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## **Texas A&M Cadet Corps Units with Heritage:**

### **Standing The Test of Time**

*A search for all “150-year” Heritage units within the Texas A&M Corps of Cadets has produced the heralded units. The exploration for the Heritage units, those never disbanded, netted another important result, definitions. Discovering the characteristics or activity elements of such units provided the definitions. Heritage units are presented so that all units might seek to emulate their characteristics.*

*In this **report** we present the heraldry of the units, the shield, colors, and character. These elements characterize the unit’s heritage. The longevity of the shield, without change, supports and demonstrates the endurance of the unit.*

*This **report** portends the 2026 sesquicentennial, a celebration of the heritage of the A&M College of Texas, now Texas A&M University. This Heritage stems from the Land Grant College central mandate regarding the **leading objectives of education**, to include military training. *(end note1)**

*A brief history of the Corps of Cadets is presented in the context of a unit’s heritage. The discovery of Heritage units and their **continuity** certainly illuminated the Corps, its heritage and endurance. More importantly the discoveries demonstrate how survival and **longevity** come from “heralds” of legacy.*

*This **narrative** presents an examination of six current units having a continuous and “unbroken” lineage with demonstrative heraldry. Here we present the documentation that will provide a model for*

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*units and leaders striving to endure, by abiding in and protecting the unit heritage. The Force Structure of the Corps of Cadets and saving the heritage of its units is an orderly process. The process follows the US Army Force Structure and unit heritage concepts, both traditional and present day. (Endnote 2 Force Structure Heritage Military Cadet Unit).*

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**Definitions** are submitted to enable the reader to understand the perspective of this narrative.

Heritage Unit– A cadet unit that has been able to pass on, or herald, its unique legacy for an unbroken heritage (never disbanded).

Unbroken Unit Lineage - Within the Corps of Cadets at Texas A&M, a unit is a) withdrawn for less than 2.5 years b) it can be reformed and/or renamed with consideration of its former heritage.

Unit Heraldry – The shield, logo, insignia that represents the unit, its legacy and heritage, a standard or banner of identity.

Unit Heralds – One or more cadets that pass on the unit legacy and heritage as cadet “Heralds” having the intention to do so. (see unit A-1, E-2 archive articles already posted)

Unit Heritage- The unique and demonstrative character and legacy of a unit formed over time and experience. Such heritage being “inherited” secures the unit for endurance.

## **Index of Heritage Units**

*For the following Army and Navy Marine units an attempt was made to trace back to their roots to examine the common elements of endurance. Legacy of each of these units “conformed” differently.*

*That is, unit heraldry, traditions and character developed overtime to create a unique heritage for each of the units. To humanize this heritage legacy, historical unit personalities are noted in and after this “outline” narrative of the corps, its units, and heritage. (See Chapter XIII)*

*The Heritage Units will appear in 1959 rebirth and brigade order. Within the Corps of Cadets heritage narrative, the Heritage units are tracked from 1876. Along with units, the Heritage units are:*

*Company E-1 (1959) \*, Company C-2 (1959), Company F-2 (1959), Company K-1(1969, Company I-1 (1969), and finally Company M-1(1969) \*\**

*These units are traced within the historic context of the Corps of Cadets. All of these units stemmed and grew continuously from A Company Infantry 1876-77.*

*\*Special note example - E-1 experienced a 1973 roll up, then roll out after only one year, thus complying with the definition of an unbroken unit. This unit did change its academic emphasis (1970) from professional degrees to general, and adopt Athletics as an emphasis, therefore its shield heraldry changed. However, this emphasis change does not, by itself, prevent the unit from being a Heritage unit. It appears that the professional and focused attitude still prevails in the unit.*

*\*\*Special note example- M-1 Marauders became the new professional unit in 1969. Upperclassmen from A-2 Field Artillery and five other units comprised the company. It became M-1 Medical in 1970. And then in 1981 a new Eagle shield appeared and in 1986 F-1 joined M-1, and a new unit, with new-name reformed into L-1. Company M-1, as an unbroken unit, provides the continuity for the reformed L-1 to be a heritage unit. The heritage of “proud independent professionals and patriots of cause” is still evident.*

*Other than C-2, F-2, K-1 and I-1 all other Army, Navy marine units in this corps history review seem to have been broken, by definition, and therefore their storied legacies lost. This author invites argument on this point and should be a motive for other units to seek and find their heritage.*

*It should be noted that Air Force unit heritages are most significant stemming from 1876 Infantry to Air Service Flights in 1926, to the Engineer Branch and its lineage. These units should be researched as well as the band. Such research is beyond the purpose and scope of this narrative.*

## **Foreword Context**

To explore and discover the Heritage of Enduring Units, a study of the chapters, eras, and periods of the Corps at A&M was necessary. Many resources were read, studied, and examined to complete this report. Sources used are appropriately cited. Legacy elements of the unit study required deeper investigation and interpretation, leading to new discoveries presented in this narrative and endnotes.

Broken into 13 chapters with endnotes, this report is ordered with sub chapter ERAS. Then the ERA periods or activities noted provide a rationale for following the legacy and heritage of enduring units. The simple periodic approach of using general spans of time (rather than ERAS) was not adequate for seeing the dynamics that shaped the corps and unit heritage.

Without such ERA period context, any exploration seeking to identify unit heritages, and their durability, might be confused by misunderstanding the underlying stories. Descriptive chapters and eras of time will aid the search for Heritage units, their heraldry, color, character, and reason for continuance. Forebearers of this research will be a resource for this study and will be recognized in the Acknowledgements.

The following narrative is a “white” (evolving) paper document. As such, it will have updates from time to time. This effort will be necessary as newly discovered past, and current records become available. At a future time, it could, in parts, become documentary evidence for History or Heritage of the Corps of Cadets at the A&M College of Texas, now Texas A&M University.

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

The form of this document will focus on the distinctive Corps of Cadet organization by chapters, eras, and periods, over the 150 years of its life. Inside the eras and periods, Heritage units and personalities are noted. Chapter X111 will present the detailed legacy summary of the Heritage Unit. These summaries will present the personification (A Person associated with the unit) of the unit Heritage.

The expectation is that these 6 units will demonstrate how to save heritage, advance it, for endurance achievement.

The use of parallels in this narrative should be useful for seeing that unit (clan, family) endurance and spirit (standards) come from special legacies and leaders all setting out together to advance them. And that heraldry (standards, banners, coats of arms) gather and display the legacies and heritage of an ancestry thus endearing them for endurance.

The following Justin Morrill quotation succinctly indicates the 1862 Land Grant Education Leading Object (endnote 1 Section 4 Land Grant act mandate).

*“...where neither the higher graces of classical studies nor that (of) military **drill** our country now so greatly appreciates will be entirely ignored”, Justin Morrill 1862, as quoted by [William Belmont Parker](#), *The Life and Public Services of Justin Smith Morrill* (p 273-274)*

The following Bible verses are submitted to indicate how “heritance of ancestry” is gained by the “standards” of the “clan” all *setting out together*.

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*“The people indicated their ancestry by their clans and families...”*

*NUM 1:18 NIV*

*“The sons of Israel, each by his own standard (of tribe, clan), with the banner of their father’s household....” NUM 2:2p ... camped by their standards and set out, everyone by his family (together) NUM 2:34p NAS.*

## Chapter ONE – Military Drill & Ceremony, Building a “Clan” or Corps

The Texas Legislature sought to build *An Enduring Practical Tactical College experience* for the education of professional, industrial, and interdependent workers. The Land Grant act guided Texas. The Texas Legislature accepted the entire language of the act, including the leading educational objects mandated in 1866.

The intention of the Land Grant Act 1862 was to make a nation of contributor citizens, academically, and tactically prepared for missions of the nation, state and workplace funded in part by the federal government. (Endnote 1)

As a result of the 1866 Texas vote to accept the Land Grant act, the legislature of Texas voted to found, through conditional federal and State funding, the A&M College of Texas in April 17, 1871 (1-Texas Aggie Magazine 1975 p 34). The unique “condition” of teaching military tactics (a practice) was the mission of the war weary founders from day one. These founders witnessed the lack of trained officers in the Civil War and the disastrous effect on outcomes. (indicated by the Morrill quote).

At the A&M College of Texas, the enduring inherited mission was, and still is, practiced. It is practiced, as cadets house (camp) together, assemble, and march (set out) together. This practical tactical approach assures the maintenance of a Corps of Cadets.

This Cadet Corps is formed based on Military, Army Infantry branch protocols and training.

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Not all the administrators of the 1876 A&M college saw the military tactic and training mandate the same way. In fact, the A&M College now Texas A&M University has struggled with the mandate as have others. (endnote 1- Section 4 Land Grant Act) Unlike the others, the Texas A&M Corps of Cadets has survived and thrived just like a clan.

To date, most all land grant colleges, save 5 (noted as Senior ROTC Military Colleges) have been unable and/or unwilling to maintain the mandate as intended. And none of the five can boast the well-kept spirit and heritage of the units in the largest corps of cadets at Texas A&M University.

Let us now review the *eras and periods* of the corps of cadets and all its well assembled units at the A&M College of Texas, Texas A&M University. Infantry, where all battles are won, by holding place (the field) or face (the line) at the end.

### The Army **Infantry** Branch '42-year Era

The Heraldry color of the infantry medium blue was well known and seen normally as uniform piping. Cross Rifles was the Infantry insignia and characterized the branch, whereas the unit formations presented the power of tactics and strategy.



### A) The Army Infantry Company, Battalion Period

During its first 42 years, the corps organized, formed and drilled as Infantry companies. Later with student cadet enrollment growth, battalion(s) of infantry companies were organized. And finally, a Regiment of battalions formed at the college by 1909.

Four Infantry companies would form an Infantry battalion, while 2-3 battalions would form a regiment. The process for “rolling out” or birthing and “rolling up” these units followed traditional protocols of the US Army (footnote 1). The way that units were designated and spirited were also part of this protocol. A unit’s roll up meant that the banner or guidon was rolled up and in this, the heritage and heraldry were saved, with condition.

[Footnote 1 – Present day orders use the words “constitute” for roll out or withdraw from recognition, for roll up.](#)

*Army Force Structure* (Endnote 2- *Army Force Structure and Heraldry*) is the modern descriptor and process for what was more of a tradition in past centuries. Its goal was to preserve unit heritage. It met the need by prescribing how the army would grow and contract using “circular” logic. After the parent unit, the last rolled out, is the first rolled up. The application of this simple logic saves the heritage of units.

