

A HISTORY OF

THE INFANTRY SCHOOL

In July, 1941, The Infantry School opened its first Officer Candidate Course, which was soon to become its most important activity. The need for a large number of new junior officers for our expanding army had been realized for some time, although reserve officers had until now been available in sufficient numbers to fill the demand. By the summer of 1941, however, the reserve lists had been thoroughly combed, and all available officers of company grade called to active duty.

As early as October 25, 1939, Mobilization Regulation 1-4, had included provisions for the selection of officer candidates and the establishment of schools for their training. On January 16, 1941, The Adjutant General informed the Chief of Infantry that an Officer Candidate Course for 200 students was to be opened at The Infantry School on July 1, 1941. This course was to be of three months duration; four classes were to be held during the year.

The Chief of Infantry forwarded this information to the Commandant of The Infantry School on January 23, 1941, with orders to prepare a program of instruction and estimates of expenses and personnel necessary

for the additional instruction. The orders prohibited additional construction and provided that instruction must be carried on with the facilities then available.

A program of instruction was immediately drawn up and forwarded to the Chief of Infantry, together with a request for 15 additional instructors. These plans had just been approved when instructions were received to prepare for Officer Candidate Classes of 200 students each entering at five week intervals, with three classes in attendance at the same time. To meet this revised schedule, the War Department approved the assignment to The Infantry School of 45 additional officers and 90 enlisted men.

The program under which the first Officer Candidate Classes were trained divided the thirteen week training period into 529 hours of instruction. Of these, 212 hours were devoted to training in weapons, 171 to tactics, 121 to general subjects, 8 to automotive subjects, 4 to communication, and the remaining 13 to physical examinations and special conferences. The instruction concentrated on demonstrations and practical work, with enough periods devoted to conferences to make the demonstrations understandable. Of the total, 106 hours were given to conferences, 101 to demonstrations, 226 to practical work, 68 to terrain exercises, 4 to field exercises, and 11 to formal examinations.

The individual subjects studied and the hours devoted to each were as follows:

SCHEDULE, OFFICER CANDIDATE COURSE

Subjects	Hours
<u>Weapons</u>	212
U.S. rifle, cal. .30, M1.....	36
Browning automatic rifle.....	24
Machine gun, cal. .30.....	76
Machine gun, cal. .50.....	8
81-mm and 60-mm mortars.....	20
37-mm antitank gun.....	16
Automatic pistol, cal. .45.....	4
Bayonet and grenades.....	12
Technique of rifle fire.....	16
<u>Tactics</u>	171
Training of the individual soldier.....	16
Combat training, rifle squad and platoon.....	40
Machine-gun platoon in attack.....	12
Mortar platoon in attack.....	4
Antitank platoon in attack.....	12
Machine-gun platoon in defense.....	4
Mortar platoon in defense.....	4
Antitank platoon in defense.....	12
Preparation for combat training.....	4
Rifle company in attack.....	8
Heavy weapons company in attack.....	4
Reserve company in attack.....	4
Battalion in attack.....	4
Rifle and heavy weapon companies in defense.....	16
Defense against chemical attacks.....	3
Defense against air attack.....	1
Combat orders.....	3
Combat intelligence.....	2
Estimate of the situation.....	1
Staff duties.....	1
Tactical marches and outposts.....	8
Tactical use of motors.....	4
Special operations.....	4
<u>Communication</u>	4
<u>Automotive Subjects</u>	8
<u>General Subjects</u>	121
Military discipline and customs.....	14
Interior guard duty.....	1
Hygiene, sanitation, and first aid.....	6
Motor and rail movement.....	5
Supply in combat.....	8
Marches and bivouacs.....	7
Drill-close and extended order.....	14
Physical training.....	4

SCHEDULE, OFFICER CANDIDATE COURSE (cont'd)

Subjects	Hours
<u>General Subjects (cont'd)</u>	
Care of equipment.....	3
Company administration and mess management.....	16
Methods of training.....	6
Hasty field fortifications.....	8
Map and aerial photograph reading.....	24
Efficiency reports.....	1
River crossing.....	<u>4</u>
Total	516

The training had been planned with two ends in view: first, to qualify each candidate as a competent small unit combat leader, and, second, to qualify him as a competent military instructor. For these reasons, it was not only necessary to train each candidate in the various fields of military science and tactics, but also to train him in the methods by which he, in turn, could train others. To effect this, training was conducted by the candidates themselves whenever possible. Not only was the coach-and-pupil method used in the study of weapons and in other fields, but all drill and physical exercise were conducted by the candidates themselves, under proper supervision. In most periods devoted to practical work, including terrain exercises and field exercises, the candidates were organized into units under officers selected from among their own members. This policy not only familiarized each candidate with the duties and responsibilities that he would ultimately assume, but also gave him practical experience in command and leadership.

Upon the completion of the plans for the Officer Candidate Course,

orders were sent to the Commanding Generals of all Armies, Departments, and Corps Areas instructing them to select candidates from among warrant officers, and enlisted men in the Army of the United States, not above thirty-six years of age, and with not less than six months of active service. The orders provided that all interested army personnel be informed of the opportunities offered for attendance at the school. Final selection of the successful candidates was to be made by boards especially appointed for the purpose in each Corps Area.

