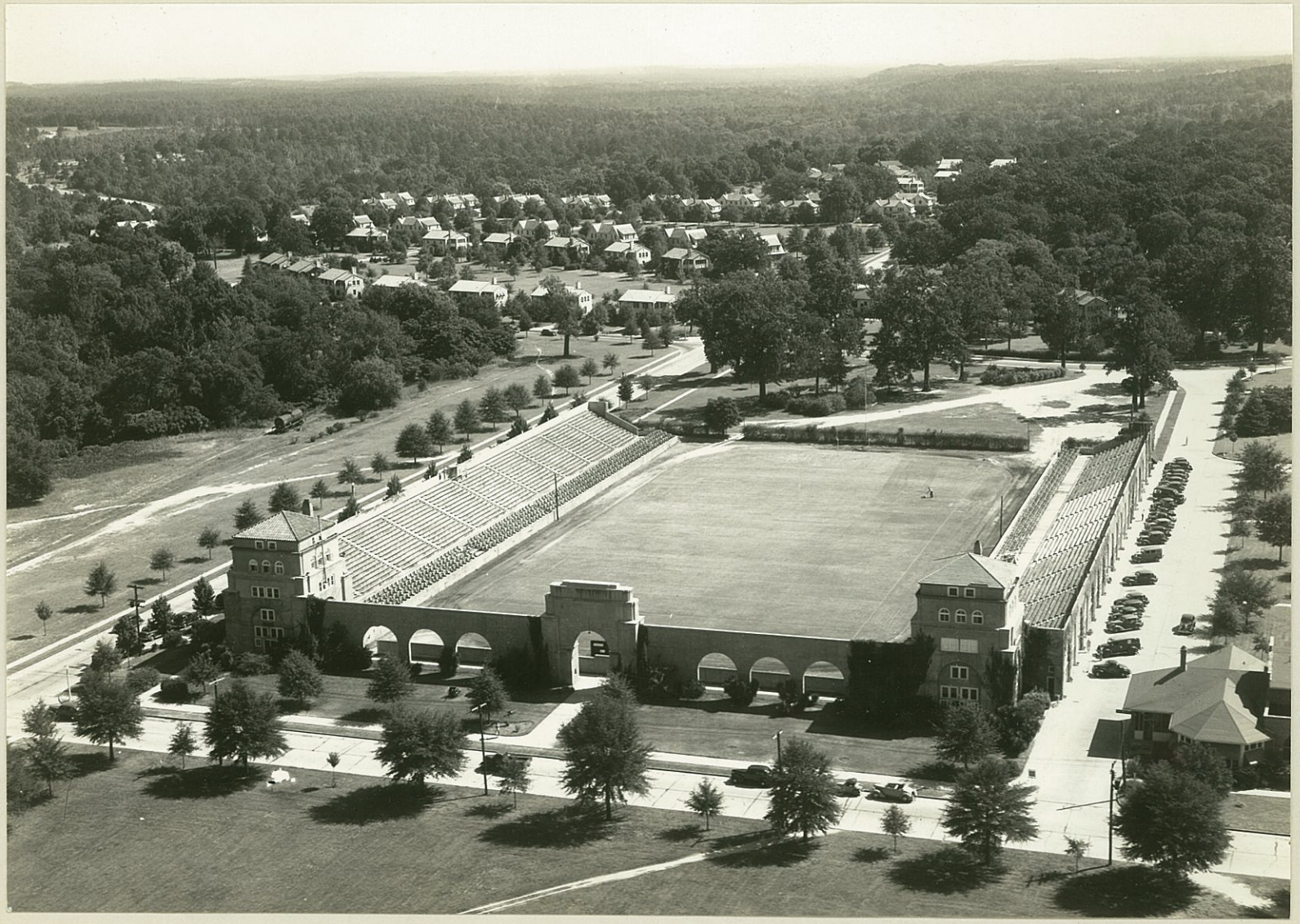
In recognition of the need of facilities for sports and other forms


The Gymnasium, 1927.

of recreation as a prime factor in the upbuilding of the morale and efficiency of the garrison, General Wells created a semi-official building board known as the Recreation Center Board which was authorized by the Secretary of War on March 10, 1924. Its mission was to collect money wherever possible, borrow labor and tools, salvage whatever material was needed - in short, to do anything necessary to provide athletic and recreational facilities for the school. It and other catch-as-catch-can builders of this period in The Infantry School's history made life a constant agony for the Post Quartermaster and Engineers. Construction during the period can be compared to that of the old Indian days, or the "priority" days of World War II, when a carpenter who had been given a keg of nails for use on a certain building almost had to use a hammer with one hand and hold a gun in the other in order to protect from "piracy" enough nails to finish his assigned work.