Growing the army was accomplished by birthing units from parent units. Company A births (rolls out) B with highly rated cadets. Companies A and B birth C, D in the same way. 1<sup>st</sup> Battalion births

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second battalion, and so on. A unit roll up worked in reverse such that all legacy and heritage resided in the parent unit, unit A

**Footnote 2 -Heraldry is both age old and the current way the army designates, indicates, and displays legacy and heritage. Originally banners, standards, coats of arms, then insignias. Such heraldry carries the character and spirit of the unit.**

The Army's department of Heraldry attends the protocols and maintains the records and lineages of past and current units. This emphasis demonstrates the US Military places on heritage.

Evolution of heritage and (change of) heraldry does not, should not forget the origins and lineage of the unit. Adjustments to banners, shields, or guidons must be made, with care and consideration for the former heraldry.

#### 1) 1876, Let us get rolling for good

The History Heritage of corps of cadet units, at the A&M College of Texas began with six students, October 4, 1876, dedication day (Texas Aggie centennial Magazine p 36, Leftwich p 15). These six heard the admonition by Governor Cok, regarding words like duty, labor, honor true to a trust and sacrifice. These student *cadets* over the first few weeks of school became the first conveyors (heralds) of an important message to be "inherited" by all who followed. At least one had prior military training (Leftwich p 15) and he was given first command.

With drills and tactical instructions administered by Major Morris, the first professor of Military Tactics, these students became the first "quick start" cadets. Before the semester's end, these quick

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starters became officers, both commissioned and non-commissioned. As more students appeared, A Company (see A-1 archives) formed, with trained leadership. Its development lineage has stayed intact and is the birthplace of all subsequent units.

## 2) Birthing The First Company Units

As described in footnote 1, company B was born out of Company A in the second semester, 1877, when more student cadets enrolled. The birthing process called for the highest rated subaltern (understudy) cadets of A Company to be assigned command positions in Company B. Leftwich (p 15) describes how Cadet Rogan ascended to command Company B and then with the highest rating, A company by 1878. The “A” company captain was also the senior captain and commander of the 1<sup>st</sup> Corps battalion in 1878 (p1 Johnson).

This “buildup or rollout” process and its converse “drawdown or rollup” is an important and necessary protocol (footnote 1). As such, its use will govern proper order during the Army Branch Era. As a result of cadet student growth and branch expansion the protocol kept good order.

But, the protocol’s most important value, is seen during times of required contraction of the Corps of Cadets, for good order. In such a drawdown or guidon rollup, cadets revert into their parent unit. Therefore, BCD... company cadets would revert to A Company. 2<sup>nd</sup> Battalion would revert to the 1<sup>st</sup> Battalion.

The usage of this same model for expansion of the Corps of Cadets is utilized when the first Signal Corps and Field Artillery units are “birthed” from infantry. During the drawdown and rollup during WWI

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and unit rollup during WWII, the model operated well as parent branches absorbed birthed branches.

### 3) Birthing Auxiliary Units for Drill

By 1885, according to pictures presented by Leftwich (p16), artillery drill practice and live fire were pictured on campus. In 1896, President Ross called for classroom instruction in artillery and signal operations (Sul Ross, Benner p 224). By 1901 Johnson notes an Artillery Squad's formation (p 13). Though this first squad was discontinued, an artillery platoon appeared later 1910-1911. The Longhorn of 1913 also notes an Artillery unit (Yearbooks online p 186).

#### B) Second Battalion, 1<sup>st</sup> Regiment period.

By 1908 the Corps of cadets and the ABCD units had grown in numbers. As a result, the second battalion, with units EFGH, was born and formed as per model (High rated cadets from 1<sup>st</sup> Battalion). With two battalions, the 1<sup>st</sup> Regiment of Infantry cross rifles formed. The blue color is indicative of the heraldry of infantry. Branch colors will be used throughout this narrative. *This 1<sup>st</sup> Infantry regiment and its battalions are the birthplace and parent of all future branches and units.* *The 8 Heritage units (6 newly identified in this article) are extensions of this first regiment, its battalions, and units.*

#### 1) Cadet Commissioning, Commandants

The commissioning of army cadets from the A&M College of Texas, and other Land grant schools was not a forgone outcome. The US Military Academy at West Point and the Field Commissioning

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time processes did not guarantee reserve (standby commissions) or regular army commission to Land Grant school cadets.

In *Keepers of the Spirit*, Adams notes that the most likely assignment for A&M Cadets in 1908 was as company officers in state volunteer units or militia when called (p 70). These state units were typically unregulated and undocumented for honors (p 88). So, the rank and advancement of cadet through officer grades was not consistent or documented and fell regrettably to political processes.

Nevertheless, George F. Moore, the A&M College class 1908, was among the few who were commissioned into the regular army. 2Lt Moore commissioned into the Coast Artillery Corps (Pic **note**). Commandant, Captain Andrew Moses, West Point 97, Coast Artillery Corps, must have influenced cadet Moore. The Coast Artillery was little known, being a new branch of the army.



Captain Moses, commandant 1907-1911, was a favorite, though strict, during a crucial time for Texas A&M College (Leftwich p 119) Moses Hall is named for him.

## 2) Distinguished Military College

In 1909, the A&M College was named as a Distinguished Military College by the War Department according to Johnson (p 17). Adams

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time notes that this only meant that each so named school could submit for at least one regular army commission (p 90).

Also noted was that the War Department began regular and rigorous evaluations of tactical training, instruction, and organization of each cadet corps. This introduction to Land Grant officer training for the army was vitally important for future decision (ROTC 1916). The Corps of Cadets at Distinguished Military Schools were recognized. A&M was one of these schools.

By 1914, the military program at A&M received the highest rating and a top ten ranking of all military colleges (Adams p 83), excepting West Point which stood alone.

#### C)Third Battalion, 1<sup>st</sup> Regiment period

By 1910 the corps has grown and a 3<sup>rd</sup> Battalion with IKLM Infantry units are born with the highest rated cadets from 1<sup>st</sup> and 2<sup>nd</sup> battalion A and B units assigned to lead. Johnson also lists a Field Artillery Battery (platoon) as an auxiliary unit. This Battery disappears after 1912.

In 1915 the 3<sup>rd</sup> Battalion prepares for expected student growth and expansion, according to Johnson's listing. With this idea, the first regiment of eight infantry units and cadets would be protected as parent. As such the 3<sup>rd</sup> Battalion of highly rated cadets of A B companies would birth the 4<sup>th</sup> Battalion of **Infantry** and **Second Regiment** in 1916 with war declaration in sight.

#### D)Cadet and Unit Motivations at the end of the 42-year infantry period

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During these first 42 years (through 1918), the Corps of cadets remained strongly independent and on occasion rebellious. This independent attitude was both the distinguishing feature, with some commentators considering it a *fault* of the college. In *Keepers of the Spirit*, Adams delves into this tendency, a feature others have found natural to southern colleges (p 23).

While exercising independence, student cadets have been able to handle the challenges of college life in the Corps of Cadets. It should be noted that A and B Infantry has birthed its battalion and all regiments of units. The Infantry battalion and company A will never roll up and should never be broken.

#### 1)Balancing The Cadet's Life 1916

For balance in student life, participation in club organization, seasonal dances and to a lesser extent, athletics provided respite and fitness for cadets. These activities were an anxiety solution, a new cause and creative outlet for cadets.

In the yearbooks, senior biographies note this importance. The club and team pictures note the number of cadets so involved. Names of the clubs show the creativity of the cadet organizers. *Winslow's legion, Carroll's Compasses, Rough Riders, Huntsville Hunters, and Harvey B's Henchmen* are some of the club names (1908 LH).

The cadet's success in fitness programs and drill provided character and distinguished the various units who endured and exceeded the others. Intramurals, encouraged by president Bizzell (Adams p 86), though one of the activities, *was not yet formalized* with recognitions awarded.

## 2) Distinguishing **Company "A" Infantry**, a *Heritage Unit*

Besides birthing other units, company "A" Infantry showed itself as volunteers, and joiners, often leading the ratings as demonstrated by number of staff command assignments. Company "A" intramural team winners, drill, and campus activities provided goals for other companies. See the archived A-1 history for details.

Anecdotes in the yearbook reveal A-Infantry and its offspring as cadets with common sense, flare for heroic poetry, and athletic success in 1895. In later years 1903 and 1913, Infantry companies A and B showed tendencies toward military careers. Company athletics, quick thinking and tactical experience with Artillery and Signal auxiliary units showed their versatility. Other companies found this example one to emulate.

## D) ROTC and WWI Effect period (3 years)

Adams notes that in 1916 the US Government enacted the National Defense Act. This act created the Reserve Officers Training Corps ROTC and established the formation of state national guard units. These were key elements (p 88) for the expansion of the US Army command structure. Johnson notes that the act, "replaced the military organization (independence) of the corps" and that the full measure of this act was not experienced until 1919 (p 22). This is due to WWI and the extraordinary steps taken to meet demands.

## E) Rolled up **Second Infantry Regiment** period,

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Up until this time the corps of cadets at the A&M College of Texas was growing. The *WWI effect* reversed this trend and gave the commandant's officer experience with corps contraction *in good order*. With student cadet departures, the second regiment reverted to its parent, the third battalion (Johnson p 23). This 1918 rollup, due to drawdown in corps strength was according to orderly protocol.

Nevertheless. The college, the administration of it, the military and academic programs between 1917-1919 were challenged to endure. For this reason, adjustments to deal with wartime strategies were activated.

And according to protocol, the 1<sup>st</sup> Battalion and ABCD companies of infantry were saved from roll up. Portending things to come, the College was converted to a supply and troop training location. The Student Army Training Corps SATC, providing short-term technical training, was launched. The program was an intense 12-week program to ready technical enlisted servicemen for War, while allowing younger college students to continue their work. (Adam 95. 96)

The number of cadets (1284 total, Johnson, p 24) attending class was greatly "dwindled" (Leftwich p 29) as drill and SATC coursework predominated. For the first time, Military science courses were optional for juniors and seniors. (Johnson p 24). Summer school 1918 became a necessity for training continuation so a "trimester system" was put in place. (Adams p 93) Other changes were challenges. The corps organization was in transition and in fragile state.

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The Longhorn Yearbook publication date was changed (**apparently delayed**). This date change has ever since made cloudy the true organization of the corps over the period from fall 1917-winter 1919. Johnson does note the first ROTC summer camp being held in 1918 (p 23).

## II Chapter TWO – Rolling out, Building up the Corps Again

The years of 1918-19 were confusing. The exact organization of the corps of cadets and its growth was not evident. No cadet corps strengths are mentioned by research authors and the yearbook publication date changed. This fact concealed strategic moves made by the commandant's office. Nevertheless, new army branches were introduced on campus.

