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HISTORY  
of  
THE QUARTERMASTER SCHOOL

By

<sup>was</sup>  
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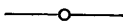
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supply program and in the training of supply personnel have repeated themselves as war has followed war. This book was prepared in order that problems and solutions, trials and errors, and purposes and methods may be made available to persons who later need to know how The Quartermaster School was conducted during years of peace and years of war.

"The only history worth reading," said John Ruskin, "is that written at the time of which it

treats, the history of what was done and seen, heard out of the mouths of the men who did and saw."

While Ruskin's implied indictment of books that are based upon old records cannot be justified, it is true that without the chronicle written at close range much of the past would be lost beyond recalling. Therefore, this manuscript was prepared while important history was in the making.



<sup>1</sup>Manual of the Quartermaster Corps, 1916, par. 1.

<sup>2</sup>*The American Army*, William Harding Carter, pp. 69-70.

<sup>3</sup>The Quartermaster Corps, Henry G. Sharpe, p. 64.

<sup>4</sup>*Ibid.*, p. 44.

<sup>5</sup>*Ibid.*, p. 91.

## PREFACE

The armies that won American independence, established the freedom of the seas, acquired territory from Mexico, brought the Southern States back into the Union, and dealt effectively with Spain suffered greatly for the lack of trained service troops.

However, they did not suffer in silence. The soldiers of the Continental Army fought doggedly, but they made many a protest concerning rations and equipment. Soldiers who fought between 1812 and 1815 also expressed dissatisfaction with the supply program. From Mexico in 1846-47 General Zachary Taylor complained that "neglect had inexcusably delayed his advance"; while George B. McClellan, straight from West Point and eager to put into practice all he had learned about fighting, wrote in his *Mexican War Diary*, "I have come to the conclusion that the Quartermaster's Department is woefully conducted—never trust anything to that department that you can do for yourself." During the Civil War, General Irvin McDowell and General McClellan were not the least hesitant about informing Federal authorities that their defeats could have been converted into victories if provisions had arrived in time. General Grant was scarcely happy when he was forced to detail crack combat soldiers to the building of railroads and the handling of supply trains. Many complaints that Southern officers made were not characterized by such masterly understatement as that of General Joseph E. Johnston, who reported the total absence of supplies and concluded by saying, "The men are not wholly satisfied with the ration, it is said." In the Spanish-American War lack of training, organization, and consolidation of functions prevented the supply system from running smoothly.

It was not until 24 August 1912 that an Act of Congress authorized the union of the Office of The Quartermaster General, the Office of The Commissary General, and the Pay Department into a single organization to be known as the Quartermaster Corps, with its own officers and companies. Through the years

of the Republic, the Army had struggled along with quartermaster and commissary officers who were appointed from the Cavalry, the Infantry, or the Artillery and who used combat troops for the handling of supplies.

The companies created after the organization of the Quartermaster Corps were four in number—truck, bakery, pack, and wagon.<sup>1</sup> In 1915 the Regular Army had an authorized strength of 4,823 commissioned officers and 85,965 enlisted men. The Quartermaster Corps was allotted, however, but 183 commissioned officers and 403 enlisted men; and its actual strength of 6,000 men was not counted in the strength of the Regular Army.<sup>2</sup> During World War I, however, the Quartermaster Corps formed some 28 organizations for the performance of the work with which it was charged;<sup>3</sup> and its authorized strength on 11 November 1918 was 19,949 officers and men.<sup>4</sup> In World War II the strength of the Quartermaster Corps reached the half million mark.

According to Major General Henry G. Sharpe, The Quartermaster General during World War I, the trained quartermaster sergeants who were commissioned as Reserve officers were "of great assistance in the critical period of expansion."<sup>5</sup> Fortunately, The Quartermaster Corps School for the training of sergeants had been operating 5 years when the United States entered the war. In World War II trained officers and enlisted personnel made possible a program by which supplies were furnished to troops thousands of miles from home bases. The Quartermaster School furnished the first instructors from the lists of officers who had been graduated before 1940; the school subsequently graduated thousands of officers and gave advanced courses to many officers who trained men both in the zone of the interior and in theaters of operations.

This history records the origin and development of quartermaster training from 1 March 1910, when classes for sergeants were begun, to 2 September 1945, when victory in the greatest war of all times was assured. Because military historians have subordinated logistics to tactics, initial errors in the operation of the

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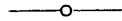
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# **CHAPTER I**

## **Beginnings of Quartermaster Training**

### **1910 - 1921**

#### *School For Sergeants*

The Quartermaster School had its beginning on 1 March 1910 when a 14-week course for sergeants opened at the Philadelphia Depot. On 7 January 1910 Brigadier General James B. Aleshire, then The Quartermaster General, had written Major Chauncey B. Baker, Philadelphia Depot Quartermaster, that he was "considering the question of having ordered to the Philadelphia Depot a few of our youngest and most capable post quartermaster sergeants for instruction along such lines as may be determined upon."<sup>1</sup>

Undoubtedly the general had been annoyed by criticism of the way army uniforms and shoes fitted their wearers, for in his letter to Major Baker he emphasized the importance of giving sergeants training that would eliminate complaints. The men should be instructed, he said, in "the manufacture of uniforms, shoes, etc., and the cutting out and putting together of the uniforms, shoes, etc., and also such instruction as would enable them to measure gar-

<sup>1</sup>Letter, Brigadier General James B. Aleshire, The Quartermaster General, to Major Chauncey B. Baker, Philadelphia Quartermaster Depot, 7 January 1910, National Archives. The text of this letter appears in appendix 1-A.

ments, etc., and determine the size thereof, as well as to enable them to measure a soldier and determine the size of clothing, etc. that should be drawn." General Aleshire further directed that the course give "theoretical instruction as to the manufacture of clothing, equipment, shoes, and such other supplies as it would be in the interests of the department for these noncommissioned officers to understand the manufacture of." Sergeants who completed the course would be sent to recruit depots so that men might be correctly outfitted immediately upon induction into the Army.<sup>2</sup>

This quartermaster general, during whose term of office the Quartermaster Corps came into being, was not unmindful of the quartermaster's traditional duties as the storekeeper of the Army. Sergeants should be instructed, he said, "in the duties of storekeepers, instruction along this line to include the proper arrangement of stock in storehouses so as to facilitate issues and the taking of inventories; the record to be kept of stock in storehouses; and the proper method of filling requisitions received from posts."<sup>3</sup>

<sup>2</sup>*Ibid.*  
<sup>3</sup>*Ibid.*



The 14-week program, as outlined by Major Baker, fell into three divisions—manufacturing, inspection, and property accounting. In the manufacturing course 1 week was devoted to each of the following subjects: measuring, cutting, study of specifications, estimates of materials and labor, and the making of tents. In the inspection course, 3 weeks were given over to general inspection and a fourth to visiting factories in and near Philadelphia. Three weeks of instruction in property accounting dealt with the taking of requisitions and following them through, with the handling of invoices, and with storage.

Major Baker reported to The Quartermaster General on March the 9th that the sergeants in the newly established class were applying themselves to their studies. "If one can judge from the short period that they have been on duty at this depot," he said, "the instructions received and, especially, the fact that it will tend to introduce absolutely uniform and intelligent methods, will be most useful to the Department." On June the 18th the major wrote again of his students' progress. "I feel confident," he reported, "that this class has profited by the four months of instruction here, and that with the aid of the experiences gained with this class, the course can be made even more profitable to the next class and the succeeding classes."<sup>5</sup>

Five sergeants were graduated on 30 June 1910—all who had been enrolled in the first class of the first quartermaster school. The next day Major Baker submitted to The Quartermaster General a new and somewhat lengthened program of instruction. Two weeks were to be spent on inspection, three on manufacturing, three on property accounting, one on the study of a pamphlet that dealt with the military shoe, two on Circular No. 7, "Quartermaster General's Office," 1909; and five were proposed for instruction in clerical work.<sup>6</sup>

<sup>5</sup>Letter, Major Chauncey B. Baker to Brigadier General James B. Aleshire, 9 March 1910, National Archives. The text of this letter appears in appendix I-B.

<sup>6</sup>Letter, Major Chauncey B. Baker to Brigadier General James B. Aleshire, 18 June 1910, National Archives. The text of this letter appears in appendix I-C.

## *The Quartermaster Corps School*

The combining on 24 August 1912 of the Quartermaster Department, the Commissary Department, and the Pay Department to form the Quartermaster Corps increased the work of quartermasters and the necessity for training. By 1916 the school at the Philadelphia Depot, then known as The Quartermaster Corps School, was offering two courses—one for sergeants and another for sergeants, first class. The session for sergeants had been increased to 5 months; and the instruction consisted of lectures, discussions, daily quizzes, demonstrations, problems, and observations at factories and the depot. The subjects taught were Army Regulations, the Manual of the Quartermaster Corps, quartermaster circulars, field service regulations, transportation, preparation of forms, inspection, manufacturing, and packing and warehousing. The course for sergeants, first class, covered a 4-month period and provided practical and theoretical instruction in Army Regulations, the Manual of the Quartermaster Corps, circulars of the Quartermaster Corps and preparation of forms. Though the purpose of the school was "the better preparation of those designated to undergo the course of instruction for their duties in the Corps in either peace or war," the subjects taught were those that would be helpful to sergeants who were to be assigned as assistants to post quartermasters. The courses gave no military training whatsoever.<sup>7</sup>

## *In World War I*

When the United States entered World War I the Quartermaster Corps was conducting only the school at the Philadelphia Depot and, from time to time, classes of quartermaster sergeants who were assembled in Chicago for courses in the inspection and slaughtering of livestock.<sup>8</sup> Immediately after the declaration of war a course for officer candidates was started at The

<sup>7</sup>Letter, Major Chauncey B. Baker to Brigadier General James B. Aleshire, 1 July 1910, National Archives.

Manual of the Quartermaster Corps, Vol. 1, 1916, pars. 263-79.

<sup>8</sup>*Ibid.*, par. 262.

## Quartermaster Corps School.

On 21 March 1917 The Quartermaster General had authorized the setting up of a correspondence school at the Philadelphia Depot. In so doing, he explained that the existence of The Quartermaster Corps School at the depot had caused him to choose this location. Captain Lawrence Halstead, who was appointed senior instructor, arrived on the 1st of April. By July 650 students were enrolled in the course. Early in 1918 Camp Joseph E. Johnston, at Black Point near Jacksonville, Florida, was opened for the training of quartermaster officer candidates and enlisted men, and The Quartermaster Corps School was moved there. The headquarters of the correspondence school had already been transferred to Camp Joseph E. Johnston.<sup>9</sup>

## Quartermaster Training Resumed

The signing of the armistice briefly interrupted quartermaster training. On 1 December 1919, however, "by authority of the Quartermaster General of the United States Army" Colonel William G. Ball wrote as follows to the zone supply officer at Philadelphia:

1. It is desired to reestablish or open a general administrative school at the depot in Philadelphia along lines similar to the school for Post Quartermaster Sergeants which was formerly at that depot.
2. The school which will be established should teach general and practical Quartermaster Corps work, including paper work, warehousing, purchasing, and inspection and general Quartermaster Corps organization and administration.
3. It will be operated under your direction as Commandant and you are requested to advise the Training Branch of this office as to number of students you can accommodate from sources outside of your zone. The Quartermaster School will be operated under the supervision of the Training Branch of this office and you will be required to render a report on the 1st day of each month to that branch showing the school faculty or organization and the schedule and course provided for the student personnel, also the

<sup>9</sup>Manuscript history of Camp Joseph E. Johnston, Library, OQMG.

number of students undergoing instruction, by name and serial number.

