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REPORT ON STUDENTS ARMY TRAINING CORPS

Dec 1918

Name: Princeton University,
Type: Privately endowed,
Location: Princeton, N.J.
Report by V. L. Collins, Acting Secretary.

SECTIONS ARE NUMBERED ACCORDING TO QUESTIONNAIRE

1. Effect of the War on attendance in 1917-1918, and probable effect in 1918-1919 of Man Power Act of August, 1918.

The comparative undergraduate enrolment of 1917-1918 as compared with 1916-17 showed a loss of 36.3%; the enrolment in the Graduate School showed a loss of 46%. The effect of the war is best indicated by the losses in the individual classes in 1917-1918: senior class (1918) 67.6%, junior class (1919) 54.2%, sophomore class (1920) 32.7%, the freshman class (1921) being fairly normal. The corresponding losses were still more severe at the opening of the present academic year 1918-1919, in spite of the S.A.T.C. and the Naval Training Unit; senior class (1919) 86.8%, junior class (1920) 72.8%, sophomore class (1921) 49.2%, the freshman class (1922), though smaller, being fairly normal under the circumstances.

As the average age of Princeton freshmen is $18\frac{1}{2}$ years, the probable effect of the Man Power Act would have been to eliminate from Princeton all students except the physically disqualified and those under 18. There were only 60 such non-military students in Princeton in October, 1918, 28 being in the freshman class.

2. The number of men in College in 1917-18 was 972. The number of men inducted in the S.A.T.C. in October was 689; this includes 245 freshmen.
3. The estimated number of S.A.T.C. men (a) who would normally have attended college was 392; (b) who entered only because of the S.A.T.C. was 297. The latter estimate is very rough as a number of men took advantage of entrance by certificate who otherwise could not have entered Princeton although desiring to do so.

4. The loss of S.A.T.C. students because of demobilization was 122; of Naval Training Unit students 66. Demobilization in both arms therefore cost us 188 men by actual count; probably more, through failure of some men to report their intention.

We have no accurate record of reasons for this loss; the generally heard reasons were distaste and lack of preparation for purely academic course, elimination by demobilization of object of coming to college, and in a few cases lack of financial resources to pay any charges whatever for further education.

5. Interruption of work.

- (a) The influenza epidemic did not appreciably interrupt work because of the stringent measures immediately adopted. Absolute quarantine to the campus, students being forbidden even to cross the street or enter any buildings off the campus; out of town passes were absolutely withheld; strict inspection; thorough ventilation and airing of barracks, bedding, etc.

Number of cases of influenza 68

Deaths None

- (b) No special arrangement was made for late inductions. Such men were put into the regular classes and had to make up their work.
- (c) The withdrawal of 61 men to officers' training camps was not allowed to cause any interruption of academic work. The withdrawal of another block of about 100 was objected to, and in view of promised organization of our artillery unit was cancelled.
- (d) Constant interruption by extra military duties was the cause of much friction.

It seemed to the academic mind that the matter of extra military duties could scarcely have been less efficiently handled. Issuance of equipment, signing of pay roll, application for insurance, etc., meant virtually on each occasion the loss of entire

academic days. As the alphabetical method only was employed, men who came toward the end of the alphabet invariably stood in line for hours when they might have been in recitation or at least in quarters studying.

6. It was found that the academic program laid out by the Committee could not be properly covered without more sympathetic cooperation on the part of the military authorities. The academic work was undoubtedly rushed and skimped.
7. The interest of the students in general toward their academic work was greater than in peace times.
8. The general attitude of the Faculty towards the combination of military instruction with academic work was one of desire to make the experiment a success. Here and there exceptional individuals drafted from inactive departments to assist in S.A.T.C. academic instruction found the effort very distasteful.
9. Academic work satisfactorily done by members of the S.A.T.C. will be credited toward the requirements of our degrees.
10. Supervised Study. This system was never put into operation; or to be accurate, the military authorities sometimes visited students' rooms during study hours but only to see whether the occupants were accounted for. No attempt was made by the military authorities otherwise to supervise study; and the academic authorities had neither admission nor jurisdiction when the men were in barracks. Inquiry among the men themselves revealed the fact that no one had heard of the "system of supervised study".
11. Course on Issues of the War. It is the general opinion here that this course was the one outstanding valuable academic feature of the S.A.T.C. program, with the most far-reaching possibilities.

Professor Dana Munro, who was in general charge of this course at Princeton, reports as follows:

"The students were much interested in the course on the issues of the war. They resented the constant interruptions in their work made by the military department. These interruptions were so numerous that they impaired greatly the value of the course. Yet I have never had more enthusiastic students than the majority of those who were in my own classes in the war issues course.

Twenty-seven instructors gave work in this course and in addition several other men gave one or more lectures each; all of the instructors cooperated most cordially in making the course effective, and I am glad to have the opportunity to express my appreciation of their work.

As yet it is too early to state what effect the war issues course will have upon our programme. Yet I feel certain that if we learn the lessons from the war issues course, we shall make all of our courses in history and political science more effective. We shall begin experimentation at once along the lines which have seemed so promising; in particular during the coming terms, we shall continue to give a course similar in character to that of last term."