### A) Mult-Branch ERA

Because of WWI, the War Department advanced the idea of branch officer training. As part of the senior military college distinction, and with growth, the A&M College of Texas was justified to initiate branch-based units. All would participate in ROTC summer camps by 1918 (Johnson p 23), later separated by branch.

#### 1) WWI Unit Activation, Reforming, and Branching Out Period.



It appears that a **Signal Corps** detachment (Orange, White) was formed with I and K (Infantry) company cadets, from the third battalion by middle 1918. (The current unit B-2 has connection to this unit). Due to contraction, parts of both Regiments were rolled up (withdrawn) during the period. A newly assembled 1<sup>st</sup> Regiment appeared by 1919. This new regiment with 2 Infantry battalions also held Signal Corps companies A, B and one “A” battery of Field

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Artillery. These units formed into the auxiliary third battalion. The artillery unit formed with commanders from AB infantry unit subalterns.

This first artillery battery, **Battery A**, is the parent of the 1959 A-2, thereby forebearer to the 1969 company M-1. (**Appendix 6**) Furthermore, it is cousin to many other units formed on campus today.

By 1920 the new Corps of cadets had grown to 1,393 cadets (Adams p126) and had reformed itself. There were six battalions of 3 branches comprising the (first) Regiment (not noted as Composite, but infantry). Viewing Johnson's organizational outline, nine infantry companies comprised the first 3 Battalions. Two Field Artillery batteries, **One Cavalry troop** and Three **Signal Corps** Companies formed battalions 4, 5 and 6.

This Cavalry troop (A) would become the ADOPTED parent (through "A" Armor) of A company Veterinary 1957, and C-1 1959. **Footnote 3**

Each of these were formed with highly rated Infantry cadets reassigned to these units. This while "A" company Infantry remained intact and was embraced by the BCD companies that were reorganized into the 1st Battalion.

**Footnote 3- Here "adoptions" means that A Veterinary 1957 gathered cadets at large from various units who were pre vet students. Over the life of the Veterinary school, its cadets had been assigned to those units that until 1943, maintained and personally cared for their horses. The Cavalry branch being the best example.**

2) ROTC summer camps Distinguish Branch units

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The first summer camp in 1918 was part of the new ROTC Military program. It was held at Ft. Sheridan Illinois, and all 3 classes were transported by train. Many pre-seniors were thereafter commissioned for WWI service.

After the war, in June of 1919, sophomores, juniors and senior cadets (to be), transported by train to Camp Zachary Taylor, Missouri. The Aggies distinguished themselves in rifle team and athletic competitions.

By 1920, basic level cadets (sophomores) were still attending summer camp. Junior and Senior cadets (to be) from Signal, Cavalry, Field Artillery, and Infantry transported by train to camps around the United States. This was the first year that specialized branch training was offered. In the summer camp settings Aggies stood out both in drill, shooting and athletics.

In year four, 1921, Branch summer camps around the United States received those cadets that were becoming seniors. Juniors and Sophomores to be, no longer attended camp. The Aggies, in year four, excelled in tactics, athletics and marksmanship.

In 1922, (year 5) summer camps in Texas (San Antonio) became home to the Aggie Junior cadets (LH 1922).

New Air Service squadron cadets trained at Brooks and Kelly Field around San Antonio. These units were a short-lived experiment by the army.

In the summer of 1925 Infantry cadets transported to Fort Crockett in Galveston, while signal and artillery branches continued to train around San Antonio.

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The next year the Infantry branch returned to the San Antonio and the engineers moved to train at Ft McIntosh, Laredo, where pontoon bridge construction could be practiced across the Rio Grande.

In these summer camps, the US Army sought to normalize the reserve officer training across all land grant schools. This new normal included how the basic (freshman, sophomores) and senior level (Junior and Senior) cadets would be trained, drilled and evaluated. Each school was expected to teach tactics and practice the same with drills and instruction, rather than through classroom only.

Freshmen and sophomores, as basic level cadets, had military science and tactics instruction. So basic level cadets gained military training on campus. Freshmen were privates. Sophomores with higher ratings (grades, drill, extra curriculars) on the pathway to command, were corporals. Juniors were assigned as non-commissioned officer cadet rank and offered contracts to be commissioned at the senior ROTC level. The senior level cadets having gained command experience and advanced military (science) instruction on campus, and summer camp, were assigned as cadet officers. This is the current model for rank assignments.

During this period, summer camp evaluations played little role in decisions related to command. This was because the pathway for command was already established at the end of the sophomore year. This is like today's process.

However, the ratings at summer camp did play a role in the offering of branch assignments to senior contract cadets for commissioning.

### 3) Emphasized Role of Physical Extracurriculars

As a direct result of summer camp experiences, athletics and military tactics (marksmanship, drill and ceremony with rifles) were emphasized on campus. No longer afterthoughts or occasional activities, these extracurriculars became distinguishing features of pride and fitness for units in the Corps of Cadets. Some land grant schools shrank from this mission (Tactics) and competitive demand.

As branch companies began to form and grow, the physical extracurriculars became important as birthed (from infantry) companies sought to exceed their infantry company parent.

Yearbooks in the early 1920's denote this new emphasis. It began as inter-battalion (7) competitions which became Infantry against the rest, that being artillery, signal, cavalry and air service units.

Football, Basketball, Baseball, and track were highlighted, and began with battalion teams. Other sports were introduced by 1928. Inter-company competition began with basketball.

#### B) Regiment and Branch expansion period (6 years)



As the campus settled after the war years, preparations were being made for more branch expansion in 1919. For 3 school years 1920-23 more Field Artillery Batteries, and Cavalry Troops were formed from infantry companies. Then the first Air Service Flight was born from Infantry companies in 1920. This Air Service Flight can be considered the parent of the Air Force but going through other army

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branches. Each of the Field Artillery, Cavalry and Air Service Flights were in their own battalion or squadron. (Johnson p 26)

### 1) The Two Regiment Corps returns.

After 5 years and much branch expansion, the 2<sup>nd</sup> Regiment returned in 1923. Because 4 different branches comprised the 2nd regiment it was the “Composite” regiment, portending future such expansions and composite organizations.

Field Artillery, Signal, Cavalry and Air Service units comprised the Composite Regiment. Thirteen units of the four branches were assembled into 4 Battalion type units, under the Composite regiment banner or standard.

The First **Infantry** Regiment was made up of 3 Battalions and 9 infantry companies and became the Infantry Regiment. It would remain so until 1952. Company “A” Infantry (A-1 after 1959) would remain embraced in the 1<sup>st</sup> Battalion, 1<sup>st</sup> Regiment (then the first brigade 1959).

### 2) Growing Role of Athletics- Intramurals on Campus

With two regiments, 7 battalions, and 22 units, the competition became intensified to out compete infantry. In pads, football continued to be a battalion competition. By 1928 Cavalry and Artillery had become predominant both in battalion football and the other sports.

It should be said that successful intramural teams were noticed by sub varsity coaches, such that the “Reserves” for football are noted in the yearbooks.

### 3) ROTC Extends Branch Summer Camps

By 1928, the summer camps for all branches were independent of one another, allowing the most specialized training experience for Junior contract cadets. The success of the “Farmer” cadets began to be noticed by US Army personnel and the other land grant schools. Some schools would step up to the challenges, while others shrank from them.

### C) Regiment, Branch Expansion, Summer Camp Locations Period



In 1926, the **Air Service squadron** and two Flights were reformed after 6 years. These became two **Engineering Companies** and were formed in the **Composite Regiment**. One of these, “A” Engineers is the parent of company E-1, a Heritage unit that will be introduced. It is also in the lineage of the Air Force branch.

The **Field Artillery 2<sup>nd</sup> Regiment** was formed and “colored red” and so named in 1929. It became the Second Regiment, having six batteries. Cavalry Troops, Signal Corp units and Engineering companies then comprised the **Composite now 3<sup>rd</sup> Regiment**.

### 1) ROTC Camps relocated, lend characteristics to branch units

At this time Army ROTC summer camps began to be branch and location specific (LH). Because of convenience and the active army units there, Fort Crockett in Galveston was the selected summer

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camp site until after 1926. This new and unique training began to allow branch units to distinguish themselves from other branches. So, each unit of that branch would become more unique and distinguished.

Infantry tactics and training were still fundamental to all branches while at Fort Crockett. Infantry became known as tenacious grounders (check), the queen of battle, while the Artillery branch, the King of battle became the rolling thunder (check).

Cavalry, the saber and pistol fighters and wild horse riders (C-1 after 1959), had a passion for surprises. This while the signal units became the eyes and ears for the army. Engineering units were the brains of operational strategies and design.

By 1930, the ROTC Branch summer camps were selected based on facilities and proximity, due to the depression. So, forts and bases around San Antonio became home to Infantry, Signal, Field Artillery and Cavalry training. Cadets in Engineering units were also assigned to these Infantry bases, even though facilities were not ideal.

## 2)Field Artillery Births **Coast Artillery**

In 1931, Two Coast Artillery Batteries were born primarily out of Batteries (ABC) in the 1<sup>st</sup> Battalion Field Artillery. This was the first branch not born out of Infantry Companies. This fact would guide future reformations of the Corps of Cadets. Coast Artillery A and B are the parents of units C-2, F-2 (and K-1). These Heritage units will be highlighted at the end of this narrative. **(Appendix 2,3,4)**

## D)Regiment Embraced Branch Units, Strong Unit Character Period

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Like “A” Company Infantry in the Infantry Regiment 1<sup>st</sup> Battalion, “A” Battery in the Field Artillery 2<sup>nd</sup> Regiment would remain embraced through all future changes. Along with batteries BCD. Later, it would also absorb and protect the legacy of Coast Artillery units in the drawdown during WWII.

### 3) ROTC summer camps – Distinguishing Branch Units

The ROTC summer camps began to develop different characteristics in cadets and subsequently their branch units on campus. These Junior led characteristics influenced their branch units by making them more competitive with other branch units, particularly with Infantry, the parent of most. Specialization in tactics and strategies naturally began to distinguish the focus between branches and units.

The summer of 1932 found the Cavalry at Ft Clark, Brackettville, a more open location for maneuvers. The new branch, Coast Artillery, trained with Field Artillery around Kelly Field, San Antonio. (LH 32)

In 1934 the Coast Artillery found a new home for training at Fort Crockett, Galveston. There the junior cadets could train Anti-Aircraft weapons and with large caliber artillery in defense of the shore and harbor. (LH 34)

Cost considerations in the early depression years necessitated that all the branch summer camps continue around San Antonio. This seemed to limit the Engineer, Cavalry and Coast Artillery Branch experiences. Nevertheless, the variation of training exercises and cadet camaraderie made branch distinctions more evident.