On July 5, 1941, the first class of 218 candidates reported for duty. This was the beginning of a steady flow that within a year reached large proportions and which within a little more than three years was to witness the graduation of more than 50,000 second lieutenants. The Officer Candidate School, so meagre in its beginnings, was soon to become the alma mater of the great majority of the infantry platoon leaders and many of the company commanders, serving with the newly-organized infantry divisions in the army.

On August 10, 1941, General Fredendall, who, in addition to commanding the 4th Division, had commanded the post since his arrival in October, 1940, left these commands to take command of the II Army Corps. Major General George S. Patton, Jr., commanding general of the 2d Armored Division, replaced General Fredendall as commanding general of Fort Benning. Four days later, he was replaced in this command by Brigadier General Bradley. Under a new ruling of the War Department, the command of the post developed on the senior officer present who was not at the same

time a tactical commander. On the 13th of the following February, Brigadier General Bradley was transferred to a tactical command of troops in the field, and Brigadier General Leven C. Allen was appointed Commandant of The Infantry School. General Allen had been an instructor at The Infantry School from 1920 to 1924, and in 1940, on the activation of the 4th Antitank Battalion had returned to Fort Benning to command that unit. He was assigned to the faculty of the School in May, 1941.

In September, 1941, according to the provisions of the Selective Service Act, many of the draftees were released from duty. At Fort Benning, 200 selectees, the first contingent of a total of approximately 1,300, ended their Army Service in the 4th Motorized Division and returned to civilian life. They were the first troops at Fort Benning to be transferred from active duty to the Enlisted Reserve Corps.

But although some of the selectees were beginning to leave the post and return home in September, 1941, more and more students were coming to The Infantry School. The courses at this time were: the Battalion Commanders' and Staff Officers' Course, 450 students divided into three classes; the Rifle and Heavy Weapons Company Officers' Course, 1,200 students in 6 classes; the Officers' Motor Maintenance Course, 300 students in 3 classes; the Officers' Communication Course, 225 students in 3 classes; the Radio Operators' Course for enlisted men, 300 students in 3 classes; the Motor Mechanics' Course for enlisted men, 900 students in 9 classes; and last, but far from least, the Officer Candidate Course, 900 students in 6 classes.

To implement plans made in October for the further expansion of the school, the Student Training Units were redesignated on November 13, 1941, as the 1st Student Training Regiment, at the Main Post, and the 2d Student Training Regiment, in the Harmony Church area. To provide a sufficient number of demonstration troops for the increased student body, an additional infantry regiment was needed. To fill this need, the 124th Infantry (formerly of the Florida National Guard) was ordered to Fort Benning, arriving on December 20, 1941. It was housed in the Harmony Church area, south of the Hourglass Road.

On December 7, 1941, the peacetime role of The Infantry School was temporarily suspended. Created during war, the school had developed during peace. Now, during a second World War, was to come not only its period of greatest expansion, but also its period of greatest service. The success of its graduates was to vindicate the judgment of those officers who, for more than 165 years, had clung steadfastly to the ideal of a trained infantry as the nation's bulwark.

CHAPTER XIV

Three Years of War

1942 - 1944

The attack on Pearl Harbor and the subsequent declarations of war on this country by Germany and Italy were reflected in the increased activity of The Infantry School. The advanced training of infantry officers, which had been the primary mission of the school for a quarter of a century, while not abandoned entirely, was temporarily curtailed. Of the eighteen classes originally scheduled for the Rifle and Heavy Weapons Company Officers' Course, only seven were actually enrolled. Not only were the officers who might have attended badly needed by the new units and camps being established, but also the facilities that might have been used for their training were needed for the rapidly expanding Officer Candidate Course. The quota of 800 students per year which had been originally established for this course had been progressively increased until the quota of 9,900 students in attendance at one time was established in February, 1942.

The rapidity with which extra burdens were placed on the school necessitated a further expansion of its facilities, as well as a re-organization of instructional activities. The first step was the addition of the 3rd Student Training Regiment, which was activated on May 12, 1942. Additional housing for this organization was provided in the Bradley area west of Indianhead Road, which had been vacated by the departure of the

24th Infantry.

Officer Candidate Class No. 27 was the first class assigned to the 3rd Student Training Regiment, on April 7, 1942. Since this was prior to the activation of the regiment and the arrival of additional personnel, Colonel Robert H. Lord, its commanding officer, originally operated with personnel borrowed from the 1st and 2d Student Training Regiments.

While the expansion to a training capacity of 9,900 Officer Candidates was in process, orders were received for further expansion to provide training facilities for a total of 14,400 Officer Candidates in attendance at one time. These plans included additional barracks for students and school troops, and additional classroom facilities, as well as a proportionate increase in personnel and equipment.

A construction program was undertaken for the 3rd Student Training Regiment on the 8th Division Road east of the Cusseta Road. A hutment area east of the 8th Division and Wood Roads, then occupied as a tent camp by the 151st Infantry, and one in the 2d Student Training Regiment along Kelley Road were built. Additional barracks and hutment areas for the truck companies necessary to serve the enlarged school group were also constructed. When the construction was completed, about the end of September, the 3rd Student Training Regiment moved to its new area east of the Cusseta Road, and the 151st Infantry occupied the area thus vacated.

The 14,400 Officer Candidates were divided into 72 classes. Twelve of these were handled by the 1st Student Training Regiment, and thirty each by the 2d and 3rd Student Training Regiments. These two regiments were organized into five battalions of six companies each.