12. The relations between academic and military authorities at Princeton were personally cordial. But there seemed to be a complete inability on the part of the military authorities to keep in mind the academic requirements of the whole program. Special orders were frequently issued overnight, without notice to the academic authorities, completely annulling carefully planned schedules and appointments of long standing such as large lecture engagements, or rendering them virtually impossible of carrying out; without warning special details would be assigned in allotted study periods, preventing men from devoting any time to their academic studies, often immediately prior to the tests and examinations required by the program; men would be called out from recitation and lectures to report at once to headquarters, and would there await the convenience of the military authorities when to the academic mind they might have reported just as effectively at the close of the class hour.

The situation at length became so intense that a special administrative board was appointed to adjust these and similar complaints coming from all sides. The general comment of the students themselves was that they had not time, because of extra military duties, to do any justice to their academic work.

Any future joint military and academic program, such as the S.A.T.C., will have to safeguard the academic side adequately before it can enlist the sympathetic cooperation of the universities.

13. The effect of military discipline on the morale and conduct of the student body was good.
14. Very obviously good.
15. It is doubtful that the S.A.T.C. as such will have any effect on our educational policy; it was too obviously a hastily contrived measure planned to meet a sudden emergency. The war, however, and in this respect also the S.A.T.C. as a war measure, will undoubtedly influence our policy along the lines of greater flexibility in the curriculum (already planned for the present term), the organization of some sort of military department (already Princeton is offering a highly

specialized Artillery Course), and greater emphasis on and extension of modern aspects of historical, economic, and political science and cognate studies, especially as these are affected by reconstruction and new opportunities opening in Europe, Asia, and South America. Our experience with students admitted on certificate by Government regulations will add weight probably to the plea of those who defend the certificate system; but the University had been considering this question before the war. The possibilities of intensive work have been clearly shown in our R.O.T.C. and S.A.T.C. experience, and it is probable that in some directions it will be possible, even without the glamor of a commission as a lure, to secure intensive work from undergraduates hitherto callous to the value of such a method of study.

16. The chief suggestions for modifications in a student's training organization in case of similar emergency would probably be: (1) Some method of granting commissions directly on completion of the training in the University unit. (2) Regulation of military disregard for and interference with academic duties laid down by supposedly Government orders.
17. The Faculty of Princeton University in April, 1917, at one of the largest meetings in its history, unanimously endorsed the principle of universal liability to military service.

As already indicated, Princeton is opening an Artillery School as its form of R.O.T.C. Information has not been obtainable by us as to any plan the Government may have in the matter of universal military training but it is fairly safe to assume that the University will place all academic subjects pursued under such a plan on the same footing as regards credits toward degree, as has been done in the last two years. But the University would wish to insist that any such plan be worked out carefully and in close co-operation and counsel with academic authorities. The universities have tolerated during the war much which they would hardly advise in times of peace.

File S.A.T.C.

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MEMORANDUM FOR REPORT. STUDENTS' ARMY TRAINING CORPS.

Collegiate Section (Sec.A)

(It is requested that the reports on Collegiate Sections (Sec. A) shall discuss topics indicated below and that portions of report be numbered accordingly. It is not intended, however, that this list of topics shall in any way restrict the scope of the report. The views of institutions or any other phases of their educational experience with the S.A.T.C. and their views on military training in general will be welcomed. It is also requested that copies of all circulars or other printed matter issued by institutions in connection with their S.A.T.C. (Collegiate Section) work be transmitted with this report.

X

Please send 3 copies of the report. Send reports with printed matter by January 10, 1918, to Secretary, Committee on Education and Special Training, Mills Building, Washington, D.C.

Name of Institution _____

Type of Institution _____

Location of Institution _____

Report made by _____

1. The effect of the war on your college attendance in academic year 1917-18; probable effect in 1918-19, in view of the reduction of the draft age to 18 by the Man Power Act of August, 1918.

2. The number of men in college 1917-18 and number inducted in S.A.T.C. *688*

3. Estimated number of S.A.T.C. men who would (a) normally have attended college; (b) entered only because of the S.A.T.C.

122

4. Estimated loss of students because of demobilization of S.A.T.C. and reasons for such loss. *122 reported not coming back*

5. To what extent was the academic work at your institution interrupted by
- (a) the influenza epidemic?
 - (b) late inductions?
 - (c) the withdrawal of men for officers' training camps?
 - (d) extra military duties?

6. To what extent if any did your institution find difficulty in meeting the suggestions of the Committee, particularly in the matter of academic program?
7. The amount of interest shown by students in their academic work as compared with conditions in peace time.
8. The attitude of the faculty towards the combination of military instruction with academic work.
9. Whether academic work done by members of the S.A.T.C. was of sufficient value to be credited towards the requirements for a degree at your institution.
10. The operation of the system of "Supervised Study".
11. The course on the Issues of the War.
12. The relations between academic and military authorities at your institution.
13. The effect of military discipline upon the general morale and conduct of the student body.
14. The effect of military training and discipline upon the physical condition of the men.
15. To what extent, if any, will the S.A.T.C. affect future educational policy at your school.
16. Suggestions for modifications in a students' training organization in case of a similar national emergency.
17. Suggestions as to the part military training in colleges should take in the military policy of the country. (Please state whether you would favor a system of credits for military training in colleges under a system of universal training calling for 6 to 9 months service of all citizens at the age of 19).
18. The War Record of your institution. (Number in S.A.T.C. Approximate number in Army and Navy, number commissioned, etc.)
19. General.