#### 4) Branches Grow, Regiments Added

In 1932, due to Field Artillery growth, the **Coast Artillery Battalion** was moved from the Field Artillery Regiment to the **Composite 3<sup>rd</sup> Regiment**. And the summer camp for Coast Artillery moved to Fort Crockett, Galveston in 1935, where coastal shore batteries were in place for practice.

Substantial Growth of the Corps of Cadets and each branch prompted command to form **Engineer** and **Cavalry** Regiments in 1935. These regiments became the 3<sup>rd</sup> and 4<sup>th</sup> Regiment, respectively. With this reformation, “A” Company Engineers and “A” Troop Cavalry became embraced within their Battalion and Squadron. This embrace would protect the lineage of these units.

The Coast Artillery Battalion and Batteries moved to the **Composite 5<sup>th</sup> Regiment** and a new branch appeared in 1936. **A Chemical Warfare Service unit** added to the Signal Corps battalion. This branch was primarily born from the Engineering companies, being most all Chemical Engineers or Chemistry majors. It was the second branch not born from infantry. Coast Artillery was the first.

#### 3) Intramural Athletics – **Managed**, Unit Character Identified

The first Intramural Athletics Student Handbook was published by 1930, and it appeared yearly (cited 1935-36 Handbook). It denoted the previous year’s champions; points totals and number of cadets participating. New outfit leadership roles were established. The role of Cadet Student Managers was outlined with roles and the advancement of underclassmen managers described in the handbook. (**See Endnote 3 is this reference needed?**)

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Intramural Athletics on campus were one of the ways proud branch units competed against other branch units. As in other situations, those units most “akin” developed the most serious rivalries.

#### 5)Unit Characteristics Developing

The 1935-1936 yearbook, summarizes the record and character of each unit. Infantry is noted as focused on military drill, athletics and fraternal instincts. A and F infantry companies signal their dominance in intramural athletics. Likewise, the Field Artillery units (D and F Artillery) are described in the same manner with scholastics emphasized. These two branches in the 1st and 2<sup>nd</sup> regiments, respectively, were very competitive with each other.

Engineering and Cavalry units emphasize spirited military drills, discipline and *good intramural participation and competitiveness*. These units were seen more studious and oriented toward command advancement. The cavalry does promote itself as naturalist and good horsemen. Engineers distinguish themselves as being efficient in all their purposes

The smaller Battalions of the Coast Artillery and the Signal Corps put forward individual champions and school leaders while remaining competitive. The Coast Artillery units are promoted as mathematical, versatile and social while Signal corps are fraternal, all EE majors. Both are considered problem solvers. The new Chemical Warfare units have not distinguished themselves except they are fraternal like Signal, all having the same major, Chemical Engineering.

## 6) Summer Camps relocation, Branch Specialization

For the Summer of 1937, the Army ROTC branch training programs found more suitable locations. **Infantry** and **Artillery** went to Fort Bullis, Texas for live fire and coordinated simulations. The French 75mm field gun was the most common in live fire. Whereas the American made (like 75mm gun) 3" gun was used (LH pictures) on campus (PMC half section). Unlike other ROTC programs, Cadets at the A&M College of Texas experienced live fire off campus during the school year, during weekend or special maneuvers at Galveston (Litterst).

**Engineer** cadets returned to Camp McIntosh, near Laredo where bridges were built across the Rio Grande. Yearbook pictures denote pontoon and structural bridge work, earth movement, and barrier construction, all with bull dozers.

**Cavalry** cadets were quartered at Ft Clark in Brackettville, Texas. Here open spaces and tourist traffic "enthused" the horsemen who mastered horse handling and mounted maneuvers.

The newly formed **Chemical Warfare unit** was transported to Englewood, Maryland at the Army Base there. Known as the "gasser" boys, the CWF cadets operated with large caliber Field Artillery. These warrior chemists formulated compounds and became adept at "fogging" the field, a deception or concealment maneuver.

Finally, the **Coast Artillery**, cock sure, *cannon cockers* found a home at Fort Crockett, Galveston by 1935. There, the A&M Coast Artillery

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time units were trained with regular army units, and female beach goers were well noticed in yearbook pictures.

This training included targeted fire from large caliber emplaced artillery and rapid airborne fire drills from the coast, with tricky winds. As a result, these Junior cadets took on the characteristics of dedicated coast defenders and strategic problem solvers.

#### 7) ROTC Adjustment for Academic Standing

Variation in the ROTC system of training and cadet advancement came about if academic or fitness standards were not met. The Yearbooks in the 1930's denote 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year privates. It appears that a cadet was allowed to stay in school even though not having a C average. Some of these academic deficient cadets were still seeking to be commissioned.

In general, second year privates were students in their second year who had not met ROTC and/or Academic standards. Leadership of units would always come from *on track* cadet sophomore corporals and junior sergeants. This was motivation for the privates.

Extracurricular opportunities on campus kept all cadets active. At the end of the junior year cadets in good standing would attend summer camp. They would be drilled, instructed and evaluated by active military cadre with ratings supplied to the college or university. As in earlier times these ratings were used to award some company and battalion staff positions and intramural management.

#### 8) A New Sheriff in Town

Lt. Colonel George F. Moore, USA Coast Artillery, became commandant at the A&M College of Texas in 1937. One of his first

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moves with the Coast Artillery batteries, experiencing the fastest growth, was to order the formation of the *scarlet* **Coast Artillery 5<sup>th</sup> Regiment** (LH 37). The Composite Regiment became the sixth. With this new Coast Artillery Regiment, “A” Battery Coast Artillery along with BCD, became embraced within the first Battalion of the Scarlet Regiment. By 1938, LTC Moore in promoted to Colonel (see C-2 personification).

#### D) The High Point Period for the Corps of Cadets at A&M

In school and yearbook years of 1939-40 the Corps of cadets numbered about 7,000 cadets according to Johnson (p 41), while Adams reports 6,600 (p147). The disparity points to rapid change during a school year rather than research.

These 6600-7000 cadets formed into six regiments and 50 company sized units. The Infantry and Field Artillery Band segments formed the last two units for a total of fifty-two units.

Even with normal attrition, growth continued and units found themselves oversized and more challenging to lead. At the same time cadets were enlisting to serve in the war.

### III Chapter THREE - Sun Beams on the Westward Horizon

The United States was keenly aware of the War in Europe but also the instability of the Pacific rimmed countries was worrisome. The War Department began to plan for military buildup with reserve enlistees and officers in the waiting.

#### **The A&M College of Texas and the WWII ERA**

The A&M College of Texas was becoming a featured ROTC Land Grant College, dwarfing the size, strength, and proficiency of all other ROTC schools and even the Service Academies. Summer camp prowess and school ratings were top notch. This accomplished preparedness was just what the Texas Land Grant Legislators sought in 1866 and then ordered in 1875. The College and War Department would demonstrate the ‘winning’ educational benefit of the Land Grant school mission stated, in part:

*... where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, ...*

*in order to promote the liberal and practical education of the industrial classes in several pursuits and professions in life. Morrill Act, **Section 4 partial***

These section 4 statements are referenced less often than other statements in the educational mission. But the War Department in 1941 would be “relieved” figuratively and actually by Land Grant schools who employed them as practical, tactical, not theoretical.

How could the A&M College of Texas deliver its tactical practical product (soldier) at will, while attempting to maintain its student cadet corps organization for the long term and heritage sake?

### A) A&M is Nationally Distinguished and Featured

The War period, although particularly challenging, gave the A&M college of Texas everlasting visibility, respect and showed its education was durable. All heritage seekers should study it.

#### 1) New Command and ROTC Program Changes

In 1940-41, Commandant Colonel Moore, was promoted to Brigadier General and assigned to the Philippines and its Coast Artillery Defense. The 59<sup>th</sup> and 60<sup>th</sup> CAC Regiments were also assigned (See Footnote 6). With war looming, Lt. Colonel Watson was assigned as an interim commandant (Johnson p42).

The reports from war-torn Europe began to change the perspective of the military science department and student cadets. More cadets began enlisting. Summer Camp Cavalry Training began operational exercises with Armored Vehicles. The Cavalry regiment rolled up two cavalry troops. On campus the horse mounted infantry and artillery units were discontinued after 1943 (LH 1943) and the movie.

Being aware of impending US Military decisions, the 1941 summer camp was the last one until after the war. The school year 1941-42 saw the same Corps of Cadets Organization with slightly reduced numbers (6600 according to Johnson (p 43). Colonel Welty became commandant and served with President Thomas Walton, who had been on campus for 17 years. This was an incredibly good initial pairing, based on the results of their strategic decisions.

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Early in 1942, after the Pearl harbor attack December 7, 1941, the US War Department discontinued (Adams p 156) or suspended Senior Level ROTC (CCA Davenport article p 18-19 spring 2018, google search). All upperclassmen would be enlisted or commissioned.

According to Adams, the War Department ordered ROTC institutions to initiate a 3-semester school year to produce officers more rapidly (p151). Other decisions would soon follow, affecting the A&M College of Texas.

Induction of 18-year-old cadets became the most significant challenge and enrollment began to decline.

On Campus, the intramural programs became the main attraction and was the distraction needed. By 1942 the school had grown to the point that units are large enough to support an A upperclassman team as well as a B freshman.

This model continued through the 1970's except during WWII and the drawdown of the Corps of Cadets. Field Artillery reasserted itself as the regiment and its units won at both the A and B levels.

Engineers began to win in individual sports, like tennis (D Eng) and also won the A Volleyball title (F Eng). Coast Artillery freshman won the swimming competitions, *with Galveston experience*.

## 2) Overseas Corregidor April 21, 1942

From the front, the embattled Island of Corregidor in the Philippines Island chain was under heavy Japanese attack. Arriving in 1941, BG Moore '08 was in command of Shore defense, Coast Artillery Batteries and Anti-Aircraft-Artillery. On April 21, muster day, 23-30

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(note) Aggies, who were manning these defensive positions, were contacted for a Muster.

Major Tom Dooley headed the assembly (or contacts made). The list, according to Leftwich indicates that most were Coast Artillery Officers. (Endnotes 6)

William Hamilton Jr '40 was one of the numbered. (Aggieland 2018 p 348). Hamilton had been trained in the Coast Artillery Branch at A&M while BG Moore was commandant. He was one of only twelve that survived the war and imprisonment.

Each of the 23-30 Aggies were able to communicate “Here” for the fallen, with their commander on this day, the Aggies call Muster. A few weeks later the command was surrendered, and all were imprisoned for 3 years. Capt. William Hamilton was unable to attend the 1946 Corregidor Muster after the war.