4. The students to be sent to the school will consist of enlisted men of the Quartermaster Corps, and any other enlisted men of the Army who may make application to attend the school, if approved by proper authority.
5. It is expected that this school will be ready to commence operations by January 15th, and you should advise this office, as to the number of students you can accommodate, in ample time to begin on that date. It is expected that when the students have completed the course and are ready for graduation that they will have completed a course which is definite and sufficiently comprehensive to enter any supply or Quartermaster Office and take up any duties in that office with reasonable assurance that they know considerable about it and will be able to handle the work assigned to them. All graduates should be given a certificate of proficiency by the Commandant of the school showing their degree of proficiency and the course pursued and the duties for which they are qualified.<sup>10</sup>

## The General Administrative School

The General Administrative School was opened 9 January 1920 "for the training of the higher grades of enlisted men," and instruction was begun the 15th of January. Colonel J. B. Houston, Zone Supply Officer, served as the first commandant. His staff consisted of one captain and three sergeants. The first group was composed of 19 students—17 sergeants, 1 corporal, and 1 private. Of these, 13 were graduated on 30 April 1920—1 (Clarence Ulery) with honor, and 7 with distinction. The second class, which ran from 4 May to 4 September, enrolled 32 students, of which 26 were graduated. The third class, which ran from 10 September to 18 December, enrolled 48 students, of which 37 were graduated. Of the 99 who reported to the school that year of post-war reorganization, 76 were graduated, 8 were relieved, and 15 were unsuccessful. Marks

<sup>10</sup>Letter, Office, Quartermaster General of the Army to Zone Supply Officer, Philadelphia, 1 December 1919, file 352.01 (Adm.).

were determined according to the following weights:<sup>11</sup>

Habits	35
Attendance	15
Recitation	10
Adaptability	20
Application	20
	<hr/>
	100

On 15 March 1920 a Philadelphia newspaper commented as follows on the establishment of the General Administrative School:

A new technical university is in full operation in this city, and offers features which make it one of a chain of the most remarkable institutions of learning in the world. The reason for establishing it here is that Philadelphia and its manufacturing environs constitute a world focal point and offer exceptional opportunities for expert training of men charged with the responsibility not only of administrative work, but with the purchase and inspection of clothing, chinaware, band instruments, flags and other equipment manufactured in this district.

The new technical school is in line with the policy of the quartermaster general of the United States army in anticipating requirements of the new peacetime army and the necessity of training highly specialized

men to meet any future contingency or emergency. It is, in fact, the first general administrative school of this corps. It was opened last December at 21st Street and Oregon Avenue under the direction of Colonel William G. Ball, chief of training branch of the quartermaster general's office, an officer of wide experience in training, and Colonel J. B. Houston, the zone supply officer.

The instructors are officers who have performed the function of this work for many years, having been especially selected on account of their experience and knowledge in the organization and functions of the school.

Students of the Philadelphia general administrative school who graduate will have gained a splendid business education in the big business branch of the army that will fit them for higher salaried positions in civil life at the expense of the government, should they step out of the army. To men remaining in the army, the knowledge gained offers them greater advantages of promotion in their profession.

This first quartermaster school at the Philadelphia Quartermaster Depot, small as it was, satisfactorily fulfilled its pioneering mission. Its day of small things was not to continue always.

<sup>11</sup>Annual Report, The Quartermaster Administrative School, 1920, file 319.1.

## **CHAPTER 2**

# **The Program is Expanded**

### **1921 - 1925**

#### *Changes Take Place*

During the summer of 1921 plans were laid for expanding the program of instruction. The school was moved from the Philadelphia Depot to Schuylkill Arsenal; its name again became The Quartermaster Corps School; an officers' division was inaugurated; the courses were lengthened to 9 months;<sup>1</sup> and a mess hall and library were authorized.<sup>2</sup>

When Army Regulations 350-105, dealing with general and special service schools, was published on 11 February 1922, the quartermaster schools, other than those for bakers and cooks, were listed as The Quartermaster Corps School at Philadelphia, The Quartermaster Corps Subsistence School at Chicago, and The Motor Transport School at Holabird, Maryland.

#### *Schuylkill Arsenal*

Before the opening of the 1921-22 session The Quartermaster Corps School had been moved to Schuylkill Arsenal, one of the oldest of Federal establishments. In 1794, during

George Washington's first administration, Congress had authorized the construction of three magazines "in such places as could best accommodate [sic] the military forces of the United States." Five years later, under this authority, James McHenry, Secretary of War, purchased "8½ acres and 16 perches" of ground on Gray's Ferry Road for the location of the United States Arsenal. The first building was completed in 1800, and two others followed in 1802. When Meriwether Lewis and William Clark were commissioned by President Thomas Jefferson in 1803 to explore the vast western territory that constituted the Louisiana Purchase, which was then being negotiated, the expedition was outfitted at the arsenal. Two new buildings were added in 1804. With no enlargement of the plant, the arsenal housed military supplies until after the close of the Spanish-American War. Its name had been officially changed in 1860 from the United States Arsenal to the Schuylkill Arsenal. Between 1900 and 1917, 11 buildings were added. In 1918 the new quartermaster depot was erected at Oregon (now Johnston) and Twenty-first Streets, and the principal manufacturing and supply activities were carried on there. Portions of the old plant, how-

<sup>1</sup>Letter, OQMG, 26 August 1921, file 352.11.

<sup>2</sup>Annual Report, The Quartermaster Corps School, 1921-22, file 319.1.

ever, continued to be used for storage.<sup>3</sup>

The session 1921-22 of The Quartermaster Corps School opened in the Schuylkill Arsenal. Colonel Houston continued to hold the title of commandant; Lieutenant Colonel William O. Smith was named assistant to the commandant; a first lieutenant served as assistant commandant; and the instructors consisted of 1 warrant officer, 6 master sergeants, and 1 civilian. There were 16 officers, 14 warrant officers, and 47 enlisted men enrolled as students. The following June, 14 officers, 12 warrant officers, and 29 enlisted men were graduated.<sup>4</sup>

Colonel Houston was born in Connecticut in 1859. He enlisted in the Army during the Spanish-American War and was appointed as additional major in the Paymaster Department. He entered the Regular Army in 1901 with the rank of captain and rose to a lieutenant colonelcy. On 15 May 1917 he was promoted to colonel in the Quartermaster Corps, which in 1912 had absorbed the Paymaster Department.

The year after the school's removal to Schuylkill Arsenal was one of innovation and experimentation. The staff and faculty not only struggled to keep ahead of the classes in the writing of texts but faced with trepidation and no little grumbling the task of preparing for quartermaster Reserve officers extension courses—then referred to as correspondence courses.<sup>5</sup> During the year four correspondence courses were prepared as follows: Course A—Elementary Tactics and Technique; Course B—Tactics and Technique for the Quartermaster Corps; Course C—Advanced Tactics and Technique; and Course E—a specialists' course in inspection of clothing and textiles, in inspection of subsistence, in construction, and in transportation, which was not prepared by the school but by the technical branches of the Quartermaster Corps.<sup>6</sup>

<sup>3</sup>"The Schuylkill Arsenal," by Captain F. E. Hagen, in *The Quartermaster* (Quartermaster Corps School Class Annual), 1924-25.

<sup>4</sup>Annual Report, The Quartermaster Corps School, 1921-22, file 319.1.

<sup>5</sup>Letter, OQMG, 29 August 1921, file 352.11.

<sup>6</sup>Operations of The Quartermaster Corps School, 20 May 1922, file 321.31.

Warrant officers were included in the first Regular Army officers' class, which began at The Quartermaster Corps School in the fall of 1921. The program of instruction reported in Operations of The Quartermaster Corps School, 20 May 1922, was as follows:

Subjects	Hours
Administration	Army Regulations 38½
	Field Service Regulations 21½
	Military Correspondence 31½
	Military Courtesy and Customs of the Service 4
	Saber Drill 20
Law	Military 61½
	Commercial 30
	Laws Governing QMC 31½
Transportation	75
Procurements	81
Finance and Accounting	99
Property Accounting	81
Warehousing	69
Clothing and Textile Course	378
Total	1,021½

Because the courses in law and in clothing and textiles were given in 1921-22 for the first time, the preparation of the texts presented many difficulties. Other courses were compilations of War Department General Orders, War Department circulars, OQMG circulars, the Quartermaster Manual, court-martial manuals, and other War Department publications. Portions of many books had to be copied, however, in the preparation of the texts on textiles and clothing and on commercial law.

The course of study for enlisted men reported in Operations of The Quartermaster Corps School, 20 May 1922 was as follows:

Subjects	Hours
Administration	Military Instruction 111
	Typewriting 17½
	Field Service Regulations 21½
	Army Regulations 38½
	Military Correspondence 31½
Law	Commercial 30
	Military, including laws governing QMC 61½
Army Transportation	75
Finance and Accounting	99
Property Accounting	81
Procurements	84
Warehousing	69
Inspection	109
Total	860*

A brief course in textiles was worked into the curriculum and given by personnel of the depot.

During this precedent-making year the school

obtained permission for students to visit important factories in Philadelphia—especially textile mills, thus establishing a custom that continued during all the years that the school remained in Philadelphia. Training was definitely keyed to the needs of a peacetime army. Of the 14 officers who were graduated in June 1922, the 12 who completed the full course were recommended by the commandant of the school as qualified to become quartermasters or assistant station quartermasters. Of the 12 warrant officers who were graduated, 9 completed the entire course; of these, 6 were recommended for assignment as assistants to quartermasters for general duties and 3 for less important clerical jobs; and the 29 enlisted men who were graduated were recommended for various types of supply work.

### *Larger Sphere of Instruction*

Colonel I. L. Hunt, who served as commandant of the Quartermaster Corps School from 18 August 1925 to 14 August 1929, wrote in his annual report of 1925-26:

This school started to emerge from the status of an elementary course of instruction in administrative matters into the larger sphere of instruction in Quartermaster duties in September 1922, upon the assignment to duty here of Colonel Will H. Point, . . . and the course was further revised in 1923 when Major Leon M. Logan was assigned as Director of the Officers' Course.

Though Colonel M. Gray Zalinski, as commanding officer of the Philadelphia Depot, held the title of commandant, Colonel Point, the assistant commandant, was the administrative head of the school. Colonel Zalinski and Colonel Point assumed their new duties in September 1922.

Colonel Zalinski had enlisted in the Artillery in 1885, had been promoted to second lieutenant in 1889, had graduated from The Artillery School in 1894, and had been promoted to first lieutenant in 1895. In 1898, however, he had transferred to the Quartermaster Department

and by 1915 had achieved the rank of colonel.<sup>8</sup>

Colonel Point enlisted in the Cavalry in 1893 and became captain in the Infantry in 1899. Honorably mustered out in 1901, he returned as first lieutenant 3 months later and was promoted to captain in 1909. During World War I he was promoted to Colonel but reverted to his permanent grade of lieutenant colonel in 1920. He was transferred to the Quartermaster Corps on 30 July 1920 and was graduated from The School of the Line in 1922.<sup>9</sup> This combat officer, who had fought in two wars and who was rounding out his third decade of service, understood the importance of supply and of giving sound training to quartermaster officers and enlisted men.

First he made a study of the school since its inception in January 1920 and found that the courses had been preponderantly academic and that the instructors had had little or no practical experience. Immediately he worked out a course of instruction for instructors. In revising the curriculum, he patterned both subject matter and methods after the system used by the older general service schools.<sup>10</sup>

"There are a number of officers in the Quartermaster Corps," he said, "who have limited general knowledge of their duties as officers or of the Army or of the Quartermaster Corps." He believed this to have resulted from the demand for specialization during the war and immediately thereafter. He insisted that not only supply should be taught but also something about the Army and much about the Quartermaster Corps. On the theory that competition spurred endeavor, he directed that the percentage system of marking be used.

Colonel Zalinski and Colonel Point were able to strengthen the teaching staff. A captain was assigned as secretary; the assistant commandant was director of the officers' course; a first lieutenant was director of the warrant officers' and noncommissioned officers' course; and of the 11 instructors, 2 were first lieutenants.

<sup>8</sup>Quartermaster Corps School Yearbook, 1922-23.

<sup>9</sup>*Ibid.*

<sup>10</sup>Annual Report, The Quartermaster Corps School, 1922-23, file 319.1.