Ingenuity in using material, as well as in getting it, marked the successful efforts of those builders of Benning. An unorthodox yet workable method of tower construction raised the two Doughboy Stadium towers. Steam was needed as power for the immense shovel which scooped out the hole in which the foundation would rest. None of the usual ways of obtaining this power was available, so tracks were laid and a siding built for the engine of the local train to come alongside the project and furnish it.

The accomplishments of the Recreation Center Board, however, provided The Infantry School with athletic and recreational facilities unequalled at any other post of the army, save only the Military Academy

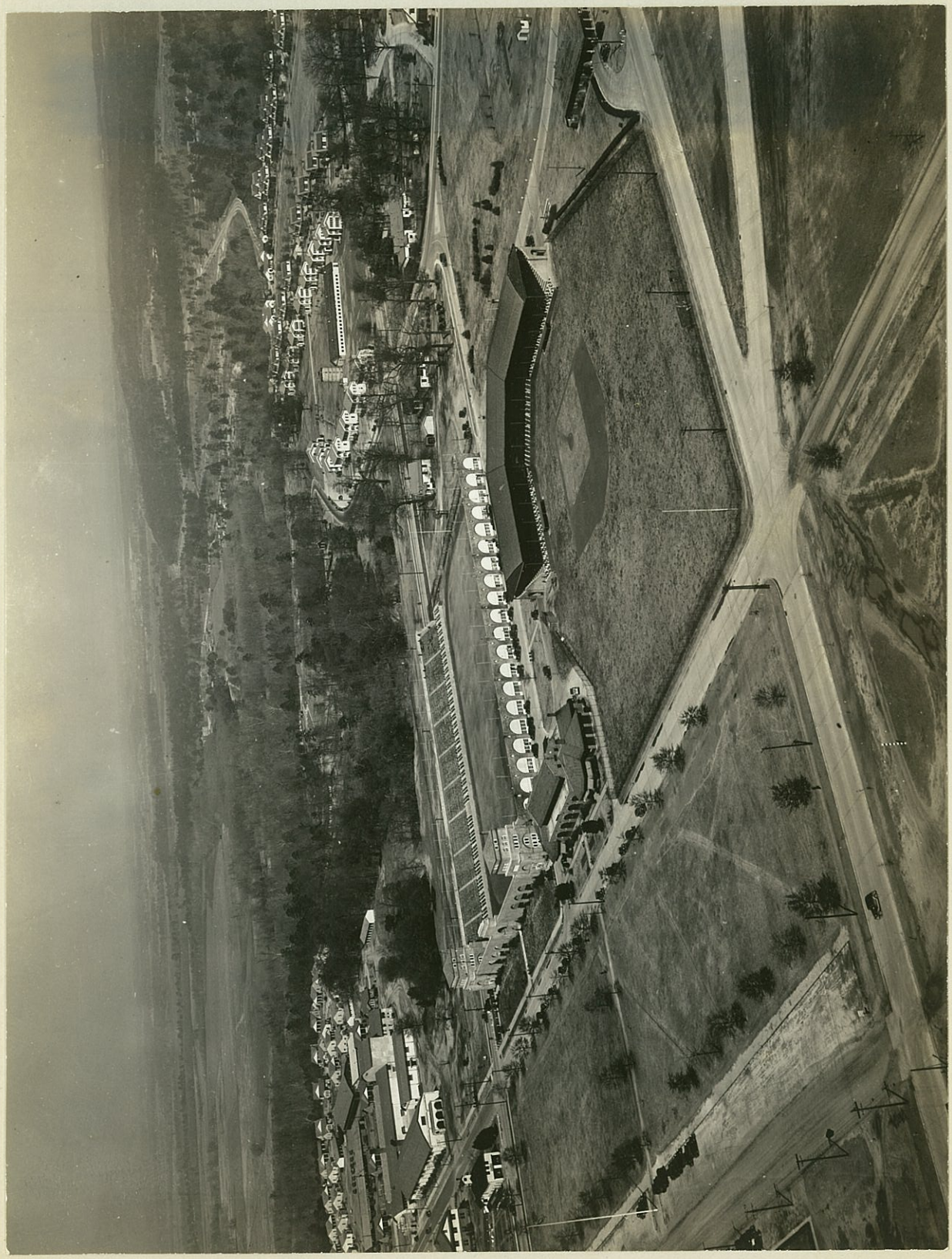


Doughboy Stadium

at West Point. Foremost among their achievements is the Doughboy Stadium, dedicated to all those whose name it bears. Money for its construction was donated by men of the army stationed from Maine to the Philippines, and it was built by the school troops. The ground for its foundation was broken on May 12, 1924, by Generals Wells and Bjornstad, and General Pershing started the mixer and poured the first bucket of concrete at an impressive ceremony ten days later.

The stadium proper consists of 40 bays and 320 boxes. The seating capacity is 9,600, and may be enlarged to include 12,000 by the addition of temporary stands. Each of the bays may fly the flag of a subscribing organization or regiment; the regimental coat of arms is emblazoned in terra cotta on the top wall of the bay. Each box bears a bronze tablet stating the name of the donor and the person or persons to whom it is dedicated. These boxes were to be held for life. The stadium was dedicated by the Chief of Infantry on October 15, 1925. In the first game following the ceremony, the "Blue Tide" won over Oglethorpe University. At that time the stadium was not quite completed. Because of a change of plan, the closing structures at the west end were not yet finished. The present 60-foot towers of Spanish mission design, which, with arched walls, flank the central arch, were constructed from plans drawn by Mr. Ralph Rice, then an architect in New York City, who had been an officer in World War I.

Gowdy Field was started and its construction continued concurrently



Gowdy Field and Doughboy Stadium.