The expansion of the capacity of the Officer Candidate Course to 14,400 students increased the administrative difficulties of The Infantry School many fold. From a student body of a few hundred, the school had mushroomed into a huge educational institution with a student body of approximately 17,000. This was made possible by a system of control known as the "block system" originally introduced in the early summer of 1941.

The problem presented was difficult. It was necessary to arrange a schedule by which the instruction of almost 100 different classes could receive instruction simultaneously without conflict. This necessitated the finding of a day for each period of instruction on which no other period of instruction requiring the same terrain, troops, transportation, instructors, or equipment was also scheduled. The selection of days was further governed by the progressive nature of the instruction. All courses were divided into instruction periods of one, two, four, or eight hours each. These periods, covering the complete thirteen weeks of instruction for each course, were then arranged in the proper sequence to afford continuity of instruction without conflict between courses. The result was a master schedule, or "block", for the Officer Candidate Course,

the Officers' Basic Course, the Officers' Advanced Course, and the other courses offered.

In the master schedule, each period of instruction was given a number, and a numerical control file was established showing the terrain, troops, transportation, equipment, and instructors necessary for each period. A master control board, showing the sequence of instruction for each class in attendance at the school, was then prepared. Officer Candidate classes were to begin instruction on Mondays, Tuesdays, Wednesdays, and Fridays, Officers' Basic classes on Saturdays, and Officers' Advanced classes on Thursdays. Any increase in the number of classes to begin during any given week would require a revision of the entire schedule to eliminate conflicts.

The entire schedule, in which terrain, troops, transportation, and equipment needs were all considered, was harmonized and controlled through the Operations Section, which was responsible for the smoothness of the operation of the system. It was the responsibility of this section to insure that all demonstration troops were at the proper place, properly equipped, at the proper time; that transportation was available to each class to move it to the proper place at the proper time; and that all instructors were notified well in advance of the time and place of their classes, and provided with the necessary transportation. That the orderly instruction of 75 or more classes proceeded smoothly and without conflict

was due, to a very large extent, to the excellent planning and functioning of the section.

A special Division Officers' Course was started on January 24, 1942 as a four week refresher course for assistant division commanders and a cadre of about 90 officers from each new division to be activated. Plans were made to handle four of these divisional cadres a month. As it turned out, however, the number varied from two to four a month. The last of these Division Officers' Classes was enrolled in June, 1943, by which time a total of 18 cadres had completed the course.

In March, 1942, Colonel (later Brigadier General) George H. Weems became Assistant Commandant, succeeding Brigadier General Withers A. Burress. One month later, Colonel Walter S. Fulton, executive officer of the post, assumed the duties of post commander. He succeeded General Allen, who relinquished command of the post under War Department regulations prohibiting the commandant of a service school from also commanding a post.

The reorganization of the army, in the spring of 1942, into three main branches, the Army Ground Forces, Army Air Forces, and Army Service Forces, placed The Infantry School under the jurisdiction of the Commanding General, Replacement and School Command, Army Ground Forces. Major General Courtney Hodges, who had been Chief of Infantry, became its first commanding general.

The 151st Infantry (formerly of the Indiana National Guard) arrived on April 4, 1942, as the third infantry regiment of school troops. In

September, it was relieved and replaced by the 117th Infantry, formerly of the Tennessee National Guard. This latter unit was scheduled to be moved early in 1943, and for that reason the school was directed to activate the 300th Infantry from cadres of the 29th and 124th Infantry Regiments.

To simplify administrative procedure and command functions, The Infantry School Service Command was reorganized on June 29, 1942. This reorganization was necessary because the school had grown much too large to handle from one headquarters. The main subdivisions of the command were the Academic Regiment, an outgrowth of the old Infantry School Detachment; the Student Training Brigade, consisting of the 1st, 2d, and 3rd Student Training Regiments and a casual battalion to handle incoming and outgoing officer candidates; and the School Troops Brigade, which by this time had grown to an organization consisting of three infantry regiments, a 105-mm field artillery battalion, a 155-mm field artillery battery, a quartermaster truck regiment, a medium tank battalion, a light tank battalion, a light ponton engineer company, and a special observation squadron. The brigade was originally commanded by the Commandant himself, with Colonel Richard G. McKee as executive officer. The Academic Department, which included all the officer and enlisted instructors, was the charge of the Assistant Commandant.

By December, 1942, the authorized strength of The Infantry School

Service Command was 1,378 officers and 7,120 enlisted men. The classes in session at that time consisted of the following:

<u>Course</u>	<u>No. of Classes</u>	<u>No. of Students</u>
Officers' Advanced Class	3	600
Division Officers' Class	1	273
Communication Officers' Class	3	330
Motor Maintenance Officers' Class	3	330
Cannon Company Officers' Class	1	50
Enlisted Radio Operators' Class	3	300
Enlisted Motor Mechanics' Class	9	900
Officer Candidate Class	72	<u>14,400</u>
Total Students		17,183
Total Faculty and Staff (officers and enlisted men)		8,498

The mass production of officers required for the infantry, and supplied, for the most part, by The Infantry School, reached its peak in January, 1943. At that time, almost one-third of the officers of the Army of the United States were graduates of the various Officer Candidate Schools; the bulk of this group had been commissioned from the ranks through these schools during the previous year. The great need for these graduates of Officer Candidate Schools is seen by the fact that by the end of 1942, 13,561 recent graduates had received promotions from their initial grades of second lieutenants. At the beginning of the new year, 13,156 of these were first lieutenants, 367 captains, 7 majors, and one a lieutenant colonel.