### 3) Trimester Year, Summer School 1942

With ROTC programs suspended (with heads up from war department early 1942 Adams), the year-round academic school year required A&M College of Texas to hold mandatory summer school in 1942. This was instead of army branch summer camp.

As result, the class of 1943 began the fall of 1942 as second semester seniors. Meanwhile, the class of 1944 entered the fall of 1942 as second semester juniors. The class of 1945 became second semester sophomores and the class of 46 (who had enrolled early, summer 1942), second semester freshmen in the fall of 1942. The net result was a corps of cadets advanced academically yet uncertain about their remaining time at A&M.

## **IV Chapter Four** – Army Protocols, Corps Drawdown & Unit Rollups

The WWII period is noted as the most misunderstood time in the history and heritage of the Military and Academic Training life of A&M college of Texas. Authors have attempted to search and untangle the “semester to semester” decisions and their results. Some conclusions have bridged the gap of information.

### **Recording History of the Corps, The Mysterious ERA**

With information lacking, inferences have been made about the Corps in 1943 (trimesters, Spring 43-Spring 44). The idea of “corps dismemberment” (Yearbook p 177) during the period, led to the thought that 1943 decisions, and the execution of them, were reactive and incomplete. This author believes this is untrue, instead all were made and carried out with good army order.

Both Adams (p 156), and CCA Article (class of 47) referring to the same source describing the *disrupted* condition on campus the same way. Disruption and dismemberment carry the connotation of being uncontrolled and unprepared for continuation. For the most part this is not true. This is because Army Order, protocol, and rational thought saved the day for unit heritage at A&M.

With respect to the research authors and editors claiming dismemberment or disruption, all were hampered by the variation in publication dates of the Aggieland Yearbook, the Longhorn (see **Endnote 7**).

The yearbook has been the primary source of information except where firsthand testimony is available.

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When the actual publication dates are considered, one can sense the reason for such disruption, dismemberment claims. In addition, yearbook information reporting was not well dated. And yearbooks were, in some cases hastily assembled.

The research dilemma being that the yearly records of corps organization, unit, and cadet assignments have gaps. (Endnote 4) Were it not for the Hobbs narrative, CCA interviews with Litterst and others (the CCA Class of '47 article), we may not realize the rational way Administration and the commandant's office met the challenges. Kudos to command.

Less than 4000 cadets were on campus by February 1943 (p 44). This is because the early graduating, yet provisional class 1943, of graduating seniors, left campus. Many juniors were also called before graduating in August, while others left to volunteer.

Irrespective of information gaps, the WWII period was challenging for the A&M College of Texas.

#### A) WWII period (Summer 43-Summer 45) a Challenging Period

Colonel Welty and college presidents Walton and Bolton (Interim, August 1943) determined to meet the wartime challenges with orderly actions. Colonel Maurice Welty was the key due to Walton's resignation, August of 1943.

The first order for administration was to solve the problem of ROTC suspension and its effect on enrollment. The drafting of 18-year-olds, usually sophomores, would disrupt academic schedules and the arriving class of 1947's academic process.

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The decisions of the Administration and the commandant's office would wait and be subject to War department decision. The election of the A&M College of Texas as a program home for Army Specialized Training Program was important. (endnote 5d special army programs) This technical training program was designed for 2-year ROTC college (now Junior cadet) students.

Otherwise, the Enlisted Reserve Corps ERC was organized for cadets not yet juniors. These enlisted students, wearing army uniforms, were subject to call up at any point. Then the Navy organized a communication electronics program.

So the War Department decision could save the Land Grant colleges whose cadet corps were large. These being the same colleges who accepted and carried out the Tactical Practical Land Grant mission most completely.

With the class of 1947 (17-year-olds) arriving over four semesters (Feb 43, June 43, Sept 43, and February 44) a special corps formation strategy was necessary. This strategy would have to consider war need call ups of ERC underclassmen and ASTP juniors.

#### 1)The Drawdown, Yearbook Records Change Period

As mentioned, the 1942-43 school year was tumultuous for Texas A&M and its Corps of Cadets. Cadet Captain Litterst '43 of A Battery Coast Artillery, when interviewed (2016), explained how seniors graduated in stages between January and February 1943, 4 months early.

These seniors had summer schooled in 1942, rather than attend ROTC summer camp. As a result, they had completed 8 semesters,

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though some were not academically complete. The Longhorn 43 yearbook was dedicated to the class of 1943, and published by February, 4 months early. (see endnotes 7-Yearbook dates)

All of the class of 1943 received academic “waivers” and were ordered to induction, training camps (replacing ROTC summer camp training) and then branch schools or Officer Candidate Schools OCS.

By summer 1943, (LH 1944) the Corps was organized in 7 Regiments with the new **Signal 7<sup>th</sup> Regiment**. All units suffered with the drawdown. Fifty-eight units, not counting the two- unit band, listed were all under strength and without adequate command in May 1943.

The class of 1944, with seven- and one-half semesters, was called up. Most departed campus. The 1944 Longhorn was dedicated to the class of 1944 and published around June 1943, one year early LH 44).

Two yearbooks in 4 months. The 1944 yearbook shows that many senior commanders pictured did not have boots and it presented a “false” organization for the upcoming school year. The seniors ‘1944 had known about early graduation for Class of 1943, but most were not able to secure their boots due to rationing.

It would be 1.5 years before the 1945 Yearbook published in December 1944. This fact created the information gap that has led to the confusion about the period, including the command decision and the corps organization.

B)Commandant, Coach Norton **Plans**, Summer of 1943 Period

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The Commandants and Athletics office at the A&M College of Texas were in a strategic planning mode. Both planned for success that was to come. Based on results, Colonel Welty and staff were on point.

1)The Commandant used guidelines for its Kitty Corps plan

With the war department's branch level guidelines provided, the commandant's office prepared to proportion the number of branch units and cadets in those units.

When challenges are the greatest, leaders consider a simple plan. KISS comes to mind. With the resignation of President Harrington, in August, Colonel Welty and his staff made decisions, with interim president Bolton, which would save the Heritage of the Corps of Cadets.

The plan would be based on 1945 branch percentages (footnote) and on the size of enrollments and applications. The Class of 1947 had been arriving on campus since February 1943. The commandants office also planned to roll up (withdraw from site) all branch units to restart, returning them to (drill as) infantry, while considering their major and branch preferences.

Based on spring and summer 1944 corps organization (7,5,2) and 1943 cadet placements, the Commandant must have designed about twelve (12) alpha companies. The following breakdown by branch preferences expected were considered, for 3 composite branch groups (of rolled up branches).

6 companies Infantry (48%) 25% Inf 11% Eng 6% Sig and 6% Chem

5 Artillery (42%) 25% Artillery 17% Coast Artillery

## 1 Cavalry (10%)

When another 450 freshman cadets showed up four (4) more alpha units were formed based on branch preferences, making 8,6,2. This surprising number also put 3 freshman per room.

The retention issue reduced the 16-unit plan and got the fall of 1943 to a 14-unit result in the spring of 1944. So, the 7,5,2 breakdown works.

How the cadets were placed, based on branch and major- refer to **endnotes 4 A, B and footnotes a, b, c.**

## 2) Coach Norton used cadets for his Kitty Corps plan

Otherwise, Coach Norton was preparing for fall football 1943, but he and the Intramural Athletics department were asked to create a program for a vastly different corps of cadets. The drawdown and the rollup of so many branch units over the summer might reduce the spirit of competition.

The Athletic department and Commandants office knew that intramurals would be important, yet the program would need to change. The cadre or chain of upperclassmen managers were not available or apparently needed.

With more attention to drills, the Intramural Athletics and fitness program would need to be abbreviated and more efficient. To change the emphasis, a new role was created that would carry on in the future. Company Recreation (Athletic) Officers were missioned to set up a fitness program, supervise team activities and keep track

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of the four fitness hours required per week. Captain Wade on Corps Staff was the top Athletic Officer (p 179 LH 1945). Further, a “reserve” cadet football squad was assembled to support the varsity.

Both decisions and efforts would pay off. The 1943 football season was one for the record books, as narrated well by Davenports Class of 1947 Kitty Corps, Article (Guidon 2018 p 16). And other than a few other extracurricular (prankish events) and fitness running, the spring track season supplied the competition missing between branches. Hobbs, a track athlete, reports (p 81) about the spring track season and that events were important to K-company, who won the intramural championship.

Footnote - Adams reports the guidelines (p147) for the class of 1945, who enrolled in 1942. The proportion required Infantry 25, Field artillery 25, Coast Artillery 17, Engineers 11, signal 6, and chemical 6 percent. Rounding out the total would be cavalry determined at 10 percent.

### 3)Reformation of the Corps in good order Summer 1944

After the fall of 1943 and spring of 1944, the classic organization of the Corps of Cadets rolled out again. Only Infantry, Artillery and Cavalry units reformed (7,5,2), being the parent units of all the other branches. These units “housed” cadets from other branch units according to army parent protocol. In addition, the remains of the classes of 1947 were designated, based on major, to one of the three branch units.

We may get a suggestion of the orderly approach by looking at the assignment of Duke Hobbs class of 1947 Buddies. **See endnote 6b**

The US War department decided upon the ratio (footnote) of each branch to the others (for class of 1945) in preparation for call up and deployment. So, how were the entering, second and third-year cadets (classes of 1946, 47, 48) assigned in fact? This will be an ongoing question, one that affects unit heritage.

A 3-branch corps (Infantry, Artillery and Cavalry) was primarily designed by the remaining class of 1946 seniors (LH 45 p). The 1945 Longhorn presents only a summer 1944 commissioned and, noncommissioned officer list by Alpha company in transition. These seniors and juniors redesigned the corps. This author denotes this design, the *Strickhausen Cadre Corps*, summer of 1944. In this Colonel Strickhausen is the corps commander.

The design used the (class of 45) guidelines received from the War Department. For the Fall 1944, the Commandant's office decided to increase infantry percentage to 53 % or eight infantry units. So, completing the total were five artillery units, two cavalry units.

**Footnote** – Class of 45 branch guidelines were - Infantry units 25 percent with rollup engineer units 11 percent, signal 6 percent and chemical units 6 percent = 42 percent of units, Artillery units 25 percent with rollup Coast Artillery, 17 percent = 42 percent and Cavalry 16 percent.

We see in the 1945 Longhorn, published after December 1944, a 15-unit corps for the fall of 1944 in two regiments. There have been no

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pictures of this Corps of cadets since May 1943, so these formations have dominated research.

The description of “partial dismemberment of the corps” is seen on page 177 in the Yearbook 1945. This statement is the basis for the misunderstanding brought forward in recent articles. This misrepresentation by the yearbook editors at that time, in retrospect, is understandable, as they had to live through it. But the truth is that army order ruled all moves so that corps and unit heritage could be saved.