with Doughboy Stadium, although it was rushed to completion ahead of the latter. On March 27, 1925, the Giants and the Senators, then champions of the two major leagues, played the first and dedicating game. The catcher for the Giants on that occasion was Hank Gowdy, in honor of whom the field was named. He had been the first major league baseball player to volunteer for service in the first World War when he put aside his Boston Braves uniform for regulation khaki.

In addition to undertaking new construction, the Recreation Center Board finished at least one building that had been started sometime prior to the board's organization. In 1923, the Quartermaster had started building a theatre; in 1925, the incomplete structure was taken over by the Recreation Center Board; and in February, 1926, it opened with a seating capacity of 1,250. About two years later, the stage was dedicated in a double bill by the Glee Club and the Dramatic Club. When the present Main Theatre on the corner of Ingersoll and Wold Avenues was constructed in 1937, the old theatre became a storehouse.

The swimming pool is the oldest and, in the opinion of many, the best of the post's recreational facilities. Without it, life at Fort Benning during the summertime would be uncomfortable in the extreme. There had been a swimming hole in the ravine opposite Post Headquarters long before Benning was thought of. In 1919, Company D, 7th Engineers, constructed what is now the lower dam, and created a swimming hole which, though welcome to the sweltering inhabitants of the garrison, was actually little more than a mud hole. Construction of the present pool was started in November, 1926, by the then Commandant, General Collins. It has an area of about 65,000 square feet, an average depth of about 6 feet, and is entirely


The Old Main Theatre (1925)

surrounded by concrete curb walls and broad sidewalks. On one side is a clear and beautiful sand beach over 100 yards long and 40 feet wide. For the use of children, there is a semicircular basin in the lower left corner which can be emptied and filled with fresh water independently of the main pool. Opposite the children's pool is a stand where 400 spectators can sit to watch the swimming and diving contests of the season. In the valley above the pool is an impounding reservoir from which the pool can be filled in five hours. This insures frequent changes of water during the swimming season without interruption to the use of the pool.