A gradual reduction in the number of Officer Candidate Classes, and a raising of the standards to be met by candidates attending the classes took place during the first quarter of 1943. This was made possible because the most urgent demand for new officers had been satisfactorily met. If the Officer Candidate Classes had been continued at the peak rate established during December, 1942, the school would have graduated 23,000 more than the quota set for the first quarter of 1943.

In February, the capacity of the Officer Candidate Course was reduced from 14,400 to 6,600 per quarter. The facilities made available through this reduction were converted to the training of noncommissioned officers. The first of the noncommissioned officers classes took the place of a regular Officer Candidate Class, retained the Officer Candidate title, "Officer Candidate #273," reported on April 19, 1943, and was assigned to the 3rd Student Training Regiment. The course was generally conceded to be worthwhile and successful, even though it had no official recognition, and was over and beyond the authorized capacity of the school.

Close supervision was given to all courses by the War Department. Upon the basis of reports received from the Southwest Pacific Theater of Operations, it was recommended that more hours should be devoted to close combat instruction in the Rifle and Heavy Weapons Company Officers' Course, which had until that time included 208 hours for weapons, 221 for tactical instruction, 77 for general military subjects and 22 for special demonstrations. The Battalion Commander and Staff Officers' Course

was similarly adjusted. Of its 528 hours, 315 had been devoted to tactical principles, 158 to general military subjects, 27 to weapons, and 28 to other purposes.

Reports were received from special observers sent by the school to all theaters of operations that troops were not "tough enough" in actual combat. To correct this deficiency, steps were taken to introduce conditions approximating those which prevail in actual combat in the staging of problems and demonstrations and in the "infiltration course" which must be undertaken by all personnel of the school. Close attention was devoted to courses in leadership, and the physical conditioning of officers and enlisted men was stressed. New problems and demonstrations, developed from the lessons learned from the current conflict, were included in the program of instruction.

In March, 1943, the school's first WAAC (now WAC) contingent, with an authorized strength of 3 officers and 157 enlisted women, arrived. This was the 84th WAAC Post Headquarters Company and was attached first to The Infantry School Service Command, and later to the Student Training Brigade. By May, 1944, there were six detachments of WACs at Fort Benning. Two detachments served with Post Headquarters as members of the Station Complement, two replaced enlisted men at The Infantry School, a unit of Air WACs was stationed at Lawson Field, and another group was assigned for duty at the Parachute School. WAC officers were successful

in relieving for active duty a number of officers connected with the administration of the school and the operation of the post.

The reduction in the number of Officer Candidate Classes, begun in February, 1943, made housing available for a regiment of infantry in the Harmony Church area. This space was assigned to the 176th Infantry, which arrived on April 12, 1943. The Infantry School requested the assignment of an additional battalion of field artillery (105-mm) on or about May 12, 1943, the housing to be provided by further reduction in the Officer Candidate Classes by that date.

A special course for French Officers was instituted in April, 1943, and additional French Officers were assigned to Officers' Basic Classes, a continuation of the former Rifle and Heavy Weapons Company Officers' Class, from April through October. The reduction in the number of Officer Candidate Classes again made it possible to increase the quota of students for the Officers' Basic Course to 1,600 students per quarter.

The 29th Infantry, which had been the demonstration regiment of the school during the days when the institution was growing from the bare outline of the great educational center it was eventually to become, was relieved in May, 1943, after 25 years service with The Infantry School, and moved to a port of embarkation for duty overseas. Its replacement was the 300th Infantry, which occupied the 29th Infantry Barracks on the main post.

The Army Specialized Training Program Basic Training Center of

The Infantry School was activated on May 25, 1943. Within a week, the first contingent of young men fresh from high school began pouring into the post. Within seven weeks, the training center was at its full strength of 12,000 troops. They were divided among three regiments, the 4th, 5th, and 6th Basic Training Regiments, each consisting of four battalions of four companies each in addition to a headquarters company. The commanding officer of the center was Colonel Sevier R. Tupper, who continued in the command of the Student Training Brigade also.

Officers and enlisted cadres for the three regiments of this unit were provided by the Academic Regiment and other school troops. The commanding general, Army Ground Forces, made a special allotment of 394 officers, 4 warrant officers, and 1,875 enlisted men to the new units on June 8.

Effective with Officer Candidate Class No. 302, which entered on June 29, 1943, the length of the course was extended from 13 to 17 weeks. The increase in hours was devoted principally to instruction in tactics, although additional hours were allotted to each of the more important sections. A comparison of the first Officer Candidate schedule with that of the first 17 week schedule indicates the progressive changes which had been effected in two years.