During summer 1944, due to growth, the commandant re-formed the **Infantry 1<sup>st</sup> Regiment** with eight companies in three battalions. Field Artillery and Cavalry comprised the 2<sup>nd</sup> **Composite Regiment**.

In three battalions the Composite Regiment contained five batteries of Field Artillery and two troops of cavalry. This reformation, after 3 semesters, saved the ABC Field Artillery Heritage and through A Field supported the Heritage of Coast Artillery (C-2, F-2, and K-1).

The upper classmen cadets in these units became the “Heralds” for the legacy of the original branch units rolled up after May 1943. Later day Artillery units, M-1 (A-2) I-1, C-2, and F-2 trace and sustain their heritages from these cadets that passed on or “heralded” the legacies of their branches. The author(s) of the A-1 archive documents point to such conveyors of traditions.

Inside the Composite Regiment in the first Battalion was A B C Field Artillery. It is noteworthy that the 1944 “A” Field Artillery (In LH45) was a composite of Coast and Field Artillery upperclassmen cadets. This demonstrates the original protocol for rolling up units.

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Not only were Coast Artillery cadets (class of 1946\*) HR Andrus (or W Andras, as misspelled names were common), J C Cox, later Baber and Wilkens placed in A Field. Also, a certain number of the freshman '48 (interviews with W. Lonquist'48 in 2015) were earmarked to be, and were, Coast Artillery upperclassmen, when Coast Artillery returned in the fall of 1946.

**Footnote Listed as class '47 in directory. It is common for student cadets to list varied class years. In some cases, the students chose the year they actually graduated. This the case with Andrus.**

Commandant Colonel Welty and his ABC transitional strategies are to be given credit for protecting the lineage of Coast Artillery and other branch units.

4)Corps Growth Reformation Spring-Fall 1945 period

Because of the way the Class of 1947 was advanced, starting in four different semesters, the 1946 Longhorn first presents a spring of 1945, and Summer 45, Corps structure. This, so that early class of 1947 seniors and late class of 1947 seniors are noted in command. The 1946 Longhorn is dedicated to the classes of 1947.

The 1946 Longhorn, published in the Fall of 1945, denotes and depicts, the last **transitional** Corps of Cadets. The last (trimester) summer school session conducted that year may have been an option for the early class of forty-seven members.

Other authors have not noted this unique presentation. Of course, it makes the unit lineage tracing difficult. In the case of the Coast Artillery, its designated segment in A Field Artillery (Spring 45 Corps) is transferred to C Infantry (Fall 45 Corps). This transfer was ordered

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to open space in A Field Artillery for the growth of cadets in Field Artillery.

After this, the two-semester school year would return in the fall of 1946 for the 47 Longhorn to present.

Author Johnson lists nineteen units for 1945-46 yet the Longhorn 46 shows fourteen units in the spring and summer, while listing fifteen in the fall. These numbers do not count the 2-unit band. The disparity mystery is solved realizing the 19 count is the total of different units appearing over the 3 successive semesters, without subtracting the ones rolled up or newly roll out for efficiency.

The **Infantry 1<sup>st</sup> Regiment** remained as organized the previous year. The **Composite Regiment** grew with two more troops of Cavalry and the Field Artillery rolled up one unit.

By Fall of 1945, there were sixteen units in two regiments. Adams does not report on the unit organization, or size of the Corps, during the school year 1945-46. This is probably because pictures in the yearbook do not line up well and the early enrollments as well as returning veterans confuse the total (Footnote 7 Yearbooks).

By Spring 1946 there are still sixteen units. The seniors on campus are a mixture of previous classes because of deferments, primarily Vet medicine and physical. These represented classes of 40-46. Some seniors were those returning after service and other commitments.

117 of the 137 seniors listed in the LH 46 yearbook were the remains of the four classes of 1947. Of the remaining, 20 seniors are from other classes. Butchofsky, the Fall Corps Commander was class 45,

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a pre vet graduating 1946. Some of the 20 senior “remainders” led the spring units in the corps while the other led the fall units (LH 46).

Notwithstanding these confusions, the 1946 Longhorn portends the return to normalcy for Texas A&M College and its Corps of Cadets.

Return to a 2-semester school year, yearly yearbook publications (May) and Aggie Muster, begin the new era. New traditions and change proclaim this new “normal.”

## **Chapter FIVE – Settling the Corps, Veterans returning, Memorials.**

After the tumult of WWII, the A&M College of Texas was ready for a return to a normal school year, traditional class distinctions, and corps structure. With returning veterans, options would be required.

### **The Renewed Army, Air Force ERA**

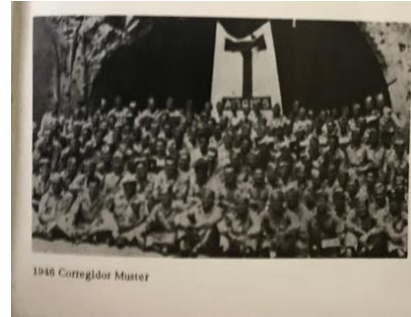
Returning veterans made for a dynamic campus environment. Veterans seeking to complete their college coursework on the GI bill brought a different challenge to the commandant's office. How to mix 17-year-olds with battle hardened 25-year-olds and maintain order.

Some of the veterans sought to rejoin the corps of cadets, typically the ones with the shortest time in the corps or those wanting a commission. Others who had departed earlier during the war and who saw much warfare, chose to be civilian students. All looked forward to saying farewell to the war and remembering their buddies.

### A) Aggie Muster 1946, Best Outfit Beginnings-Period

With the war over and the nation struggling to resettle itself, the Aggie Musters of 1946 became sentinel events. Two musters turned unsettled feelings into celebration and helped heal the Aggie nation and beyond.

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Corregidor Muster

### 1) Remembering with Here and Returning with Honor

This iconic Malinta tunnel “Muster” April 1946 was therapeutic for the veterans who returned to celebrate victory in the Pacific and remember the fallen.

Coast Artillery Corps Gus Boesche ‘1944 of Whitney Texas, was Muster Chair for the Manila Texas A&M club that hosted the Corregidor Muster. He had been engaged in defending the island with then BG Moore. (see endnotes 6)

The muster, attended by 127 servicemen (Footnote 6a), is pictured at the Malinta Tunnel. Of the approximate 127 pictured attendees, a large contingent were members of the 59<sup>th</sup> and 60<sup>th</sup> Coast Artillery Regiments (Footnote 8). These were the coast and air defense artillerists who defended Corregidor. Their defense was overwhelmed and all were captured. And now their commander, BG Moore, a Major General and war hero, returned from imprisonment, would be at the Muster.

Those in attendance were called out as well as others who had fallen, with Aggies answering “here” for them.

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## 2) Best Unit on Campus, Honoring a Hero

For the first time, the most outstanding cadet unit on the A&M campus was recognized, and a heroic veteran is honored.

Cadet Captain Robert B MacCallum of F Infantry received for his unit the “General F. Moore” Award in 1947 (LH 47 p 389 by count). As it is today, the award was objectively based on Military, Academic and Athletic proficiency of the unit. The subjective considerations include the unit’s standing within the corps and heritage.

In this Award MG Moore ‘08 is remembered for his Aggie Cadet pursuits, military service, and Leadership Legacy. **Colonel Welty commandant at Texas A&M College named the most outstanding unit award after MG Moore.** Remembering, that he fortified the Philippines (1925), his commandant’s leadership at A&M (1937-1940), his command at Corregidor (1941-42) and his endurance during imprisonment (1942-45) were reasons for this honor.

This award and recognition would become an annual award and is still presented.

## B) Renewing the ROTC and Unit Building Programs-Period

During the war period, the ROTC programs had been suspended, and branch summer camps were replaced by school semesters in the summer. The intramural programs, that were vital to both fitness and unit character, were all but lost. Therefore, the Corps of Cadets and its units struggled to keep its activity legacies and Heritage.

Colonel Welty should certainly be recognized for making effective and strategic decisions that saved the corps and units holding the legacies. But now the legacies had to be renewed.

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C) Post WWII, Heritage Salvation, Veteran Period (5 years)

A return to a traditional year, 2 semester system, was welcomed for the 1946-47 school year. This meant the corps and unit organization would be displayed accurately in the yearbook. Also, the display of those activities that developed characteristics for each unit would be renewed and shown. Johnson reported that nine thousand (9000) cadets and veterans were enrolled Fall 1946 (LH 1947 p 48)

Return to the traditional school year was considered the new normal, although the post WWII period was anything but normal. Veterans, new students and returning cadets would change many aspects of the College and its Corps of Cadets.

The new commandant attempted to manage the change with experience. President Gilcrest had weathered much before (with resignation of officers January 1947) and could assist the New Commandant Colonel Meloy. The key decision for the Corps of Cadet Heritage was restoring all branches through the "A" units and activating the Army Air Force. This restoration decision would save the lineage of units in the corps of cadets through the A parent units and their branches.

1) Multiple Regiments Branch Structure Return

With the **Infantry 1<sup>st</sup> Regiment** already in place, the **Field Artillery 2<sup>nd</sup> Regiment** was reformed with 8 Batteries of field Artillery and importantly to unbroken lineage, *one battery of Coast Artillery*. Colonel Meloy had prepared for this event with good planning.

**Two Composite Regiments** were formed, the **First Composite Regiment** (the 3<sup>rd</sup> regiment) held Cavalry, Engineers as well as one

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Chemical Warfare, One Quartermaster, One Ordinance and One Signal corps unit. All branches through “A” units had returned and with that a distinctive and enduring heritage for each. The 2<sup>nd</sup> Composite regiment (the 4<sup>th</sup> regiment) formed a new classification of units. That of veterans and air force units.

## 2)The New Corp Organization Environment

The **New Army Air Force** and **Veterans**, in the fourth (Second) Composite Regiment were a unique composite. Army Air Force units were activated with numerals used to designate the squadrons. Air Service Squadrons had appeared on campus until 1928. The new Air Force though is traceable through engineering units to the 1928 squadrons.

The Veterans, returning for degree completion, became a new and significant challenge. Age and maturity factors created a wide range between 18- to 21-year-old cadets and *Battle Hardened* and/or older former cadets. At first, these units were named by Company numeral (Company 1) veterans and then were moved to different regiments and renamed.

With a new military department strategy for retention, freshmen moved off campus with branches reassigned and the corps was now segregated. So, the character renewal and development in branch and air force units waned.

The Infantry and Artillery Band units remained, but in some ways were also isolated.