<sup>7</sup>Annual Report, The Quartermaster Corps School, 1925-26, file 319.01.

ants, 1 was a second lieutenant, 3 were warrant officers, and 5 were master sergeants.<sup>11</sup>

The officers' course numbered 24 at the beginning of the school year. Of these, 19 were graduated—10 captains, 8 first lieutenants, and 1 second lieutenant. In the warrant officers' and noncommissioned officers' course, 7 warrant officers and 38 enlisted men were enrolled. Of these, 7 warrant officers and 27 enlisted men were graduated. Colonel Point was convinced that the failures were due in large measure to the meager education of the men. Completion of the grammar grades should be the minimum requirement; yet few of the enlisted men had that small academic achievement to their credit.<sup>12</sup>

Recognition of the school came on 16 April 1923 when a War Department circular announced that graduates of The Quartermaster Corps School would be given preference for detail at The Army War College, The Command and General Staff School, L'Ecole de l'Intendance, and at other service schools, civilian institutions, and industrial plants. Colonel Point had passed a few milestones, but he was not satisfied. He wanted a better library, which he said was "in its infancy"; he wanted the school detachment increased from 47 to 72; and he wanted more than the allotted 20 mounts for the use of students in the equitation course.<sup>13</sup> Apparently, the laboratory, which had been begun in 1920 and for which there had been considerable financial outlay, was meeting the needs of the course on clothing and textiles.<sup>14</sup>

In the session of 1923-24, two officers' courses were given—an advanced officers' course and a junior officers' course (see app. II-A). The assistant commandant and the assistant secretary were "the responsible heads of instruction," and the staff and faculty consisted of three majors, six captains, two first lieutenants, one warrant officer, one master sergeant, and one civilian. Though the volume of the correspondence courses increased and though texts still had to be prepared, the work load of the instructors could not have been unbearably

<sup>11</sup>*Ibid.*    <sup>12</sup>*Ibid.*    <sup>13</sup>*Ibid.*    <sup>14</sup>*Ibid.*

heavy. In the advanced class there were 8 officers; in the junior class, 31 officers; and in the warrant officers' and noncommissioned officers' class, 9 warrant officers and 9 enlisted men. This year for the first time officers were given 10 days of field training at Camp Dix.<sup>15</sup>

Under the new system of marking, put into effect in 1923-24, 20 officers were graduated with ratings of "above average" and 19 with ratings of "average"; 1 warrant officer with a rating of "superior," 4 "above average," and 4 "average"; and 5 enlisted men "above average" and 4 "average." One member of the advanced officers' class was appointed instructor at The Infantry School, Fort Benning. In the advanced class was 1 French officer—Sous Intendant P. Perrington de Troyes of Dijon.<sup>16</sup>

Civilian employees numbered 19—7 men and 12 women. The highest salary—\$2,400—was paid to the inspector of textiles, who was also an instructor. The other men were a multigraph operator, a typewriter repairman, 3 janitors, and a messenger. The women were 3 stenographic secretaries, 7 stenographers, and 2 clerks. The Inspector General concluded his annual report for the year 1924-25 with these words:

The Quartermaster Corps School is rendering a real service to the Army. The greater emphasis being placed on tactical instruction is to be commended. Unless supply officers can understand and appreciate various tactical situations, they cannot plan intelligently and efficiently for proper supply in coordination with changing tactical situations as they occur.<sup>17</sup>

In his report Colonel Point deplored the disparity in the ages of his student personnel: the oldest officer was a 54-year-old major, and the youngest a 25-year-old second lieutenant; and in the warrant officers' and noncommissioned officers' class, the oldest was a 49-year-old sergeant, and the youngest a 32-year-old warrant officer. The colonel recommended the assignment of officers who were between the ages of 30 and 45. Disparity or no disparity, however,

<sup>15</sup>Annual Report, The Quartermaster Corps School, 1923-24, file 319.1.

<sup>16</sup>*Ibid.*

<sup>17</sup>Inspector General's Report, June 1924, file 333.1.



Figure 1.—Detachment Barracks, Schuylkill Arsenal, Building Erected in 1800.



Figure 2.—Classroom Building, Schuylkill Arsenal, Erected in 1804.

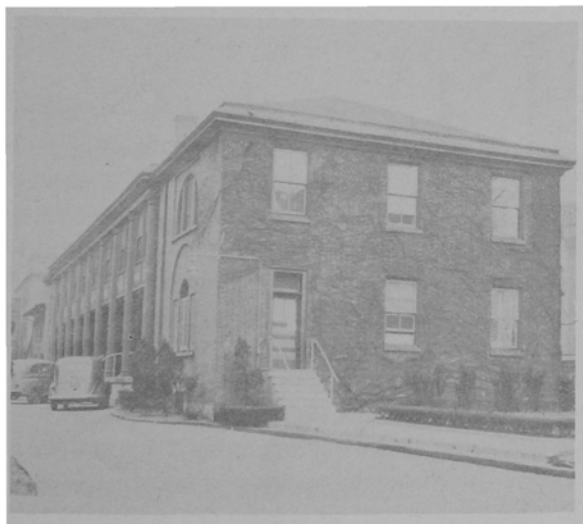


Figure 3.—Post Exchange and Dispensary Building, Erected in 1804.



Figure 4.—Headquarters Building, Erected in 1915.

he announced that during the next session but one course for officers would be offered.

An innovation, which was later translated into custom, marked the 1924-25 session. In the spring a 6-week Reserve officers' course was held at The Quartermaster Corps School. The first 4 weeks were devoted to intensive theoretical training. During the last 2 weeks the students joined those of the Regular Army of-

ficers' class for field training at Camp Dix.<sup>18</sup> The emphasis upon the conduct of war was something new in quartermaster interim training, as was the supply training of Reserve officers in time of peace. The summaries of the courses given officers during the session of 1924-25 appear in appendix V-A and V-B.

<sup>18</sup>Annual Report, The Quartermaster Corps School, 1924-25, file 319.1.



The insignia of The Quartermaster Corps School was authorized by The Adjutant General on 7 May 1925. It consists of a shield surmounted by the insignia of the Quartermaster Corps. Against a buff background on the shield is an azure band with a silver border and in sinister chief the Liberty Bell with the lamp of knowledge upon a closed book in dexter base. The buff background conforms to the Quartermaster Corps colors. The Liberty Bell is symbolic of the City of Philadelphia, where The Quartermaster Corps School was first estab-

lished, and the lamp of knowledge upon the closed book represents the educational character of the school. At the base of the shield is placed the motto of the school, "Fama extendimus factis"—"We spread our fame by our deeds."

The classes of 1924-25 were the last to be graduated from a school that was an adjunct of the Philadelphia Quartermaster Depot. Independence was soon to make possible a strengthened program.



# CHAPTER 3

## The Independent School at Schuylkill Arsenal

### 1925 - 1940

#### *Divorced from the Depot*

The Quartermaster Corps School was divorced from the Philadelphia Depot on 1 July 1925, and Colonel Will H. Point was elevated to commandant, succeeding Colonel Winthrop S. Wood, commanding officer of the depot and formerly nominal head of the school. In November, 1924 Colonel F. W. Van Duyne had broached the subject of separation in a letter to Colonel Wood, which he was careful to earmark as "unofficial." The Quartermaster General, he said, was convinced that the time had come for the school to be independent of the depot.<sup>1</sup> Colonel Wood replied that in his opinion the school had arrived "at such a condition of value, importance, and efficiency that . . . it should stand alone with its own Commandant and Assistant Commandant."<sup>2</sup> On the 18th of December he submitted to The Quartermaster General a plan of separation, which had been prepared with the help of Colonel

<sup>1</sup>Letter, Colonel F. W. Van Duyne to Colonel W. S. Wood, 26 November 1924, file 321.5, Philadelphia Depot.

<sup>2</sup>Letter, Colonel Wood to Colonel Van Duyne, 4 December 1924, file 321.5 Philadelphia Depot.

Point.<sup>3</sup> On 10 January 1925 General Hart notified Colonel Wood that "Under date of Jan. 3, 1925, the War Department approved the separation of the Philadelphia Quartermaster Corps School from the Philadelphia Quartermaster Intermediate Depot and the establishment of the former as a separate entity."<sup>4</sup>

Colonel Wood, the last depot commander who served as commandant of The Quartermaster Corps School, was a graduate of The United States Military Academy of the class of 1885 and had risen to captain of Cavalry. He had become a quartermaster during the Spanish-American War and had been promoted to colonel in 1917.<sup>5</sup> In June 1924 he had succeeded Colonel Zalinski as commanding officer of the Philadelphia Depot and as commandant of The Quartermaster Corps School.

When Colonel Point was relieved as commandant on 17 August 1925, Colonel Irwin L. Hunt succeeded him. The new commandant was a graduate of The United States Military

<sup>3</sup>Letter, Colonel Wood to The Quartermaster General, 18 December 1924, file 321.5 Philadelphia Depot.

<sup>4</sup>Letter, The Quartermaster General to Colonel W. S. Wood, 10 January 1925, file 323 E-0 (School, QMC).

<sup>5</sup>The Official Army Register, 1924-25.

Academy—class of 1899. During World War I he had risen to the rank of colonel in the Infantry and had been awarded the Distinguished Service Medal. In 1920 he had transferred to the Quartermaster Corps, in which he was made permanent colonel the following year.<sup>6</sup>

### *A Strengthened Program*

Colonel Hunt approached his new task as commandant with high seriousness. His purpose was to build upon the solid foundation that had been laid by Colonel Point and to balance in the curriculum quartermaster functions in the zone of the interior and in the theater of operations. To this end he maintained close contact with The Command and General Staff School, The Army War College, The Industrial College, The Infantry School, and The Cavalry School. In September 1925 the course in procurement of supplies was brought in line with that given at The Army Industrial College. Simultaneously the course in utilities was revamped. Stress was laid upon the quality of materials and upon light, water, sewerage, and other utilities with which quartermasters dealt.<sup>7</sup> Courses in mobilization and business management were added to the 1926-27 curriculum. In the former course instructors sought to familiarize the students with the National Defense Act and the general mobilization plan. The latter course, which presented the basic principles of elementary economics, was supplemented by a course of lectures given by business men of Philadelphia on such subjects as the Federal Reserve System, stock exchanges, insurance, the Merchant Marine, and railroad administration.<sup>8</sup>

Warrant officers and noncommissioned officers were taught during the session of 1927-28 several subjects in which they were found not to have been properly grounded. Business English, geography, and a survey of United States history were added to their program of instruc-

tion.<sup>9</sup>

In all the courses, Colonel Hunt constantly sought to relate operations and logistics. There was a tendency, he said, in army schools to emphasize operations without realizing its dependence upon logistics.

From the outset he insisted that his students be taught tactical situations by graduates of The Command and General Staff School so that quartermasters might become familiar with the language of combat troops. Though the actual military training at the school was meager compared with that later given at The Quartermaster School, Colonel Hunt's utterances paved the way for the program that was developed during World War II. This articulate commandant wanted the quartermaster to be both supply specialist and soldier and took the first step toward making him that.<sup>10</sup>

### *Emphasis on Standards*

Through all his reports and letters Colonel Hunt stressed the importance of lifting the standard of the school and of the Quartermaster Corps. He insisted that his faculty should include one instructor who had graduated from The Cavalry School, two who had graduated from The Infantry School, and others who had graduated from The Army War College, The Command and General Staff School, and The Quartermaster Subsistence School in Chicago. On his 1925-26 faculty he had representatives of all these colleges and schools except The Infantry School.<sup>11</sup>

Convinced that the level of the quartermaster officer's education was much too low, he was opposed from the outset to admitting to the school officers who had not completed high school. In 1928 he surveyed the educational backgrounds of the three classes of Regular Army officers who had attended the school since his assignment as commandant. Only 17.43 percent had graduated from college,

<sup>6</sup>*Ibid.*

<sup>7</sup>Annual Report, The Quartermaster Corps School, 1925-26, file 319.1.