SCHEDULE, OFFICER CANDIDATE COURSE

Subjects	Hours	
	1 July 41	1 July 43
<u>Weapons</u>	212	264
U.S. rifle, cal. .30, M1	36	44
Browning automatic rifle	24	24
Machine gun, cal. .30	76	80
Machine gun, cal. .50	8	See note 1
81-mm and 60-mm mortars	20	32
57-mm and 37-mm antitank guns and antitank grenade launcher	16	See note 2 : 40
Automatic pistol, cal. .45	4	See note 3
Bayonet and grenades	12	12
Cannon	0	8
Technique of rifle fire	16	24
<u>Tactics</u>	171	295
Training of the individual soldier	16	28
Combat training, rifle company units	40	60
Combat training, heavy weapons, antitank and cannon platoons	50	70
Combat orders	3	4
Estimate of the situation	1	1
Combat intelligence	2	6
Umpiring	0	6
Organization of the army	0	1
Staff functioning (CPX)	1	8
Defense against chemical attack	3	3
Tactical use of mortars	4	4
Operations maps and overlays	0	1
Rifle company, attack in woods	0	8
Battalion field exercise	0	30
Battalion in attack	4	4
Heavy weapons company in attack	4	4
Rifle company in attack	8	8
Reserve company in attack	4	4
Rifle company in night attack	0	8
Night advance and dawn attack	0	8
Principles of defense	0	4
Front line rifle company and machine guns in close support of MLR	See note 4:	8
AT defense-81-mm mortar platoon in defense	See note 4:	4
Reserve rifle company in defense	See note 4:	2
Defensive combat	See note 4:	2
Conduct of defense, rifle company	See note 4:	4
Defense in rear areas	See note 4:	4

	1 July 41	1 July 43
<u>General Subjects</u>	121	152
Training management	6	13
Map and aerial photo reading	24	30
Troop movement marches, motor and rail	12	20
Supply in combat	8	22
Hygiene, sanitation, and first aid	6	6
Field engineering	8	32
Company administration and mess management	16	17
Leadership	0	4
Special service orientation	0	1
Military discipline and customs	14	3
<u>AGO Classification Procedure</u>	0	1
<u>Signal Communication</u>	4	4
<u>Automotive Training</u>	8	8
<u>Drill, command, and physical training</u>	18	33

- Note 1. Combined with study of cal. .30 in 1943 schedule.
- Note 2. Limited to 37-mm antitank gun in 1941 schedule.
- Note 3. Combined with rifle training in 1943 schedule.
- Note 4. The 1941 schedule devoted 17 hours to the rifle and heavy weapons companies in defense, and to defense against air attack.

The comparison of the first 13 week schedule with the first 17 week schedule does not imply that the changes indicated were all effected at one time. On the contrary, there was a continuous improvement in the schedule through the inclusion of new subjects, the rearrangement of hours, and the modification of the program. The first 17 week schedule differed from the last 13 week schedule only in the number of hours available for instruction, rather than in the subjects covered. Progress was continuous and cumulative, with each month witnessing some modifications in the schedule as a whole and in specific problems. The cumulative effect

of two years of continuous progress was great, but the changes at any one time were only those necessitated by the new and improved weapons available and the battle experiences learned in combat. These were assimilated in the training program so smoothly and effectively that the student was unaware of the changes which were constantly being made.

The smooth and effective functioning of the Officer Candidate School was not dependent, however, on the organization and administration of the Academic Department alone. Important as its instruction was, it was but a part of the process by which a candidate became an officer. Closely associated with the instructors in the process of training the new candidates were the company commanders and platoon leaders (tactical officers) of the Student Training Regiments.

The candidate, upon arriving in Columbus, was met by a representative of the Officer Candidate Reception Unit, (formerly known as the Casual Battalion), which was responsible for processing the candidate and assigning him to his Officer Candidate Class. If his records, which had been forwarded from his previous post, were complete and in order, the processing cycle lasted three days. If they were not, his assignment to a class might be delayed several days or even weeks.

During the first day of the processing cycle, the candidate filled out the forms needed for school records, wrote an autobiography, and was held available for interview by the personnel section, if an interview was necessary to straighten out his records. On the second day, he was given a medical and dental examination and arrangements were made for remedial treatment, if needed. In the late afternoon of the second day a provisional roster of the new Officer Candidate Class was published and identification photographs of each member of the new class were taken. Each new class was made up of approximately 200 men.

On the third and last day of the processing cycle, each candidate in the new class completed all necessary records and took the Academic Aptitude Test (usually called the TIS test). This test was designed to measure the relative educational level and academic promise of an individual, regardless of whether his knowledge had been acquired formally through schooling or informally through self-application and experience. At 7 o'clock in the evening, the new class was turned over to the Training Company officers, and all records were forwarded to the Student Training Regiment of which the company was a part.

With the exception of formal, scheduled instruction, which was the responsibility of the Academic Department, the company officers, under the supervision of the battalion and regimental commanders, were charged with complete responsibility for administrations and the

discipline and development of the candidates. In addition, they were responsible for instruction in voice and command training, physical training, and training in close order drill. Finally, the company officers, with the assistance of faculty boards, were charged with judging each candidate and determining whether or not he met the requirements of a combat platoon leader. A part of this responsibility fell on the tactical officer who acted as platoon leader. His task was to use every proper means to assist the candidate to achieve the required standard; at the same time, he had to judge whether or not the candidate had measured up to that standard.

Upon arriving in the company area, the class was divided alphabetically into four platoons, with a platoon leader directly in command of each platoon. After brief orientation talks by the company commander and the platoon leader, the candidate was assigned to a barracks and issued his supplies and equipment.