Among the officers, there has been much enthusiasm about polo. The pioneers of the sport at The Infantry School used a makeshift field, named French Field, but in the summer of 1923, a polo field named Shannon Field was laid out. With the assistance of hired troop labor, individual polo players financed and built an attractive rustic bungalow adjoining the field. The Officers' Club took it over and, although it is no longer a gathering place for polo players or huntsmen, the building, known as the Polo-Hunt Club, is still very much in demand for dances and other activities. Interest in polo at The Infantry School began in the autumn of 1919, shortly after the newly created school had moved from the outskirts of Columbus, to its present home. Three polo teams were organized, two of which (the Blues, and the Yellows or Freebooters) consisted of instructors from the Academic Department, the third being composed of officers on duty with the 29th Infantry. At the beginiing of the 1921-22 school year, the 83d Field Artillery battalion, which had joined the garrison in 1920, also

The Post Hunt Hounds.

placed a team in the field. From these four teams, a post team was chosen which toured the Southern Circuit, as well as accepting invitations to play against the teams of such posts as Fort Knox and Camp Bragg. This sport flourished until 1940, when it had to be discontinued because of the pressure of military duties. The Spring Horse Show was an annual event begun in 1922, and carried on as one of the most successful and popular activities of the post through 1944, when riders competed for prizes and ribbons in the Campbell King Bowl for the last time.

In the autumn of 1923, initial steps had been taken toward the organization of a pack of hounds to be maintained by the Officers' Club for hunting. Hounds for the first post hunt were loaned to the officers by huntsman Sergeant Thomas Tweed of The Infantry School Detachment. The following year, the building up of the present pack commenced as hounds of English, French, German, and American origin were donated to the hunt by the Cavalry School Hunt. Some had belonged to the Coblenz Hunt and had been brought to this country by General Henry T. Allen when the American forces were withdrawn from Germany. The pack increased through the years by gifts, purchase, and breeding within the pack itself. The high standard of The Infantry School Hunt is indicated by its membership in the National Steeplechase and Hunt Association. Until February, 1944, when, due to the manpower shortage, and consequent lack of competent attendants, the stables were emptied of hunters, riding to hounds was one of the sports of the garrison.

In midsummer of 1923, an improvement in the rail transportation facilities, especially for freight, was made by granting to the Central of Georgia a revocable license to operate trains on the government branch

line from Benning Junction to the post. This arrangement became effective on June 15. By this time, the little narrow-gauge railroad which first had been used to assist in the distribution of building supplies in the cantonment building days had attained respective proportions and an enviable record of accomplishment. Its rolling stock comprised 7 locomotives, and more than 100 cars of different types. In the preceeding twelve months it had transported over its 27 miles of track more than 81,000 passengers, besides millions of feet of timber and thousands of tons of supplies. There was also some standard-gauge equipment, including two locomotives, which belonged to Fort Benning. The shops of this pygmy railroad system were charged not only with the maintenance of its own equipment, but with that of all other army posts in the United States.

In spite of the valiant and hard struggles of those most keenly interested in the development of The Infantry School to speed its growth, it might have taken them many more years to accomplish their mission if it had not been for Muscle Shoals. When that project was abandoned, thousands of dollars worth of material and equipment was left apparently of no further use to anyone. The government decided to write it off as a surplus and let those who needed the material come and get it. The news of this decision reached Benning, and 2 companies of the 24th Infantry, under the leadership of a member of the Engineering Department, were soon on their way to Muscle Shoals. They filled hundreds of carloads with all sorts of tools, shingles, nails, doors, plumbing fixtures, hinges, screening - almost everything necessary for building construction, and brought it

back in triumph to material-hungry Benning.

With Fort Benning destined to become the largest military school in the world, it was only fitting that a man skilled in city planning should be consulted, and accordingly a map of the post proper was drawn and submitted by the late internationally known George B. Ford. The plan which he suggested, and which was later approved by the General Staff and the Secretary of War is, with but few deviations, the plan on which Benning is now built.

Work on the first unit of the 29th Infantry Barracks was begun by contractors in February, 1925. This building was of the newly-adopted cuartel type of barracks, three-quarters of a mile of concrete, brick and steel quarters, and its design was such that it could be built in separate sections, with appropriate interior divisions, while presenting from the outside, when completed, the appearance of one continuous C-shaped building partially inclosing an interior parade ground. The first section, which cost about $325,000, was finished in September, 1925. Other units were added at approximately two-year intervals, until the building, with a troop capacity of 2,113 men, was completed in 1929. In March, 1925, the main hospital building, a three-story concrete structure, and its accompanying group of kitchens and smaller buildings, were completed. The use of the 12 temporary small wooden buildings which had been located on the lot in front of the present location of the Main Theatre was not abandoned, however, until 1929.

The Infantry School, 1925,
Showing The 29th Infantry Barracks Partially
Completed.