<sup>8</sup>Annual Report, The Quartermaster Corps School, 1926-27, file 319.1.

<sup>9</sup>Annual Report, The Quartermaster Corps School, 1927-28, file 319.1.

<sup>10</sup>Annual Report, The Quartermaster Corps School, 1925-26, file 319.1.

<sup>11</sup>*Ibid.*

and only an additional 25.69 percent had gone to college at all; 30.27 percent had graduated from high school and had taken other training; 13.76 percent had had only a high school education; 4.59 percent had attended high school without graduating; and 8.26 percent had gone no further than grammar school.<sup>12</sup>

Colonel Hunt recommended that no quartermaster officers should be detailed to The Command and General Staff School unless they had been graduated from The Quartermaster Corps School and that no enlisted man should be promoted to the three highest grades unless he had taken the enlisted men's course at The Quartermaster Corps School. He wanted no lieutenants in the officers' course, and he wanted the number of field officers increased.<sup>13</sup> "Any officer in the Quartermaster Corps, no matter what his rank," he said in June 1927, "could take the course with profit." Possibly some officers thought the school elementary. Yet it seemed to Colonel Hunt more likely that they desired to "avoid going to school at all." Then he added to his report this gratuitous comment:

Officers of this type not only fail to have their mental outlook broadened by study, but they miss the stimulating effect of exchanging views with their fellow officers and the mental stimulus which comes from comparing their own mental processes with those of their comrades. As a result they never learn how really ignorant they are nor how to begin their own education.<sup>14</sup>

The new commandant wanted a better library, and he saw to it that the one he had was used. Every student was required to read one technical book a month and report on it. Unfortunately, the facilities of Philadelphia had to be drawn upon. In asking for a \$750 appropriation for books, Colonel Hunt said in his 1925-26 report: "It is undignified for the Federal government to expect university and city libraries to furnish its personnel with the tools with which to carry on their work."<sup>15</sup>

<sup>12</sup>Annual Report, The Quartermaster Corps School, 1927-28, file 319.1.

<sup>13</sup>*Ibid.*

<sup>14</sup>Annual Report, The Quartermaster Corps School, 1926-27, file 319.1.

He asked that additional funds be granted in order that he might bring about curricular improvements and argued thus in behalf of his request:

In considering the question whether this school requires an appropriation as herein recommended, the attention of those concerned is invited to the fact that the Quartermaster Corps during the World War was called upon to spend eight thousand million dollars of the people's money. Two-thirds of the entire amount expended in the war was used by the War Department and of this amount fifty-five cents of every dollar was spent by officers of the Quartermaster Corps. The question arises: Is it worthwhile to . . . prepare the best minds in the Quartermaster Corps for such a task?<sup>16</sup>

Colonel Hunt's desire to lift the standard of quartermaster officers extended beyond the students of The Quartermaster Corps School. He believed that through correspondence courses broader than any that had been developed, training could be given to all quartermaster officers. Because business management needed to be stressed, he suggested that, in preparing courses for officers to take at their home stations, the Quartermaster Corps collaborate with such educational institutions as Chicago University, La Salle Institute, and Hamilton Institute, and with such institutions or agencies as the International Correspondence School or the Massachusetts Department of Education.<sup>17</sup>

### *Historical Monographs*

Every detail of Colonel Hunt's expanded program added to the work of the school's staff and faculty. The correspondence courses, moreover, constantly elicited sighs and groans. Nevertheless, Colonel Hunt imposed another duty upon the instructors when he directed that they prepare historical monographs on supply in World War I. That the work of service troops had always been minimized was a constant source of distress to him. In the summer of 1926 he broached the subject in the following way:

<sup>15</sup>Annual Report, The Quartermaster Corps School, 1925-26, file 319.1.

<sup>16</sup>*Ibid.*

<sup>17</sup>*Ibid.*

War naturally tends to center interest upon military operations and not upon logistics. A search in one of the largest libraries in Philadelphia reveals some fifteen hundred titles pertaining to the Civil War. Not one of these has any relation to the supply of the Armies. Military writers have little interest in supply. Civilian historians know nothing about the subject. Although from the beginning of time economics have determined the course of history, logistics the course of campaigns, and weapons the tactics of armies, the dominance of the economic factor in war has not been appreciated by the historian. There is no field today in our Army which offers such opportunities for research by the real student as the broader aspect of the supply of armies.<sup>18</sup>

In announcing the forthcoming monographs, in June 1929, he elaborated upon the statement made in his earlier report, saying:

Efficiency in war depends upon the effective use in proper combination of personnel and materiel. To use these two elements in proper combination under all circumstances requires four echelons of authority, viz: the command, the general staff, the technical and supply branches, and the troops. In all our wars we have attempted to operate the military machine with one or more of these elements missing or not properly geared together. Whatever success was achieved in the A.E.F. was due to the fact that for the first time in our history we succeeded fairly well in using these in combination. Due to the stabilized condition of the western front and the excellent communications which existed in France, the difficulties of planning and executing logistics were never thoroughly comprehended by the troops and perhaps not by the command and the general staff of units below G.H.Q. As a result, there was during the war and immediately thereafter a tendency to ignore the limitations which logistics will always place upon strategy. These impressions have gone so far as to stigmatize the supply branches in the National Defense Act as "non-combatant," a term wholly inapplicable to any element of an army and heretofore used in international law and treaties as applicable only to the civil population as distinguished from members of the armed forces. . . . If we are to regain our mental perspective as to the proper functions of all echelons of au-

thority, the lessons of the World War must first be written. It is idle to attempt to plan for the next war without following the method of science and first collect the data and write the story of the last. This school has been greatly handicapped by failure to have at its command the real story of supply of our armies during the World War. Until something better can be prepared, steps have been taken with the authority of the Quartermaster General to have the faculty prepare a series of historical monographs regarding the operations of the Quartermaster Corps during the World War. . . . When we consider how the lessons of the Civil War were permitted to disappear for lack of historical treatment, it seems not a little surprising that ten years have now passed without any serious effort being made to write the technical (as distinguished from the popular) story of the logistics of the World War, particularly as the supply of the allied armies laid all science and the resources of the entire world under tribute.<sup>19</sup>

The monographs were written and widely distributed. Naturally enough, members of the staff and faculty continued to complain of overwork.

### *Army Regulation Governing School*

The preparation of Army Regulations 350-900 was another task in which the weary instructors were called upon to participate. The regulation, published in July 1926, gave authorization and designation to "The Quartermaster Corps School," which would "standardize and develop the instruction and training of Quartermaster Corps personnel in the Regular Army, National Guard, and Organized Reserves."

It specifically outlined courses for (a) officers of the Regular Army, (b) enlisted men of the Regular Army, (c) officers of the National Guard and Organized Reserves, (d) army correspondence courses, (e) unit plan courses required for officers, officer candidates, warrant officers, and noncommissioned officers, and (f) instructional matter for use at all Quartermaster Corps training centers.<sup>20</sup>

<sup>19</sup>Annual Report, The Quartermaster Corps School, 1928-29, file 319.1.

<sup>20</sup>AR 350-900, July 1926.

<sup>18</sup>*Ibid.*

In the statement relative to the qualifications of officer-students and the purpose of the officers' course, Colonel Hunt scored a victory. Officers were "to be selected from among those whose age, basic education, and demonstrated efficiency render their further development by academic training in the best interests of the Government." In the selection of Regular officers, preference was to be "given to those having an efficiency rating of 'above average.'" The purpose of the officers' course was the training of "field officers and senior captains in the higher duties of the Quartermaster Corps for peace and for war."<sup>21</sup>

When Colonel Hunt was relieved as commandant at the end of the 1928-29 session, The Quartermaster Corps School had achieved full recognition among the service schools of the Army. Two moot questions had been answered, the one permanently and the other temporarily: Even as far as property was concerned, the Philadelphia Depot and the school had been separated; and it had been decided not to move the school from Schuylkill Arsenal.

### *Commandant Commands the Arsenal*

On 10 May 1929 Colonel Hunt had written The Quartermaster General that in his opinion the time had arrived "when the Commandant of the School should be made the Commanding Officer of Schuylkill Arsenal, having under his control all personnel and funds pertaining to the Arsenal and the School, reserving to the Philadelphia Quartermaster Depot such space as is required for maintenance thereof."<sup>22</sup> On 16 May Colonel Clyffard Game, commanding officer of the depot, submitted to The Quartermaster General a plan by which The Quartermaster Corps School and the Philadelphia Depot would cease to maintain "the relationship of landlord to tenant." The plan proposed that the arsenal should be placed under the direct command of the commandant of the school, who would be charged with the upkeep of the plant, that the depot reserve such store-

<sup>21</sup>*Ibid*

<sup>22</sup>Letter, Colonel I. L. Hunt, Commandant, The Quartermaster Corps School, to The Quartermaster General, 10 May 1929, file 321.5, Philadelphia Depot.

houses as it might require, and that details of the property transfer be worked out by the commanding officer of the depot and the commandant of the school.<sup>23</sup> (See app. II-B.) On 16 August 1929, the day after Colonel M. R. Hilgard succeeded Colonel Hunt as commandant, Colonel Game sent the following memorandum to The Quartermaster General:

The question of separating the Quartermaster Corps School at the Schuylkill Arsenal entirely from this depot was initiated by the Commandant thereof. This move received thorough cooperation and support of the undersigned because it was believed to be more desirable that the Commandant of that School be entirely separate from this depot and have immediate control of the reservation where located. This has been accomplished.<sup>24</sup>

### *New Location Contemplated*

During Colonel Hunt's last year as commandant, one of the many studies of location was made. Since the fall of 1921, when the school was moved from the Philadelphia Depot to Schuylkill Arsenal, periodic agitation for another site had always resulted in the same temporary decision. On 28 June 1923 Colonel Zalinski, depot quartermaster and commandant of the school, had appointed a board to study the location of the school.<sup>25</sup> The board met on 2 July and reported that in its opinion no change should be made until the 1924-25 session but asked that money be made available for necessary alterations at the arsenal. When the request was disapproved by the Secretary of War, The Quartermaster General ordered that the study be continued.<sup>26</sup>

The Inspector General in his report of June 1924 said that the buildings and grounds were well policed, the storehouses were neatly and systematically arranged, and a great deal of

<sup>23</sup>Letter, Colonel Clyffard Game, Commanding Officer, the Philadelphia Depot, to The Quartermaster General, 16 May 1929, file 321.5, Philadelphia Depot.

<sup>24</sup>Memorandum, Colonel Clyffard Game, Commanding Officer, the Philadelphia Depot, to The Quartermaster General, 16 August 1929, file 333.1, General.

<sup>25</sup>Special Orders No. 41, 1923, Philadelphia Depot.

<sup>26</sup>Annual Report, The Quartermaster Corps School, 1924-25, file 319.1.

attention was given to beautifying the grounds. The report, however, contained the following paragraph:

The Schuylkill Arsenal, which was formerly the location of the Depot proper, is now utilized for school purposes and storage. It is situated in the most undesirable section of the city, is in close proximity to railroads and factory sites, which cause a great deal of smoke, cinders and dust, causing an excessive amount of labor to keep clean and making this site very undesirable for school purposes. The buildings are mostly very old and not well suited for storage purposes. It would be most desirable and in the interest of efficiency, if this property could be disposed of and an additional site adjacent to the present Depot acquired where all the activities of the Depot could be advantageously centralized.<sup>27</sup>

By second indorsement The Quartermaster General concurred with this section of the report.<sup>28</sup> Nevertheless, the solution of the problem was postponed.