As soon as practicable after the arrival of a new class, the tactical officer interviewed each candidate in his platoon. Prior to the interview, he studied carefully the candidate's autobiography, and the records forwarded by the Reception Unit through regimental headquarters. During the interview, he put the candidate at ease and attempted to draw him out concerning the facts of his life which had a bearing on his work at the school and which affected his leadership qualities. Every effort was made by the tactical officer to

know each candidate intimately in order that an accurate and just estimate would be made of his ability and accomplishments during his period of training.

Whenever possible, the tactical officer accompanied his platoon to their various classes and field exercises in order that he could better judge their accomplishments and development during their period of training. At these classes and field exercise, he made notes on the conduct and actions of the candidates, particularly those who were assigned definite problems or responsibilities. From the notes made during classes and field exercises, the tactical officer wrote up a series of observations on each candidate for future reference.

Periodically, usually about once every ten days, the tactical officer had a conference with each candidate. During these conferences, the observations which he had previously made on the candidate's work were discussed and the candidate's academic grades reviewed. When necessary, the tactical officer offered suggestions and advise on how the candidate could best improve his work. The candidate was encouraged to discuss and seek a solution to any problems, personal or scholastic, that were bothering him. In this way a certain preventive care was exercised which made it possible for him to overcome quickly difficulties and problems which, if neglected, might have affected seriously his chances of graduating.

At the end of the first week, each tactical officer selected the men whom he considered the best five and those whom he considered the poorest five of his platoon. These ratings represented a continuing process of observation and evaluation of the various members of the platoon, with particular reference to their potential ability as leaders of combat units. As his opportunity for observation and his familiarity with the members of his platoon increased, the tactical officer extended his evaluation until, by the end of the fifth week, every member of the platoon had received a numerical rating corresponding to the tactical officer's opinion of his potentialities as an officer compared with the other members of the platoon.

At the same time that the tactical officer was rating his platoon, each member of the platoon was required to rate the men in his particular section and to write a brief, concise statement of each man's strong points or weak points. Each candidate was urged to base his ratings on the ability of the rated men as combat platoon leaders.

At the end of the tenth week, both the tactical officer and the individual candidates again rated their respective groups. The second rating was indicative of the changing impressions that each candidate had made on his fellow candidates and on the platoon leader. It was also indicative of the progress that he had made toward developing the qualities of a platoon leader.

The Secretary's office of The Infantry School maintained separately and independently a record not only of the grades made by each candidate but also of the observations made by the instructors of the Academic Department of the performance of candidates during problems. The latter provided an additional check on the ability of the candidate and were available for comparison with the observations and ratings of the tactical officers.

Estimates made by the candidates themselves were used for three main purposes. First, they provided a fairly accurate indication of the ability of each candidate to command the respect and confidence of his fellows; second, they furnished a measure of the ability of the candidate to make a fair and accurate estimate of the capabilities of others; and third, they furnished a basis for investigation of marked variations in estimates from different sources respecting the same candidate, with the result that the likelihood of injustices is reduced.

Candidates whose performance, in the opinion of their tactical officer, created a presumption that they did not possess the minimum requirements to justify their being commissioned, were referred to faculty boards for interview and recommendations. Three regular board meetings were held, the first, or preliminary board, during the sixth week, the second, or intermediate board, during the twelfth week, and the last, or final board, during the sixteenth week.

Candidates whose educational background, scholastic attainments at the school, leadership qualities, attitude, physical capacity, or character indicated that they would not, at the time, make good platoon leaders, were interviewed by the board. The board questioned each man in an endeavor to analyze the nature of his trouble and establish its probable cause. In addition, it studied the entire record of each, and considered that record in connection with such statements as the candidate had made orally. While the principal function of the board was to weed out unsatisfactory candidates, every effort was made to do this in such a way that all promising candidates who displayed the potential qualities of a successful platoon leader were given every possible opportunity to complete their course.

The action of the board was roughly divided into four types of recommendations: first, that the candidate be relieved of further duty at The Infantry School; second, that he be turned back to another class, in order that he might repeat part or all of the course; third, that he remain in his present class on probation; and fourth, advice to the candidate and his tactical officer on how to overcome certain indicated weaknesses. While every effort was made to safeguard the interests of the candidate, final action of the board was predicted on the good of the service. All recommendations for relief were carefully considered by the authorities of the school and relief was ordered only by authority of the Commandant.

The causes of failures fell into two general categories, academic and non-academic, although it was seldom that a failure could be charged completely to either of the two. Almost invariably, there were a number of contributing factors, some of which lay within both categories. The following is a statistical summary of the failures in approximately 380 Officer Candidate Classes which graduated prior to January 5, 1945:

	Total Enrollment	Number Turned Back	Number Dropped Relieved	Failed by Faculty Board	Number Graduated
0 Classes	4,017	73	74	361	3,509
20 Classes	4,572	336	81	1,050	2,905
Classes	4,412	824	330	764	2,207
11 Classes	79,840	6,906	2,505	15,837	54,592