### a) Veteran Options

Returning veterans were offered 3 main choices on their return to Aggieland. Be a cadet, uniformed and assigned to a Corps unit seeking branch commission. Or they could be assigned to a Corps (Veteran in uniform) unit, not seeking commission. Otherwise attend class as a civilian or enlistee, to complete their degree. Of the 9000 students (in Johnson's report p 48), Adams reports 3768 cadets (p 176) in 1948. Of these 1700 cadets were fish.

Many younger, returning veterans rejoined units they had left before enlisting, or being called, or entering a special (AST) program. Older veterans formed in veteran companies. There were four such companies organized in the fall of 1946, this number ranging between 3-5 over the next years. Hazing from both unit cadets and veteran company cadets was a problem.

#### b) Freshman dispatched

In fall of 1947, freshman cadets were assigned to the "Training" Regiment made up of nine companies and lived off campus. Meanwhile the Army Air Force began to grow. Also, freshman cadets were determined to form their own drill team and band reformed into the Maroon and White Band.

#### c) Branch Adjustments and Reassignments

Because of indecision by the army, regarding the transformation or elimination of the Coast Artillery Branch, "A" Coast 1946-47 rolled into E Field Artillery for the fall of 1947 and 1948. This placed the Coast Artillery cadets in a holding unit awaiting Military decisions. All other branch units remained intact but reassigned based on a new regimental organization.

#### d)1947-48 The Unsettled Corps Organization

The Corps was reorganized with 4 regiments, two new ones. A HQ group was formed for Seniors only. Within the Infantry (first) regiment, there were 3 veteran companies formed. The Field Artillery (second) Regiment was reformed.

The 3<sup>rd</sup> Regiment (new) held the squadrons of Cavalry and Air Force Flights. The 4<sup>th</sup> Regiment contained the Engineers and a Cavalry Composite battalion which had Chemical Warfare, Quarter Master, Ordinance, Transportation, Signal and Security.

By 1948, the Corps restructured again, creating an Air Force Group (regiment size). This may have been the official beginning for Air Force contract and commissioning.

The 4<sup>th</sup> Regiment contained Cavalry and Engineers. The composite 5<sup>th</sup> Regiment contained the 6 army support branches as 'A' units.

The 6<sup>th</sup> Regiment was divided between Veteran companies, Flight Veterans, A composite with A and B Athletes. The off-campus Freshman formed into 12 company sized units (four of these flights).

Also, the Longhorn Yearbook was renamed. It was named and reformatted as the Aggieland. For uniformity, unit pictures would be taken in the fall and individual cadet pictures in the spring. This protocol continued until 1973 when it changed due to the number of students.

#### D)Intramural Athletics growth period

Extracurriculars, particularly Intramurals, were the primary attraction for fitness and the method to build unit morale. Summer

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camp training was restored but dealt with the same age range issues. How the Corps recovered would say much about the esprit de corps it maintained and the unit legacies.

The intramural program, formalized by 1928, has now been reestablished, to provide exercise, and allow units to compete off the drill field. The Intramural Athletics (fitness) program was still as important as other characteristics, denoting a strong outfit that could endure.

The outfits having the most success over the 20 years were the ones who best managed their teams. This managed system grew and developed a parallel (to the unit command structure) leadership system. Because of the war interruption, that system had to be redeveloped.

A return to the Intramural management system in 1948 proved itself in recruiting, scheduling, and prompting the teams. The Intramural managers, within the army and air force units, played a vital role and developed a parallel organization. Six to eight cadets usually formed the cadre “or chain” of sophomore, junior and senior managers (according to the 1935-36 student Intramural Athletics Handbook). This opportunity provided more roles within the units. These roles kept cadets responsible and provided leadership training not otherwise offered.

Infantry continued its dominance in team sports of Basketball, Volleyball, and Football, while winning Handball and Cross Country. Now with all branches reformed, the Quartermaster unit won Football and A composite won Softball. The Annex (Freshman) teams were not designated by branch, rather by numeral. Army

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company freshman won most competitions, but Flight 9 won the Track Relay and Cross Country.

### E) Branch and Later Units Period

Between fall 1947- spring 1949 all branch "A" units were formed except Coast Artillery. Chemical Warfare, Quartermaster, Ordinance and Signal were organized into composite units. In addition, Infantry expanded and Cavalry began to roll up units to increase the size of units.

By 1948, the composite regiment and its battalions rolled out the other A branch units after only one year. Thankfully, the Administration and the Commandant's office decided to act to maintain the Coast Artillery branch and its heritage.

"A" Coast remained rolled up and into E Field Artillery for the second year. During this time E Field Artillery won the 3<sup>rd</sup> General Moore Award (C-2, F-2, K-1, D-2).

But still the Coast Artillery branch was at risk being rolled into E Field Artillery. This was because the army was still considering the continuation of the Coast Artillery Corps as a branch in 1949. The artillery heritage for C-2, F-2 and D-2 were at risk. The commandant office saved the day once more.

### F)Coast Artillery Reformed, More Corps Changes Period

In 1949, the 1947 "A" Coast fish, now juniors '50, held in E Field Artillery, were assigned to A and B Coast Artillery. Along with groups of juniors and sophomores, the batteries were completed and placed in their own Battalion in the Artillery 2<sup>nd</sup> Regiment. The class

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of '53 fish were still off campus. These two Coast Batteries kept the lineage and heritage for future coast and anti-aircraft-artillery units.

Twice the Coast Artillery branch rolled into artillery its parent for 2.5 years 1943-45 and 2 years in 1947-49. The army heritage and heraldry protocols saved the tradition.

## Chapter 6 Korean War Distractions, Corps Expansions 1950-59

With the conflict in Korea, the US War Department and stateside military decisions about the Coast Artillery Branch at Land grant schools were held up. At Texas A&M College, the Corps of Cadets was expanding, yet bracing for change. Three changes in this period would set in motion future changes, and reform the corps forever more. The Cadet Corps numbered 4320 (Johnson p 51)

### **The Renewed Army, Wild Blue Air Force and optional ERA**

The eleven army branch units were now in place in the Corps of Cadets and freshman cadets were being organized for return to campus, by being placed in numeral with branch designated units, still apart from the upperclassmen. The Cavalry was renamed Armor, and the Air Force was growing rapidly and organized in two Wings (regiment size) with four groups (battalion size unit) containing the squadrons.

New uniform elements were being introduced, and the Veterans were finally completing their college work. The Army uniform was changing, with brown shoes.

And administration now envisioned a growing college with military training optional. These changes tested the endurance of the corps of cadets.

#### **A)The Engineered Bonfire Tradition Period**

Pictured in the Aggieland 1950, the bonfire was erected on the drill field as tradition held. Company "A" Engineers note that they supervised the project (p 352). The stack appears as one level

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leaning uniformly into the center. Three Air Force Flights (units) appear to have assisted as noted in pictures of the unit.

Pictures in 1951 show a pulley crew with an armor squadron and a completed stack with "A" Engineers. Very few large (24+inch diameter) logs are seen in the stack, which was mostly smaller logs and cuttings. This notation in the yearbooks denoted a new way for outfits to distinguish themselves. The supervised bonfire would become tradition over the next years.

### B)Settling, Compulsory and Non-Compulsory Corps Period

In 1950 first-year fish cadets return to campus. Over the next years, the Fish were to be integrated in good time and order. They would be formed into designated units, and by this restore their military tactical training obligations in ROTC (p 56). In 1954 the administration again struggled with the Land Grant requirement for practical and military tactical training.

Because growth and retention had not significantly improved, Administration decided to make Military tactical training optional. This unsteadiness did not encourage overall growth, instead the corps numbers plateaued.

Because of the segregation of freshman, the Intramural Athletics system changed to an A (upperclassmen team) and B (fish team) system. This system had been used before sporadically for larger outfits. Units were ready to resume to refresh the competitive characteristics that distinguished them.

A Period of Two changes were in the wind.

Change ONE- **Air Force** and Branch Names

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Cadet membership in the Air Force did grow. Squadrons were larger than their counterpart Army units. ROTC Summer camps for Air Force cadet juniors were offered, and squadrons began developing their own characteristics (on the shield) wanting to be distinct from the Army. The new Air Force patch was worn with pride.

### Change TWO New Branch, Functional Units, Branch Alphas

In 1951 B Battery Coast Artillery became B Anti-Aircraft-Artillery AAA (C-2, K-1) as the US Army prepared to *withdraw* the Coast Artillery Corps and create (constitute) the Anti-Aircraft Artillery Branch. “A” Battery Coast remained (F-2). Army Security Agency ASA, Signal Corps (B-2), Quartermaster E-2), Ordnance (E-1, F-1), Transportation (D-1) and Chemical Warfare (C-2, D-2) units were all in place. These 1951 changes maintained the heritage of all previous branch units (LH 51).

**Athletic companies** (Formed for function) for varsity athletes began to appear in 1954 as Coach Bear Bryant arrived. Based on Athletic Unit pictures and cadet lists, he did not discourage ROTC alongside varsity sport training. Student Cadet Athletes did seek commissions and careers rather than professional football contracts. (See Appendix – E-1 Athletic Company)

### Change THREE – Units contain four classes again

Freshman, by 1954, were integrated into units and the corps seemed on the cusp of growth, with hostilities in Korea subsiding. The Coast Artillery branch was officially renamed Anti-Aircraft-

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Artillery. The **Anti-Aircraft Artillery AAA** Battalion was organized into ABC AAA batteries. (BG Johnson was the XO of A-AAA). B Coast, the original AAA unit became B-AAA and C-AAA formed. The Highly, rated A and B unit supplying the C-AAA leadership.

#### Change FOUR- New Unit Designations

The Anti-Aircraft-Artillery ABC designation of three units was the first such strategy in the corps. It would be the model for all corps units by 1958. During this time Unit Shields began to appear, denoting heritage and distinctions.

#### C)Intramurals Emphasized, Distinction for Units Period.

The Aggieland yearbook in 1955 continued its emphasis with pictures and results for intramural Athletics. Intramural manager cadres and chains were still efficient as good participation continued. Infantry (A level) continued its football focus with the Air Force units rising to win B Football (Sq 13), B Volleyball (Sq 17) A Softball (Sq 2), A (Sq 16), A Rifle (Sq 12) and B (Sq 13) Basketball. The Maroon Band (Cross Country), while "A" Ordinance wins A level cross country, A Volleyball, A Horseshoes, B Rifle and B level Tennis.

Other branch units emerged to be competitive with A Chem winning A Tennis and B Athletics winning B Track relay. And with the corps made non-compulsory (1954-1958) the non-military league was formed and fit nicely where the veteran league had been.

Interestingly the role of Civilian Intramural Manager does not appear significant as noted once in Senior bios as Athletic director.