In October 1926 Colonel Hunt wrote The Quartermaster General that the question of a permanent location was still being studied. He was convinced, he said, that the school should remain in Philadelphia but not "as yet that Schuylkill Arsenal is the best location for it." In order to obtain funds for the purchase of other property, it would be necessary to dispose of the arsenal. Because there seemed to be some doubt as to whether or not the land could be sold, Colonel Hunt asked for a legal ruling.<sup>29</sup> In the deed it had been stipulated that the property be used by the United States. The Judge Advocate General rendered the opinion that "an attempted sale of this reservation would terminate the interest that the United States has therein."<sup>30</sup>

As the question dragged wearily on, Colonel Hunt became acutely distressed. "The School

has suffered up to the present time," he wrote The Quartermaster General on 1 November 1926, "from the fact that it is not well known as to location or mission either by the Army at large or by a very considerable part of The Quartermaster Corps itself. This arises from the fact that it has not yet become identified with any permanent home."<sup>31</sup> A few weeks later in a prophetic mood, Colonel Hunt wrote as follows to Colonel Wood: "It looks to me as if we will have to draw up a plan and layout for a complete plant for this School to be constructed after war starts, trusting to luck to find a suitable location when the time comes."<sup>32</sup>

Just before ending his tour of duty as commandant, Colonel Hunt submitted to The Quartermaster General a report on location. He gave a recapitulation of the many studies and temporary decisions, set down the advantages and disadvantages of the arsenal, and concluded with a recommendation that the school be continued in Philadelphia "at some place to be hereafter selected." Again the question was temporarily closed.<sup>33</sup>

Colonel M. R. Hilgard began his tour of duty as commandant of The Quartermaster Corps School on 15 August 1929 and ended it on 30 September 1933. In his first annual report he recommended that the school be allowed to remain in its present location. Philadelphia had projected plans, he said, for a boulevard that would tend to improve the environs of the arsenal, and the school buildings could be made adequate through improvements. In the year 1928-29 the old plant had its first addition since the school had been moved there—a boiler house, constructed at a cost of \$8,900.

Nevertheless, before the summer ended, a new site was proposed. Major General DeWitt, The Quartermaster General, wrote The Adjutant General on 25 August 1930 requesting

<sup>27</sup>Inspector General's Report, June 1924, file 333.1.

<sup>28</sup>Inspector General's Report, June 1924; second indorsement, The Quartermaster General, 28 July 1924, file 333.1.

<sup>29</sup>Letter, Colonel I. L. Hunt, Commandant, The Quartermaster Corps School, to The Quartermaster General, undated, file 321.5, Philadelphia Depot.

<sup>30</sup>War Department, J. A. G. O., 22 October 1926, file 321.5, Philadelphia Depot.

<sup>31</sup>Letter, Colonel I. L. Hunt, Commandant, The Quartermaster Corps School, to The Quartermaster General, 1 November 1926, file 321.5, Philadelphia Depot.

<sup>32</sup>Letter, Colonel I. L. Hunt, Commandant, The Quartermaster Corps School, to Colonel W. S. Wood, 29 November 1929, file 321.5, Philadelphia Depot.

<sup>33</sup>Annual Report, The Quartermaster Corps School, 1928-29, file 319.1.

authority to move The Quartermaster Corps School to Camp Dix, the cost of constructing a new plant to be about two million dollars. The proposal was made despite Colonel Hilgard's expressed fear that "we would eventually not only be called upon to act as caretakers for the entire reservation but would also lose our identity as an independent institution of the Quartermaster Corps." Once again nothing happened, and The Quartermaster Corps School remained at the Schuylkill Arsenal.<sup>34</sup>

### *Years of Few Changes*

Meanwhile, the courses at the school were continuing in peacetime tenor. Writing to The Quartermaster General on 19 March 1930, Colonel Hilgard pointed out one of the chief weaknesses of army education—namely, the short duration of tours of duty and the consequent lack of effective continuity in the courses of instruction. Satisfactory officers, he said, should be allowed to remain at the school at least 3 years, and preferably 4 years, and officers should not be relieved during the school year. He made the following recommendations, which he thought would improve the quality of the work: (1) the assistant commandant should be a graduate of The Command and General Staff School; (2) all instructors should be graduates of The Quartermaster Corps School unless they were detailed to teach specialties that could be better acquired elsewhere; and (3) the personnel of the faculty should include one graduate of The Army War College, one graduate of The Army Industrial College, three graduates of The Command and General Staff School, one construction specialist, one law specialist, one motor transport specialist, and one officer of wide experience in quartermaster administration. With these suggestions The Quartermaster General quickly concurred.<sup>35</sup>

Instruction underwent no radical change

<sup>34</sup>Letter, Major General DeWitt to The Adjutant General, 25 August 1930, file 352.16.

<sup>35</sup>Letter, Colonel M. R. Hilgard, Commandant, The Quartermaster Corps School, to The Quartermaster General, and indorsements, 19 March 1930, file 352.16.

during the 4 years that Colonel Hilgard served as commandant. The courses were classified under three main departments: quartermaster administration; business administration; and mobilization, operations, and logistics.<sup>36</sup> The classroom work was done at Schuylkill Arsenal; officers' field training took place at Camp Dix toward the end of the school term; all students were given the opportunity to visit and study industrial plants in and near Philadelphia; and officers participated with The Army War College in command post exercises at Fort Du Pont, Delaware.<sup>37</sup>

In the new Army Regulations 350-900, which was published on 13 June 1932, the subjects to be taught in the several courses were not specified; the Warrant Officers' and Noncommissioned Officers' Course became the Warrant Officers' and Enlisted Men's Course; the course for National Guard and Reserve officers was increased to 12 weeks; and a few verbal changes of minor importance were made.<sup>38</sup>

In the early 1930's the staff and faculty was charged with much extracurricular work. The correspondence courses and subcourses of the Quartermaster Corps had to be prepared and revised from time to time; questions had to be prepared for the annual educational and professional examinations prescribed for enlisted men of the Quartermaster Corps; and two features had to be written for each issue of *The Quartermaster Review*.<sup>39</sup>

Colonel Hilgard was relieved as commandant on 30 September 1933 and was retired the following December. His long career as a soldier had begun in 1898 when he enlisted in the Illinois Infantry. During the Spanish-American War he was promoted to a first lieutenantcy and in 1910 to a captaincy. Subsequently he transferred to the Quartermaster Corps. In World War I he was awarded a Distinguished Service Medal. He was on the initial list of the General Staff Corps and was a member of the

<sup>36</sup>Report, The Quartermaster Corps School, file 352.16.

<sup>37</sup>Annual Reports, The Quartermaster Corps School, 1929-30, 1930-31, 1931-32, 1932-33.

<sup>38</sup>AR 350-900, 13 June 1932.

<sup>39</sup>Report, The Quartermaster Corps School, 24 February 1932, file 352.16.



General Staff Corps from August 1920 to August 1924. In 1926 he was graduated from The Army Industrial College.<sup>10</sup> On 15 August 1929, when he was assigned as commandant of the school, he held the rank of colonel.

Colonel Francis H. Pope, who succeeded Colonel Hilgard, had also been awarded a Distinguished Service Medal. He was a native of Kansas and had been graduated from the United States Military Academy in 1897. Before his transfer to the Quartermaster Corps in 1912, he had served in the Cavalry, with the final rank of captain. In 1916 he was promoted to major, on 5 August 1917 to temporary lieutenant colonel, on 23 November 1917 to temporary colonel, and on 1 July 1920 to colonel. From January 1927 to January 1931 he held the rank of brigadier general detailed to The Quartermaster General. At the time of his appointment as commandant of The Quartermaster School, however, he was again colonel.<sup>11</sup>

Colonel Pope had a tour of duty at The Quartermaster School longer than that of any other commandant. During his 7-year administration of the school no radical changes were made in the courses for either officers or enlisted men. Quartermaster administration, business administration, mobilization, and military organization and equitation were taught much as they had been while Colonel Hunt and Colonel Hilgard directed the school. A department of tactics and techniques developed during the session of 1934-35 gave emphasis to the military duties that quartermaster officers and enlisted men might be called upon to perform should war be declared. Only minor changes in instruction had to be made in order to effect conformance with the 1936 edition of Army Regulations 350-900. The new regulation changed the name from The Quartermaster Corps School to The Quartermaster School and stated the objectives of the school to be as follows:

- a. The training of "selected officers"—without specifying officers of the Quartermaster Corps—"in the duties and functions of the Quartermaster Corps as pre-

scribed in the National Defense Act."

- b. The training of warrant officers and enlisted men for such key positions as clerks, principal clerks, and specialists in units, offices, sales stores, warehouses, shops, depots, and other agencies and installations of the Quartermaster Corps.
- c. The standardization of methods of quartermaster instruction.
- d. The preparation and revision of training literature and Army extension courses.

The regulation authorized courses for Regular Army officers, for National Guard and Reserve officers, for warrant officers and enlisted men, and "such special courses as may be approved by the Secretary of War on recommendation of The Quartermaster General."<sup>12</sup>

The summary of the course given Regular Army officers in 1938-39 shows the nature of the instruction quartermaster officers were receiving shortly before World War II (see app. V-C). For organization of The Quartermaster School in 1939, see appendix II-C. Of the 1,084 hours that the course encompassed, 120 were allotted to physical exercise.

In his letter to The Quartermaster General, Colonel Pope showed clearly that he was not altogether satisfied with the nature of the instruction and that he believed the members of the faculty to be overburdened. He wanted, for instance, infantry and artillery officers as instructors in tactics and technique. The department was being "handled," he said, by two quartermaster officers and one cavalry officer, who were too overworked to keep themselves informed concerning new developments.<sup>13</sup> The course was strengthened, however, by speakers whom the Secretary of War designated to address the students on such subjects as transportation, corps area mobilization plans, new developments in the organization of the Army, and on subjects bearing wholly upon the work of the Quartermaster Corps.<sup>14</sup>

*The Quartermaster Review* in its first issue of

<sup>12</sup>AR 350-900, 14 November 1936.

<sup>13</sup>Letter, Colonel Francis H. Pope, Commandant, The Quartermaster School, to The Quartermaster General, 7 December 1938, file 352.16.

<sup>14</sup>Letter, OQMG, file 352.13.

<sup>10</sup>The Official Army Register, 1933.

<sup>11</sup>*Ibid.*

1937 spoke thus of the courses offered at The Quartermaster School:

Excellent educational opportunities now exist for officers of the Quartermaster Corps and for those who accept detail in the Corps. Generally speaking, the present trend is to divide Quartermaster officers into two broad classifications, those who wish to qualify for duty as Quartermasters with military forces in the field, and those who contemplate specializing in the technique of supply, transportation, construction and procurement. Both classes of officers normally may expect to attend The Quartermaster School at Philadelphia where the problems of the Corps, both general and technical, are presented to the students.<sup>15</sup>

### *The Quartermaster Corps Board*

During Colonel Pope's tour of duty as commandant the Quartermaster Corps Board was set up at The Quartermaster Corps School. As early as 1930 Major G. I. Rowe, then assistant commandant of the school, had recommended in his annual report that a Quartermaster Corps Board be established. It should be located at the school, he said, and should be composed of at least three quartermaster officers of wide experience. He envisaged the board as final authority on supply and transportation. Among its duties would be the coordination of instruction, the reviewing of extension courses and of texts on subsistence and transportation, and the initiation of studies on broad quartermaster problems.<sup>16</sup>

Army Regulations 30-10 of 8 June 1934 authorized a board membership of not less than seven and not more than nine officers, with the commandant of the school serving as *ex officio* president. Other members were to include the assistant commandant, the commanding officer of the Philadelphia Quartermaster Depot, and four to six officers of the staff and faculty of The Quartermaster Corps School. During the first years of the board's existence, the work was accomplished by men who had a multitude of other duties. On 30 August 1935, however, Lieutenant Colonel Max R. Wainer was relieved by order of the Secretary of War

<sup>15</sup>*The Quartermaster Review*, January-February 1937.

<sup>16</sup>Annual Report, The Quartermaster Corps School, 1929-30, file 319.1.