Of the total number of candidates enrolled, 87.5 percent of the first twenty classes, 63.5 of the middle twenty classes, and 53.3 percent of the last twenty classes were graduated. Of all candidates enrolled in graduating classes prior to January 5, 1945, approximately 70 percent were graduated. The marked differences in the percentage of graduates between the first twenty classes and the last twenty classes is due to several factors. The first classes were selected from among the best trained enlisted men throughout the entire army. By the time the last twenty classes were selected, the number of men available for selection had been drastically reduced. In the first place, the total number had already been reduced by all candidates

selected for earlier classes; in the second place, personnel of units which had been alerted or ordered overseas were not eligible for selection. Again, while candidates were selected from units serving overseas, as well as from those within the continental limits of the United States, the number of those from the former source was limited by the fact that theater commanders in some areas had established their own Theater Officer Candidate Schools and by the difficulties of releasing men currently engaged in active operations. Furthermore, the functioning of the Selective Service Act had reduced to a trickle the number of college graduates entering the army, and the more recently inducted enlisted men, for the most part, had a poorer educational background ^{FROM} than those formerly inducted. Finally, the induction of men into the army during the last year preceding January, 1945, had included an extremely large proportion of young men without civilian training or experience that might have been a definite advantage during their officer candidate training. For these, and other reasons, including the increase in length and difficulty in the course itself, the percentage of failures in each class increased slightly over the percentage in previous classes.

The functioning of the Officer Candidate School had proceeded so successfully that by mid-summer, 1943, the need for junior officers had, to a large extent, been met. As a result it was possible to reduce, on July 14, 1943, the capacity of the Officer Candidate Course to 3,600 students per quarter. At the same time the capacity of the Officer's Advanced Course was increased from 600 to 1,800, and that of the Officers' Basic Course was established at 1,000. In August, the Enlisted Communication Course instruction was placed on a double-shift basis, and the capacity of the course increased from 600 to 1,200 students. At the same time, the capacity of the Enlisted Motor Mechanics' Course was increased from 900 to 1,125 students.

In September, 1943, in the midst of these changes, Major General Charles Hartwell Bonesteel, former commander of the United Nations forces in Iceland, was named Commandant to succeed Major General Leven C. Allen, who was transferred to other duties. A change in command of the post occurred the following month, Colonel William H. Hobson succeeding Brigadier General Walter S. Fulton, who retired on September 30, 1943.

The Officers' Communication Course was increased from 330 to 375 students in September, and the Enlisted Motor Mechanics' Course and the Officers' Motor Maintenance Course were revised slightly, including their redesignation as Enlisted Motor Course and Officers' Motor Course. Three important changes affecting units of The Infantry School took place during the latter part of October, and the first part of November. The Student

Training Brigade was inactivated on November 1. The ASTP Basic Training Center was transferred to the direct command of the Replacement and School Command, Birmingham, Alabama, with General Bonesteel continuing to coordinate the activities of the training center. The designation and command of the 7th Reconnaissance Squadron, The Infantry School, was changed to the 3rd Composite Squadron, 3rd Air Force.

Two new courses were started in November. One was a ten-day course to train teams in Operation and Maintenance of the Recording Odograph (Land), and the other a one-month course for Air Corps Weather Officers. Class #66 of the Officers' Basic Course, the last class of this course to be conducted until July, 1944, enrolled on November 11, 1943 and graduated on March 10, 1944.

The lowest level in the number of classes in session at one time since January 1, 1943, was on December 1, 1943, when there were 51 classes with a total capacity of 8,518 students. This great reduction in students was due to the general reductions in capacity of various courses which had been instituted because of the decreasing number of officers available for assignment as students at the school.

During January and February, 1944, several new courses were initiated. A fifteen day Enlisted Artillery Mechanics' Course, with a capacity of 48 students, and six week Enlisted Radio Repairmen's Course, with a capacity of 115 students, were started at this time. An eight week Officers' Special Basic Course with a capacity of 2,600 students was initiated on February 28, 1944. This course was designed to afford an opportunity to

surplus junior officers of other arms to familiarize themselves with infantry tactics and technique. The majority of these officers were to transfer to the infantry. Comparable with the special courses held for French Officers during 1943 were the special eight week classes for Brazilian Officers held during 1943-1944. A total of 76 officers attended these classes.

Further reduction in the quarterly capacity of courses was noted in March, 1944, when the Officers' Advanced Course was reduced from 1,800 to 1,550, the Officers' Communication Course from 375 to 300, and the Officers' Cannon Course from 50 to 40. A four week Air Corps Liaison Officers' Course, with a capacity of 20 students per class, was the only additional course. A total of 120 students was expected to complete this instruction.

During the early part of 1944, new demonstration troops had arrived at the school to replace the 176th and 300th Infantry regiments. The 4th Infantry, which had been stationed in Alaska and had participated in the action on Attu, began arriving on January 15, 1944, and the 3rd Infantry, which had been stationed in Newfoundland, began arriving on March 14, 1944. These units were the two oldest infantry regiments in the army.

On July 25, 1944, Major General Fred L. Walker, formerly Commanding General of the 36th Division in the Mediterranean Theater, assumed the duties of Commandant of The Infantry School, succeeding Major General Charles H. Bonesteel, who had been transferred to the Western Defense Command, with headquarters at the Presidio of San Francisco, California.

On September 7, 1944, the granting of a commission as second lieutenant to the 50,000th Officer Candidate to complete the course of instruction at The Infantry School was celebrated by an appropriate ceremony presided over by Lieutenant General Ben Lear, Commanding General of the Army Ground Forces. This marked the climax of almost three years of intensive war activities during which 100,938 officers and enlisted men had graduated from various courses. These were divided as follows:

	Officers	Enlisted Men
Officer Candidate Course	50,023	
Officers' Basic Course	10,429	
Officers' Special Basic Course	5,538	
Officers' Advanced Course	7,422	
New Division Officers' Course	3,780	
Officers' Motor Course	3,012	
Officers' Communication Course	2,834	
Officers' Cannon Course	1,311	
Air Corps Weather Officers' Course	82	
Air Corps Liaison Officers' Course	39	
French Officers' Special Course	75	
Officers' Special Courses	156	
Enlisted Motor Course		9,547
Enlisted Communication Course		5,690
Enlisted Radio Repairmen's Course		230
Enlisted Artillery Mechanics' Course		422
Enlisted Special Courses		<u>371</u>
Subtotals	84,701	16,260

During the last three months of 1944, enrollment in the various courses at The Infantry School fell off rapidly because units preparing for overseas movement and those already overseas could not spare personnel for attendance. So rapid was this decrease in the student body, that a general revision of the school's program was put into effect at the end of the year. The Officers' Advanced Course, The Officers' Cannon Course,

and the Enlisted Artillery Mechanics' Course were discontinued effective January 1, 1945. Students already enrolled in these courses were to complete their work, but no new classes were to be added. The Officers' Special Basic Course was to be continued at the same quarterly quota as formerly, but the Officer Candidate Course was to be reduced in quota from 12,800 to 8,000 per quarter, and other courses were similarly reduced. The total quarterly quota for all classes, which on July 31, 1944, had been 19,455, had been reduced to 11,393 effective January 1, 1945.

The revised quota included a new course in which the first class was to report on January 10, 1945. This new course, an Officers' Refresher Course of eight weeks duration, was limited to one class of 100 students per month and was intended as a substitute for the discontinued Officers' Advanced Course. Enrollment in the new course was primarily for company and field grade officers who had recently completed non-troop duty assignments.

Now, while World War II is still claiming the lives of men of almost every nation, the value of The Infantry School as one of the world's greatest institutions for military education and the development of military leaders is being further established. The original conception of the school as an establishment to improve marksmanship has broadened through the years to include four principal missions:

To teach the tactics and technique of infantry, with emphasis on practical instruction directly applicable to training and leading combat units.

To furnish a working familiarity with the tactics and technique of associated arms.

To train selected officers and enlisted men for special technical duties in the infantry division.

To serve as an agency of the Commanding General, Army Ground Forces, in the development and perfection of infantry tactics and technique.

In order to carry out these missions, The Infantry School now has facilities for training unexcelled throughout the world. On its 220,000 acres of ground, which include all types of terrain, the school is able to simulate with a high degree of realism a wide variety of battle conditions. A large impact area permits extensive firing by artillery and other weapons. There are over thirty ranges, including such special ones as those designated for antiaircraft and antitank firing. The officers and men of the School Troops Brigade stage demonstrations in connection with certain phases of instruction, as well as assist in the instruction itself. Troops in the brigade include infantry regiments, artillery and tank battalions, and an engineer company. The Truck Regiment, also a part of the brigade, provides motor transportation for students and administrative personnel. A composite air squadron located at Lawson Field has as its primary mission demonstrations in connection with problems dealing with air and ground cooperation. From time to time, units of the Parachute School also cooperate in demonstrations.

The Academic Regiment includes those officers and enlisted personnel assigned to the Headquarters of The Infantry School, the Academic Department of The Infantry School, and the Range Detachment. This regiment can

trace its history to the founding of the school in Monterey, when it was a detachment with a complement of five enlisted men. At its peak it has boasted a strength of approximately 2,300.

The work of The Infantry School at present is divided into three main categories, the Officer-Candidate Courses, Officers' Courses, and Enlisted men's Courses. The officer candidates consist of outstanding enlisted men and warrant officers who have demonstrated marked qualities of leadership and intelligence. Also included in this group are men from college and university Reserve Officer Training Corps. The course is designed to qualify combat leaders of rifle, heavy weapons, and antitank platoons.

The Officers' Courses are the Basic, Advanced, Communication, Motor, Cannon, and Refresher Courses. The Officers' Basic Classes are composed of officers of junior grade, who are given infantry rifle, heavy weapon, and antitank company training. The Officers' Advanced Course is designed to increase the qualifications of staff officers and of company and battalion commanders for the performance of their duties. The Officers' Communication Course prepares qualified instructors and communication officers for infantry units. The Officers' Motor Course is designed to produce qualified transport officers and maintenance officers for infantry units. The Officers' Cannon Course is designed to qualify company commanders and platoon leaders of cannon companies. The Advanced Course and Cannon Course were discontinued effective January 1, 1945.

The Enlisted Courses include those in Communication, Motor, Artillery

Maintenance, and Radio Repair designed respectively to train operators for all types of radio sets in use in infantry units, mechanics capable of performing and supervising second echelon maintenance and the operation of all types of motor vehicles organic in the infantry regiment, mechanics capable of maintaining in functioning condition the weapon of the cannon company of the infantry regiment, and men capable of maintaining and repairing all radio equipment issued to the infantry regiment.

The world of the future will owe a debt of gratitude not only to the men who today are fighting and dying for world freedom, but to yesterday's officers and men of the infantry, the doughboys whose vision and persistence in following their dreams created a "center of instruction of sufficient extent and diversity to permit all the lessons of war to be illustrated in extensive maneuvers of all arms of service working in harmony with the fundamentally correct doctrine of combat."