"from assignment and duty at The Quartermaster Corps School" and ordered to "report for duty as recorder of the Quartermaster Corps Board, Philadelphia, Pa."<sup>17</sup>

A new regulation governing the board was published the following May. By this authority the Quartermaster Board—no longer the Quartermaster Corps Board—was to be "permanently stationed at The Quartermaster Corps School, Schuylkill Arsenal, Philadelphia, Pa." Its purpose was to consider such subjects as might be referred to the board by The Quartermaster General and to originate and submit to The Quartermaster General recommendations looking to the improvement of the Quartermaster Corps. Its membership was to consist of the commandant and the assistant commandant of The Quartermaster Corps School and not less than five or more than seven other officers to be designated by The Quartermaster General. The regulation provided that the commandant be *ex officio* president of the board and appoint one member to serve as recorder.<sup>18</sup> Though such a provision assured cooperation between the board and the school, the board operated directly under The Quartermaster General. After 1938 the recorder, only full time member of the board, was appointed as director of the Extension Department of the school, to which had been delegated the preparation of extension courses. During the period preceding the United States' entrance into World War II the board studied organization and mobilization plans and helped to prepare and revise extension courses.

### *The Extension Department*

The Extension Department was established in 1938, with the writing and revision of extension courses as its sole mission. Its work was broadened, however, in 1939. On the 26th of April a directive called for revision of Army Extension Courses. The completion of this work was delayed by another project that was given priority—the preparation of unit training sched-

<sup>17</sup>Special Orders No. 204, 30 August 1935, file 352.16.

<sup>18</sup>AR 30-10, 8 May 1936.

ules for the Quartermaster Protective Mobilization Plan.<sup>49</sup>

In October the school entered the field of manual writing, when it was directed to prepare *The Quartermaster Field Manual* in two volumes.<sup>50</sup> The first volume would contain information on supply, administration, transportation, and construction. In December 1939 the school received instructions to submit material for inclusion in the second volume of *The Quartermaster Field Manual*, which was originally planned to contain reference data on quartermaster activities at posts and in the field.<sup>51</sup> This work was to have priority over all duties except preparation and delivery of instructional material to the regular classes.<sup>52</sup>

On 12 December 1939 the Office of The Quartermaster General directed that a number of training manuals be prepared. These were to contain full information for officers performing duties delegated to various quartermaster organizations.<sup>53</sup> The list was approved by The Adjutant General on 8 February 1940.<sup>54</sup>

The final draft of volume I of *The Quartermaster Field Manual*, which was later designated as FM 10-5, was submitted to the Office of The Quartermaster General on 13 April 1940.<sup>55</sup> Volume II, which had received top priority in December 1939, had been temporarily suspended because its scope needed to be revised. The manual was ultimately published as *Quartermaster Service in Theater of Operations*, Field Manual 10-10.

After completion of volume I of *The Quartermaster Field Manual*, the training manuals were the next order of business. The Adjutant

General had directed that these books be designated *technical* and not *training* manuals.<sup>56</sup> *Property Accounting*, Technical Manual 10-310, the last of the manuals that had been assigned to the school at the beginning of the year, was submitted to the Office of The Quartermaster General on 18 June 1940.<sup>57</sup>

Between the years 1925 and 1939 The Quartermaster School trained many National Guard and Reserve officers who were called to active duty after 1940. Also many officers of foreign countries, including a representative of the Chinese Nationalist Army, attended the school either as students or observers. One Japanese officer spent a week at the school studying its courses and methods of instruction. During these years the instructors of the school gained experience that was to serve them well when refresher courses were authorized in breath-taking succession.

### *Preparation for a New Program*

The experience and techniques that The Quartermaster School had acquired would soon be needed in the prosecution of war. On 14 March 1939, Hungarian troops seized Carpatho-Ukraine. On the 15th, German troops occupied Bohemia and Moravia. On September the 1st, Hitler sent armed forces across the Polish border and into Pomerania and Silesia. Two days later Great Britain declared war on Germany. On November the 2d, The Quartermaster General instructed the commandant of The Quartermaster School to curtail the officers course in order to permit the class to be graduated on 1 February 1940,<sup>58</sup> and on the 17th, Colonel Pope replied that all arrangements had been made for compliance and that the course being given warrant officers and enlisted men would be reduced by 109 hours.<sup>59</sup> The Quartermaster School was preparing to participate in the greatest supply program of all times.

<sup>49</sup>Letter, OQMG, 5 April 1940, file QM 461 A-W.

<sup>50</sup>Letter, Commandant, The Quartermaster School, to the Office of The Quartermaster General, 18 June 1940, QM School file 461.

<sup>51</sup>Letter, OQMG, 2 November 1939, file 352.13, A-W, QMS.

<sup>52</sup>Letter, Commandant, The Quartermaster School, to The Quartermaster General, 17 November 1939, file 352.11.

<sup>49</sup>Letter, Commandant, The Quartermaster School, to The Quartermaster General, 3 May 1939, file 352.16.

<sup>50</sup>Letter, OQMG, 31 October 1939, file QM 248.1 A-W (QM School), file 461.

<sup>51</sup>Letter, Commandant, The Quartermaster School, OQMG, 28 December 1939, QM School file 461.

<sup>52</sup>The Quartermaster School Memorandum, 11 December 1939, QM School file 461.

<sup>53</sup>Letter, OQMG, 12 December 1939, QM School file 461.

<sup>54</sup>Letter, AG (1-9-40) P (C), dated 8 February 1940, file 062.11.

<sup>55</sup>Letter, Commandant, The Quartermaster School, to OQMG, 13 April 1940, QM School file 461.

# CHAPTER 4

## The Training Program is Accelerated

### July 1940 - October 1941

#### *Officers Needed for Expanding Army*

"The maximum training accomplishment of which this school is capable is not being achieved," Colonel Pope wrote in his last report, dated 31 May 1940. "In view of the disturbed situation and the expansion of our military forces, it seems obvious that the training rate must be accelerated if the Quartermaster Corps is to carry the increasing burden effectively."<sup>1</sup>

The expanding Army stood in great need of trained officers. On 1 July 1939 the Regular Army had a total enlisted personnel of but 174,000 men at 130 camps, posts, and stations. At the beginning of the European War the President had authorized a small increase, and in May of 1940 the strength of the Regular Army was brought to 375,000 men.<sup>2</sup> Training had to be accomplished quickly.

No Regular Army officers were enrolled as students of the school during the spring of 1940. The usual National Guard and Reserve officers' class, however, began on 15 January and was

<sup>1</sup>Annual Report, The Quartermaster School, 1939-40, file. 319.1.

<sup>2</sup>Biennial Report, Chief of Staff, 1939-41.

graduated on 9 March 1940. Of the 60 officers who entered the class, 59 completed the course. The students, like their predecessors during all the years that National Guard and Reserve officers had come to The Quartermaster School for brief periods of training, were given classroom instruction chiefly, with a little demonstration now and then, 10 days of field training at Camp Dix, a few drills, and some calisthenics. In other words, officers were receiving instruction to fit them for garrisons and not for the field. The 10-week course included the following subjects in addition to physical exercise:

- Quartermaster Corps Administration
- Government Contracts
- Mobilization Planning
- Mass Procurement of Supplies
- Training Management
- Map Reading
- Military Organization
- Combat Orders
- Tactics and Technique, QMC Combat
- Defense against Chemical Warfare
- Military Law—The Law against Military Offenses
- Interior Guard Duty
- Military Sanitation and First Aid
- Care and Operation of Motor Vehicles—General

Military Law—Courts-Martial  
 Echelons of Maintenance, Motor Transportation  
 Conduct of Elementary Training  
 Commercial Law—Contracts  
 Signal Communications for All Arms and Services  
 Marches and Shelters  
 Commercial Law—Property and Maintenance  
 Advanced Map and Aerial Photograph Reading  
 Large Motor Transport Operations<sup>3</sup>

Clearly, in that spring of 1940 there was only vague realization that war was imminent and that quartermaster officers would soon be called upon to participate in a gigantic supply program, which would reach into all portions of the world. Colonel Pope, in asking that the training rate be accelerated, suggested in his annual report that the 9-month course for Regular Army officers continue to be given in 4½ months and that 50 officers be detailed to attend each class.<sup>4</sup> Thus 100 officers would be trained in 1940-41—an increase of 68 over the preceding year.

The last class of warrant officers and enlisted men that completed a 9-month course at The Quartermaster School was graduated on 31 May 1940. That day Colonel Pope was relieved. Lieutenant Colonel Russell A. Osmun served as acting commandant until the assignment of Colonel Frank F. Scowden on the 1st of July.

Colonel Scowden was a native of Pennsylvania and a graduate of West Point in the class of 1910. He had attended The Army War College, The Army Industrial College, L'Ecole de l'Intendance, and The Harvard School of Business Administration. In 1920 he had been transferred from the Infantry to the Quartermaster Corps. On 12 June 1939 he was promoted to permanent colonel, and on 1 October 1940 to brigadier general of the Army of the United States.<sup>5</sup> Formerly he had been a member of the faculty of The Quartermaster School.

<sup>3</sup>Annual Report, The Quartermaster School, 1939-40, file 319.1.

<sup>4</sup>Ibid.

<sup>5</sup>Official Army Register, 1944

## New Courses Instituted

When orders came for the immediate inclusion of new courses, Lieutenant Colonel Osmun was at the helm. German victories of the late spring and early summer were bringing forth startling directives from the War Department. On the 10th of May, Germany had invaded Belgium, the Netherlands, and Luxembourg. The Netherlands had capitulated on the 15th, Belgium on the 28th, and Norway on the 9th of June. The Adjutant General wrote on the 15th of June that "existing shortages of Regular Officers to meet the needs of training" required immediate changes in quartermaster schools and instructed that the following courses be instituted not later than the 1st of July:

a. Courses for newly commissioned Regular officers when such courses are considered necessary by The Quartermaster General.

b. Refresher courses for Reserve officers ordered to active duty with units newly formed or as fillers with units already in existence.

c. Specialist courses for key personnel to be assigned to newly formed units.<sup>6</sup>

Colonel Osmun went at once to Washington for a conference with The Adjutant General and reported on the 18th of July that the school must begin two courses, "each not to exceed three months." One of these must be for officers and the other for enlisted men of the Regular Army, who were then being recruited for service in new units. Both courses were to be of a general nature, covering such subjects as supply, transportation, and construction; and neither would have the training of specialists as its objective.

### Officers' Course (Special)

The first Officers' Course (Special) opened on 11 July 1940. Ten classes in this series were held at Schuylkill Arsenal and two at Camp Lee. When they came to a close on 21 February 1942, 889 officers had been given instruction that covered in a general way the entire field of quartermaster functions and included the

<sup>6</sup>AG Memorandum 352.01, 15 June 1940.

<sup>7</sup>Letter, Colonel R. A. Osmun to The Quartermaster General, file 352 (QM School, Book 5).

following subjects:

- Field Operations
- Training Management
- Company Administration
- Civilian Personnel
- Military Law
- Fiscal
- Procurement
- Transportation (Commercial)
- Storage and Issue
- Subsistence
- Salvage
- Property Accounting
- Organization and Administration of the Quartermaster Corps
- Methods of Instruction
- Military

### *Enlisted Men's Course (Special)*

A special class for enlisted men opened on 15 July 1940. The course covered a 2-month period and was the first of five to be given at the Schuylkill Arsenal. The purpose of the series was the development of specialists in various quartermaster fields. To that end the first class trained men for the duties of first sergeants; the second for the duties of sergeant majors and company clerks; the third for the duties of regiment, battalion, and company sergeants; and the fourth for the duties of rail transportation clerks. In summary the program of instruction for the first class was as follows:

<i>Subjects</i>	<i>Hours</i>
Articles of War	1
Care of Quarters and Equipment	2
Infantry Drill	28
Military Courtesy and Discipline	4
Calisthenics	22
Hygiene	4
Infantry Pack	4
Instruction in Chemical Warfare	4
Tent Drilling	6
Map Reading	8
Interior Guard Duty	6
Instruction in Weapons	21
Inspections	24
Finance	6
Current Procurement	36
Personnel and Military Correspondence	20
Typing	30
Utilities	16
Storage and Issue	16
Property Accounting	18
Transportation (Rail)	13
Subsistence and Inspection	26
Salvage	4
Tactics and Technique	15
Transportation (Water)	4
Extra periods for make up	17
<b>Total</b>	<b>355</b>

### *New Extension Department Program*

When it was evident that the imminent passage of the Selective Service Act would bring about unprecedented expansion of the Army, the work load of the Extension Department grew heavier. On 3 August 1940 The Quartermaster General directed The Quartermaster School to prepare four problems to be used in the monthly troop schools, which would begin the first of October.<sup>8</sup> By 7 October 1940, 3 weeks after the passage of the Selective Service Act, four problems were completed.<sup>9</sup> That new material might reach the field quickly, the Extension Department prepared a regular feature for *The Quartermaster Review* and conducted what amounted to an information service. In the spring of 1941 the department gave further implementation to training by adding to its program the writing of scenarios for training films.<sup>10</sup>

### *Procuring Adequate Instructors*

The early short courses for both officers and enlisted men covered the theory of quartermaster work, and some included the practical application of the principles with which they dealt. They did not include, however, the use of weapons and the sort of thorough military training that was emphasized in later programs.

The old complaint that the load carried by staff and faculty was too heavy became more vociferous as the war drew nearer. On 3 May 1939 Colonel Pope had written The Quartermaster General that additional officers were needed. Members of the faculty had to outline programs of instruction, write textbooks, prepare extension courses and, in addition, perform extended duty in connection with summer maneuvers. The result, he said, was that

<sup>8</sup>Letter, OQMG, to Commandant, The Quartermaster School, 2 October 1940, file 352.6.

<sup>9</sup>Letter, Commandant, The Quartermaster School, to OQMG, 7 October 1940, file 352.6.

<sup>10</sup>Letter, Commandant, The Quartermaster School, to Commanding General of the First Army, 24 March 1941; and letter, Commandant, The Quartermaster School, to OQMG, 1 April 1941; file 352.16.

much of the work was poorly done. This was particularly true of the Army Extension Courses. He urged, therefore, that extra personnel be assigned to the school "to remedy this condition."<sup>11</sup>

In the spring of 1940 the staff and faculty numbered 18 officers and 3 noncommissioned officers. By fall the addition of selected Reserve officers had increased the personnel to 32.<sup>12</sup> The training of old and new instructors to meet new exigencies had been accomplished in several ways. In June of 1940 Mr. Frank Cushman of the United States Office of Education conducted a course for instructors, stressing methods applicable to the training of army personnel.<sup>13</sup> Realizing that some of the Regular officers on the faculty would have to be relieved to assume other duties, Colonel Whittaker suggested an understudy plan that proved workable.<sup>14</sup> Each new instructor was placed under the supervision of the older instructor whom he would probably replace. After a period of seasoning, study, and association, he was permitted to instruct classes while his mentor kept an eagle eye upon him. At length he conducted the class without assistance.<sup>15</sup>

Commandants of the school were changed before the difficult program was well under way. On 14 October 1940 General Scowden was relieved, and Lieutenant Colonel H. L. Whittaker was assigned as commandant. Lieutenant Colonel Whittaker was a native of Massachusetts. He began his army career in 1916 as second lieutenant in the Coast Artillery, transferred to the Quartermaster Corps in 1928, and was promoted to lieutenant colonel on 1 January 1939 and to colonel on 8 April 1941.<sup>16</sup> During his tour of duty the school reached its

<sup>11</sup>Letter, Colonel Francis H. Pope to The Quartermaster General, 3 May 1939, file 352.16.

<sup>12</sup>*The Quartermaster Review*, January-February 1941.

<sup>13</sup>Letter, The Quartermaster General to The Commandant, The Quartermaster School, 23 May 1940, file 352.11.

<sup>14</sup>Letter, Lieutenant Colonel H. L. Whittaker, Commandant, The Quartermaster School, to The Quartermaster General, 28 October 1940, file 352.16.

<sup>15</sup>*The Quartermaster Review*, January-February, 1941.

<sup>16</sup>Official Army Register, 1944.

peak in numbers and usefulness.

Lieutenant Colonel Whittaker was directing the school as acting commandant on 16 October 1940 when the first vast group of men registered under the provisions of the Selective Service Act. He knew, of course, that trained quartermaster officers and enlisted men would be needed as never before in the history of the country. Though during the winter and early spring no important change in the work of The Quartermaster School was authorized, the commandant was constantly looking for men who were good instructor material. In May he wrote to the Office of The Quartermaster General expressing the hope that young college professors who were being drafted into the Army might be assigned as students at The Quartermaster School. He had been greatly impressed by three members of the Harvard faculty who had been enrolled in one of the classes. Though these students had at first been so ignorant of the Army that a crude glossary of terms had to be made for them, they had been marked 100 on examinations given to a class whose average was between 82 and 85.<sup>17</sup> Lieutenant Colonel Whittaker's letter was productive of excellent results. A successful search was made for draftees capable of making considerable contribution to quartermaster training.

The proposed expansion of the program increased the need for better instructors and for more of them. The courses for National Guard and Reserve officers and for warrant officers and enlisted men were being continued. In addition, courses were being outlined for ROTC students who would be graduated in June from a number of colleges and for the first class of officer candidates. In other words, four types of courses would be given the following summer—one for officers, one for warrant officers and enlisted men, one for officer candidates, and one for ROTC graduates.<sup>18</sup> In a memoran-

<sup>17</sup>Letter, Lieutenant Colonel H. L. Whittaker, Commandant, The Quartermaster School, to General H. D. Munnikhuisen, 3 May 1941, file 352.16.

<sup>18</sup>Letter, Lieutenant Colonel H. L. Waggoner to Holabird Quartermaster Depot, 30 April, 1941, file 352.16.

dum to the faculty, dated 10 May 1941, Lieutenant Colonel H. L. Waggoner, assistant commandant, explained that the expanded program to be in effect after the first of July required the training of 50 new instructors and asked that members of the officers' classes 7 and 8 and warrant officers' and enlisted men's class 5 be carefully observed in order to recruit instructors. Lieutenant Colonel Whittaker had already selected several able National Guard officers as future instructors and had ascertained what their status would be after a year of service. It was his belief that assignment of National Guard officers to the faculty of the school would cement the various components of the service.<sup>19</sup>

As the time grew near for the enrollment of the large summer classes, Lieutenant Colonel Whittaker expressed increased uneasiness as to the adequacy of the number of instructors at The Quartermaster School. On the 26th of May he was fearing that the faculty could not be filled before the opening of the classes.<sup>20</sup> On the 3rd of June he reported that there was "an acute shortage of instructors qualified to teach Tactics and Technique under the expanded service" and asked for a man who he knew was trained for the task.<sup>21</sup> On the 26th of June Lieutenant Colonel Waggoner was still saying that the expanded program created a need for more instructors. In April the anticipated personnel requirement had been 73. Now it was 84. Soon the new courses would begin; yet only 80 instructors had been assigned to the school.<sup>22</sup> Meanwhile, Colonel Whittaker was continuing his effort to procure college instructors who had been drafted into the service. Having received authorization of his plan, he sent letters to colleges asking for the names

of men who might meet his need.<sup>23</sup> In preparation for the new types of students, the school had conducted in May a "Course of Instruction for Instructors."<sup>24</sup>

## New Classes Are Opened

Despite all difficulties, two new classes opened on 7 July 1941. Almost 300 Reserve Officers' Training Corps students, representing many colleges and universities, arrived at Schuylkill Arsenal to be given a 12-week course in subjects related to the work of the Quartermaster Corps; and 149 young men arrived to enter the first quartermaster officer candidate course. Officers' class 9 was then midstream in its course. The closing date of enlisted men's class 5, however, had been pushed up from the 7th of July to the 30th of June, and no new classes were scheduled for the next 3-month period.<sup>25</sup>

The facilities of Schuylkill Arsenal were inadequate to accommodate all the students assigned to the school. After surveying the city for the most suitable building that the Quartermaster Corps could rent, the authorities determined upon the armory of the 111th Infantry, Pennsylvania National Guard, which stands on lower Broad Street and is easily accessible to the arsenal by commercial transportation. First of all, the vast building had to be partitioned into classrooms. Then came the procurement of furnishings, which for a time presented a problem apparently insurmountable. For instance, no ready-made desks could be bought from any manufacturer. At length an ingenious quartermaster officer designed a table desk with a compartment for supplies. These desks, in sufficient number, were quickly and inexpensively manufactured in Philadelphia.

In other days when small groups of officers and enlisted men had arrived for enrollment,

<sup>19</sup>Letter, Lieutenant Colonel H. L. Whittaker, Commandant, The Quartermaster School, to The Quartermaster General, 2 April 1941, file 352.16.

<sup>20</sup>Letter, Colonel H. L. Whittaker, Commandant, The Quartermaster School, to The Quartermaster General, 26 May 1941, file 352.16.

<sup>21</sup>Letter, Colonel H. L. Whittaker, Commandant, The Quartermaster School, to The Quartermaster General, 3 June 1941, file 352.16.

<sup>22</sup>Letter, Lieutenant Colonel H. L. Waggoner to The Quartermaster General, 26 June 1941, file 352.16.

<sup>23</sup>Letters, Colonel H. L. Whittaker, Commandant, The Quartermaster School, to General H. D. Munnikhuysen, 21 May 1941, and to The Quartermaster General, 9 July 1941, file 352.16.

<sup>24</sup>Letter, Colonel H. L. Whittaker, Commandant, The Quartermaster School, to The Quartermaster General, 21 May 1941, file 352.16.

<sup>25</sup>Letter, AG, file 220.63.



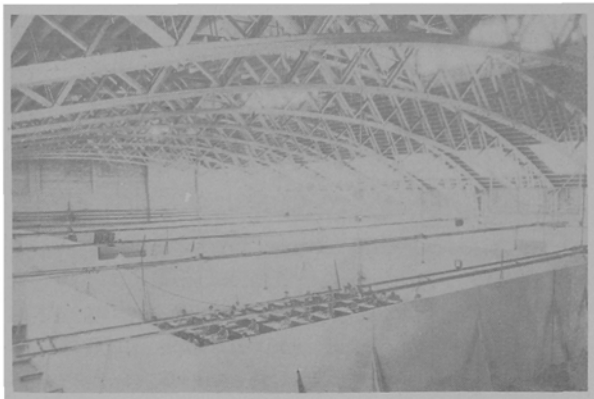


Figure 5.—Armory, 111th Infantry, Pennsylvania National Guard, Partitioned into Classrooms for ROTC Students, Summer of 1941.

the task of helping them adjust to new surroundings had been simple enough. Now almost 500 young men would be coming to a strange city. They had to be met, assigned to platoons and classrooms, helped in the finding of living quarters, and introduced to the recreational facilities of Philadelphia. A reception committee, to which the task of orienting the new students was delegated, did its work well.<sup>26</sup>

### *The First ROTC Class*

Basically the ROTC program of instruction was built upon the refresher courses planned for National Guard and Reserve officers, but it was expanded in order that subjects could be taught more slowly and in greater detail. By authority of The Adjutant General, the motor transportation course was given at Camp Holabird, Maryland.<sup>27</sup> How to provide rifle practice was another knotty problem. The school had an indoor rifle range but no rifles. This problem was solved by obtaining permission from the commanding general of the Third Corps Area to use during July and August rifles that were the property of the ROTC unit at the University of Pennsylvania.<sup>28</sup>

This first group of ROTC students was en-

<sup>26</sup>The *Quartermaster Review*, September-October, 1941.

<sup>27</sup>Letter, AG 210.63 (5-12-41), dated 31 May 1941.

<sup>28</sup>Letter and indorsement, The Quartermaster General to the Commanding General, Third Corps Area, 13 May 1941, file 352.

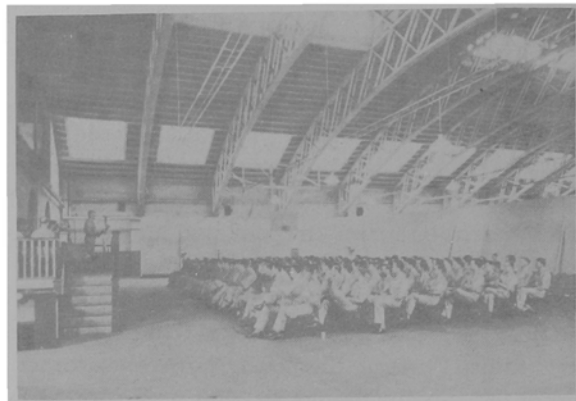


Figure 6. Opening Exercises, First Quartermaster ROTC Class, 7 July 1941

rolled in what was known as the "ROTC Graduate Department" and was organized into four platoons. The instruction was conducted by the trial and error method. Because textbooks were not available, members of the faculty wrote their own. The mimeographing of lessons was done day by day. Frequently, the instructors had great difficulty in keeping ahead of the classes. The program of instruction in summary was as follows:

<i>Subjects</i>	<i>Hours</i>
Administration of Civilian Personnel	12
Fiscal Accounting	16
Utilities	15
Procurement	28
Salvage	9
Transportation (Commercial)	20
Storage and Issue	26
Property Accounting	27
Military Courtesy and Discipline	3
Military Law	10
Tactics and Technique, QMC	58
Motor Transportation	15
Organization and Administration, QMC	12
Personnel and Correspondence	27
Subsistence	31
Military Hygiene	3
Military Drilling and Calisthenics	54
Training Management	6
Methods of Instruction	5
Director	7
Total	384

### *OCS Class Number 1*

The officer candidates who were members of OCS class 1 were warrant officers or enlisted men on active duty who had served at least 6 months in Federal service. Procurement had been accomplished by corps area and depart-

ment commanders, working through boards of officers detailed to interview and examine applicants. In the selection of candidates, first consideration was given to leadership as demonstrated while the men were serving in the Army. The board took cognizance also of general education, personality, appearance and bearing, reliability, and adaptability. A board of officers convened by the commandant of The Quartermaster School passed finally upon the candidates.<sup>29</sup>

Though the first quartermaster class began its training on 7 July 1941, officer candidate schools had been authorized at the beginning of the year for the Infantry, Cavalry, Field Artillery, and Coast Artillery.<sup>30</sup> When The Quartermaster General asked by indorsement that quotas in all the candidate schools be allowed

<sup>29</sup>*The Quartermaster Review*, November-December 1941.

<sup>30</sup>Letter, AGO, file 352 (12-26-40) M-C-M, dated 15 January 1941.

each supply arm or service and that from these quotas students be commissioned in the supply arm or service in which they had elected to take the course of instruction, The Adjutant General denied the request upon the ground that "the requirements of the QMC and of the other Services, for additional commissioned personnel, can be met by the detail of officers from the large pool of eligible reserves of other branches not on active duty."<sup>31</sup>

The Adjutant General reversed his decision on 21 March 1941 and, by addition to the original directive, included personnel of all arms and services except the Air Corps. On 8 April 1941 The Quartermaster General directed the commandant of The Quartermaster School to prepare a course of instruction for officer candidates, who would be "from enlisted men of the Regular Army, National Guard, and selectees who will have had their basic military

<sup>31</sup>*Ibid.*

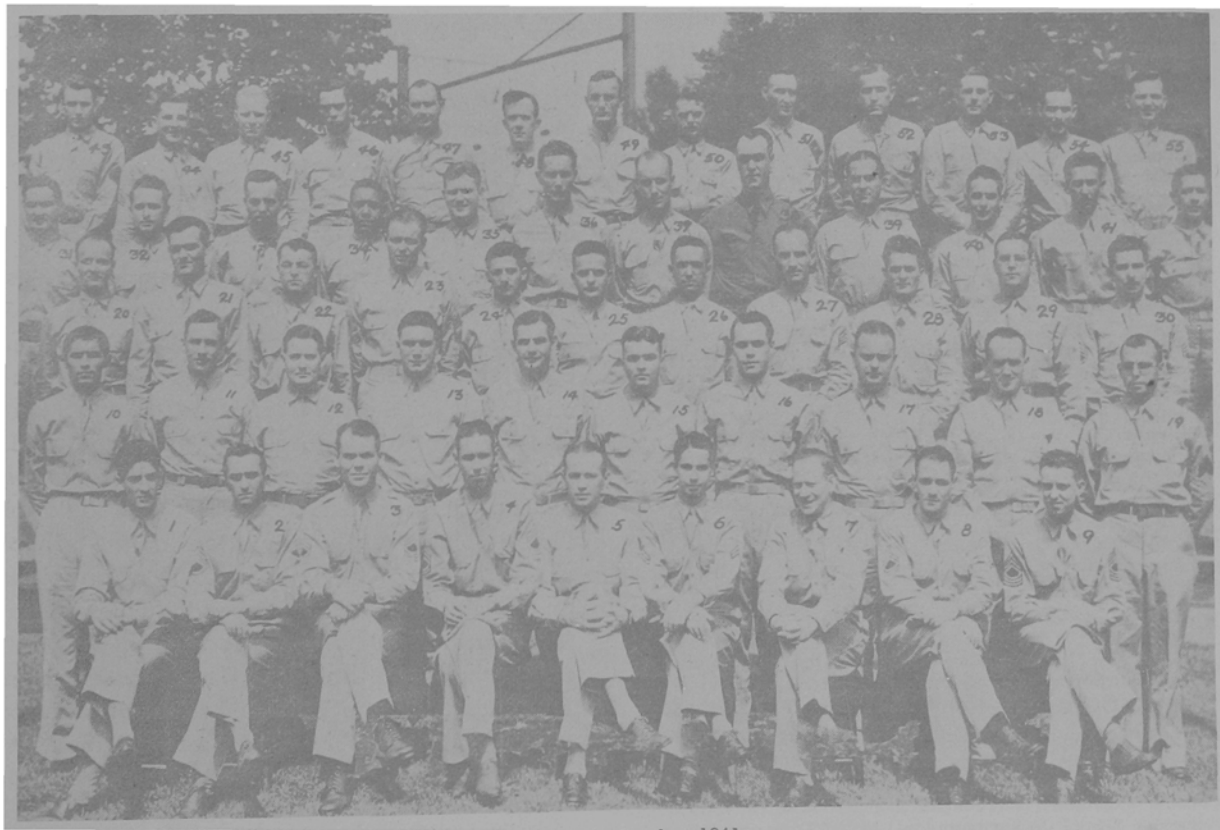


Figure 7.—Officer Candidate Class No. 1, 7 July 1941—1 October 1941.

training."<sup>32</sup> An officer candidate school for the Quartermaster Corps was authorized on 26 April 1941.<sup>33</sup> According to the original plan, the class was to have been conducted at Camp Lee, Virginia. When it was ascertained that all facilities at Camp Lee were needed by the Quartermaster Replacement Training Center, arrangements were made to instruct the class at The Quartermaster School.

Of necessity, the course for OCS class 1 was hastily prepared. Because the quartermaster officer must be a technician in one field of supply or in several allied fields, he was thought to need training that was preponderantly technical. To the academic work were added each week 3 hours of calisthenics and 4 hours of drill and inspections.<sup>34</sup> The class was given no field training whatsoever but was taken in September to Holabird Quartermaster Depot for instruction in motor transportation.<sup>35</sup> Fortunately, all the students had had military training before enrolling in the class. The summary of the program of instruction was as follows:

Subjects	Hours
Civilian Personnel	12
Defense against Chemical Warfare	10
Fiscal Accounting	13
Map and Aerial Photograph Reading	12
Methods of Instruction	5
Military Discipline, Courtesies, and Customs of the Service	3
Military Law	10
Military Sanitation and First Aid	3
Military Subjects	94
Organization and Administration of QMC	12
Personnel and Correspondence	29
Procurement	24
Property Accounting	26
Salvage	9
Subsistence and Mess Management	29
Storage and Issue	24
Tactics and Technique, QMC Combat	41
Training Management	6
Transportation, Commercial	18
Transportation, Motor	14
Utilities	13
Total	407

<sup>32</sup>Letter, The Quartermaster General to the Commandant, The Quartermaster School, 8 April 1941, file 352.11 P-R.

<sup>33</sup>Letter, AGO, file 352 (4-10-41) MM-C, dated 26 April 1941.

<sup>34</sup>Letter, Colonel H. L. Whittaker, Commandant, The Quartermaster School, to The Quartermaster General, 8 April 1941, file 352.11 P-R.

<sup>35</sup>Letter, Colonel H. L. Whittaker, Commandant, The Quartermaster School, to Commandant, Motor Transport School Holabird Quartermaster Depot, 24 May 1941, file 352.

Observers reported that these first students applied themselves with diligence and that the instructors compensated in zeal for what they lacked in experience. "Throughout the three months of instruction," an officer wrote in *The Quartermaster Review*, "each officer-candidate was constantly under the observation of the Staff and Faculty."<sup>36</sup> The men were marked upon the basis of classroom work, personality, appearance and dress, and military bearing. A study of their standing by groups seems to indicate that service in the Regular Army, a college education, and maturity contribute to the making of successful officers in the Quartermaster Corps. Candidates from the Regular Army averaged 89 percent, those from the National Guard 87 percent, and those from the Selective Service, 87½ percent; college graduates averaged 90 percent, men who had attended college but had not received degrees 89 percent, and those who had not gone beyond the high school grades 73 percent; men from 21 to 23 years old averaged 88½ percent, from 24 to 26 years old 89½ percent, from 27 to 29 years old 87 percent, from 30 to 32 years old 87 percent, and from 33 to 35 years old 91½ percent.<sup>37</sup>

### School at the Arsenal Closes

At the old Schuylkill Arsenal three classes completed their courses late in September. The Officers' Class (Special) 10 was graduated on the 21st; members of OCS class 1 were commissioned on the 27th; and the closing exercises of the ROTC Graduate Department took place on the 30th. These were the last classes of The Quartermaster School to be held in Philadelphia. The headquarters of the school closed at the Schuylkill Arsenal at midnight on the 5th of October and opened at Camp Lee, Virginia, at 12:01 on the morning of the 6th.<sup>38</sup>

The change in location of The Quartermaster School, which had been a perennial topic of discussion since 1921, had been approved on

<sup>36</sup>*The Quartermaster Review*, November-December 1941.

<sup>37</sup>*Ibid.*

<sup>38</sup>General Orders No. 6, The Quartermaster School, 10 September 1941.

5 June 1941. The Adjutant General had informed The Quartermaster General that a new school would be built adjacent to Camp Lee on 507 acres of land, which was being transferred from the Department of the Interior to the War Department. Facilities would be provided for housing 755 officers and enlisted men—300 officer candidates, 120 student officers, 120 student enlisted men, 80 members of the staff and faculty, and 135 enlisted personnel of the school detachment. The Adjutant General's letter authorized The Quartermaster General "to utilize not to exceed \$26,400 of funds to be procured in the Fiscal Year 1942 for purchase of new equipment needed for instruction purposes." The school would be moved to Camp Lee when "necessary facilities have been provided thereat."<sup>39</sup>

The Adjutant General's immediate action letter of 2 September 1941 authorized the moving

to be begun. The first convoy to make the round trip between the old and the new school set out on the 13th of September. Thereafter every day except Sundays one convoy headed southward from Philadelphia, bearing the household goods of The Quartermaster School, and another headed northward from Camp Lee. In moving the 463 tons of equipment, the convoys traveled 155,794 truck miles and used 31,559 gallons of gasoline and 3,613 quarts of oil. The task was finished on the 14th of October. The next day the school quartermaster reported to the commandant that all buildings at Philadelphia had been vacated but the post exchange. The old Schuylkill Arsenal was again to be a storehouse—this time for supplies that soon would be used in furnishing the greatest army the United States had ever called into the service.

<sup>39</sup>Letter, AG 352.01 (4-22-41) MO-C, dated 5 June 1941.