#### D)Recognitions, New Veterinary Medical Units Period

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In 1958 B AAA (C-2, K-1) won the 12<sup>th</sup> General Moore Award. (See list of General Moore Unit Awards through 2001 (Adams Appendix III, p313). One Air Force unit dominated the same period.

By 1958 Veterinary and Medical Units appeared which related more to coursework, career, and distinctive pathways to professions. Dr Alvin Audis Price '40, Iredell, TX, Bosque County, Dean of the School, pressed for this unit. He believed the Corps of Cadet training (like he experienced) would strengthen the Veterinarian's experience. (see footnote for Heritage) The Commandant, Colonel Joe E Davis '29 agreed and added a company for medical careers.

A Veterinary (1957) and B Medical (1958) were formed and found themselves being assembled into G-2 and H-2 in 1959.

The "A" Veterinary unit is the parent of G-2 while H-1, its successor, was born of the Engineer Branch. These units birth I-1 which is part of our Heritage Study. B Medical is the parent to H-2, then C-3 (third Brigade) then E-1 1965 and B-1 (1969). (See Appendix 5, 6)

Athletic units L-2, M-2 also appeared along with composite units of special (off campus) students.

## **Chapter SEVEN New Army, New Airforce**

The US Army decided that the branch specific training elements could wait until after commissioning, hence Branch Officers Basic training. After commissioning, young officers would be activated, trained in the Branch Specific Officers Basic courses and then assigned to their units. So, all Military Tactics and Military Science coursework on campus would be uniform for Army Cadets and as well for Air Force.

Army ROTC Branch Identification was historically (before 1950) a motivation for branch units to excel in competition with other branches. The Military Science instruction on campus sought to be branch specific. And each branch offered summers camps for the Junior advanced ROTC course cadet. Besides branch specific training, small unit tactics and command, basic drill, and ceremony were practiced in branch specific units on campus.

Without branch-to-branch competition on campus, the Intramural competitions became an important way for the units to distinguish themselves.

This chapter in the heritage of the Corps of Cadets at Texas A&M College started with a significant change in unit designation and makeup. The Old Army way of training reserve officers within the branch system was eliminated. One summer camp for all senior level cadets to be commissioned would be offered.

### **The New ROTC Corps of Cadets – An ERA of Inheritance**

In 1959 the Army Branch units became Apha ordered units. Fortunately for heritage, the Infantry **1st Regiment** only changed to

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1st Brigade. The **Artillery 2<sup>nd</sup> Regiment** changed to 2<sup>nd</sup> Brigade. In this, the heritage distinctions of both major units remained intact. 5 Battle Groups soon became battalions (1963) in those brigades.

Army Units were formed by unification of two branch or functional (Athletics) units. Usually with one whole unit and part of another. All army units were hybrid to that extent. However, some of the units were of one branch but still two different units. This formative measure effort attempted to reduce the number of units in favor of larger units.

The 1<sup>st</sup> Brigade (Traditionally Infantry) carried single branch and Hybrid units of the former Infantry, Armor, Engineer, Transportation and Ordnance branches. In this the army protocol of parent unit (Infantry) could receive the roll up of the other birthed units. The designation and order of 8 units was A-1 to H-1 in the 1<sup>st</sup> and 2<sup>nd</sup> battalions.

The Second Brigade (Traditionally Artillery) carried *Hybrid* and single branch units of the former, Field Artillery, Signal Corps, Anti-Aircraft-Artillery, Chemical Warfare, Quartermaster as well as **Veterinary and Medical units**. These were all assigned within the third and fourth battle groups (Battalions 1963)

Still within the Second Brigade were the composite day student and Athletic units. The twelve units were designated A-2 to M-2

So, eighteen company sized units were organized into two Brigades. Except for branch heritage, these units were starting “from scratch” as far as unit shield heraldry. By 1960 each army unit had a distinctive shield denoting a characteristic as well as a “wildcat” or

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company spirit yell. Units sought to retain heraldry aspects, character, while others set out to recreate themselves.

The Air Force kept their equivalent 2 Wing Structure. Four Groups comprised these (Brigade like) Wings. Seventeen squadrons comprised four (battalion like) groups.

The Band remained segmented in the Maroon and White Band (since 1947). The Air Force Squadrons already had shields demonstrating, to some degree, the symbol/character of the unit.

According to Johnson, the number of units organized sought to place about 100 cadets in each unit. (p 64). Furthermore, each unit would be known by the academic major pursuits of the freshman and sophomore classes. Juniors and Seniors in many cases changed majors.

A)Heritage, Intramural Distinctive Units Development Period.

In keeping Heritage, the legacies held or passed down, and heraldry “raised” from original branch units must be possessed, inherited. Such possession, established by keeping the heraldry, traditions and record of experience become inheritance. Changes in heraldry must come from new experiences but consider the legacies, color and traditions of the past.

Units that have and are meeting this test will be introduced in Brigade and Alpha order according to their rebirth date.

- 1) Birthed Heritage unit ONE

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E-1 Playboys till 1965, then Medical brought forth the heritage of A **Engineers** and B **Ordinance**. The Engineer Branch aspect of the unit began as Air Service flights (Units) in 1920, becoming Engineers in 1928.

As an Engineer Company, Bonfire construction supervision, was always part of its mission. The Aggieland 1950 highlights “A” Engineers as building one of the first center pole stacks, which is noted in 1951 (Johnson p 55). The Ordinance branch heritage brings forward success in intramurals. Particularly in the 1950’s.

It was rolled up withdrawn (not disbanded) as a unit in 1973 but reconstituted in 1974 which saved its heritage.

The heraldry denotes Medical, Eagles, Athletics and Ole Sarge Spirit. The shield has remained consistent since 1975.

## 2) Birthed Heritage Unit TWO

C-2 Cocks (**Cannon Cockers, Cock Roosters**) 1960, was made-up of B-AAA (General Moore 1958) and part of A Chem. They won the second General Moore Award *in the new Corps 1961*. F-1 the first (Adams) unit with engineering majors, C-2, A-2, & F-2, were also assigned construction supervision roles for the Bonfire. (later Hart Hall and K-1 would be added).

The C-2 shield followed tradition with its heraldry. The Dorm Unit Shield is the Fighting Cock Rooster over Cross Cannon barrels with a Missile at first. The Logo is just a shield with the Cock Rooster.

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Except for the exclusion of the missile, the shield elements hanging from the dorm have never changed. At least 4 different artists have imagined and pictured the rooster on a small shield, over cannons on a large shield with a dark red background. The shield heraldry colors (Artillery Red and White) have never changed.

### 3) Birthed Heritage Unit THREE

F-2 **Fighting Foxes** formed from A-AAA\* and C-Field Artillery, is a pure artillery outfit. The original shield denoted a fox avatar. An outfit for athletes, F-2 won many intramurals awards. Like C-2, Fox Company was assigned construction supervision roles on the bonfire. The unit shield has varied somewhat over the years and now denotes the Spirit of Texas, yet the Fighting Fox remains.

\*Note – BG Johnson, husband of author Pamela Johnson was in the first A-AAA unit in 1955

### B) Intramurals, Fitness of the Unit and Developing Legacies Period

The intramural record for the 1959-60 school year is well noted in the Aggieland yearbook. With no more Infantry, Artillery, Cavalry branch designated units, a new motive for pursuit and excellence was needed to build legacies.

The 20 Army units, brigade and battlegroups or later battalions (1963) became competitive. Other competitiveness saw Army versus Air Force and Band. The band continued to compete in individual sports, winning in A level Tennis in 1960.

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Otherwise, the Air Force began to dominate the intramural competitions. Winning 10 of 17 competitions. Expectedly, the army units won Rifle competitions in A league (C-1) and B league (B-1). B level FB (L-2) and B Softball (G-2) were won by army units. At the “A” level, Cross Country (F-1) and Softball (A-1) were won by the army. Interestingly, only company A-1 (formally “A” Infantry) won, meaning that the other 5 units (formerly branches) were from the other branch legacies.

Those 5 branch legacies included Cavalry (B-1), Cavalry (C-1), Artillery (F-2), Veterinary (G-2) and Athletics (L-2). The unit L-2 Athletes was a new contrivance to encourage freshman and varsity athletes to be in the corps by grouping them together. This created intramural problems of keeping the cadet units level. G-2, from A B Veterinary 1958, was a new unit to group veterinary students, hoping to keep them as cadets after their pre-vet (3 year) study.

## **Chapter Eight- Viet Nam, University, New Tradition Keepers**

The 1960's were reformative for the A&M College of Texas. Would these transformations disrupt the Corps of Cadets or develop it for the long run? Of all land grant schools, A&M's and its WWII recognition, was emerging as the most well-established ROTC program. The wars had dismembered other cadet corps at Land Grant schools.

Cadet corps at schools with the lack of teaching with practical and tactical experiences tended to falter. The administration at A&M had recognized the high calling and maintained the motivation to deliver a practical tactical unified education within each unit. With such an education delivered, efficient foundation for professional studies and careers was established. Less effective is a separated approach where tactical practical is less frequently presented and much less of the experience and character is remembered and passed on as heritage.

### **Army Air Force Administration Consciousness ERA (12 years)**

A)Transformation- The 3 Brigade 2 Wing, University period

In some ways, this **ERA** was as challenging as any other period. In the school year 1961-62, the Corps of Cadets now numbered 4214 Cadets according to Johnson. Adams Reports the same (p 212). This was the post war's high point. Expectations were high and President Rudder (a Ranger in every sense) would scale all challenges.

Army cadets were formed into twenty-two units. The corps' strength and expected increase supported the decision to form a 3<sup>rd</sup> Brigade. The Army Corps would now have 6 Battle Groups or battalions. This

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time was the largest it had been since 1942-43, during the drawdown. The Air Force remained at 16 units and the Band, with growth, was still segmented as the Maroon and White Band.

The 1960's were tumultuous for at least two reasons. The conflicts in South Viet Nam and the transformation from a College to a University (1965). These presented a great challenge for the Office of the Commandant and the Corps of Cadets. Being a university, students could choose from more degree plans and again option for membership in the Corps.

### B The Corps - Not Compulsory, Introspection, and War period

By the fall of 1965, membership in the Corps of Cadets was made optional for the final time and the 3<sup>rd</sup> Army Brigade was rolled up after only 4 years. According to protocol units were absorbed by their parent units.

According to Adams the corps' strength had dropped to 2750 cadets. (p 212) This collapse for the 3<sup>rd</sup> Brigade units was difficult, since these proud cadets had to be transferred back to parent outfits.

During this resettling, many outfits began to develop very specific ways to advance the heritage and inspire underclassmen. A-1 held high the torch of the first company in 1876. E-2 Adopted the Mascot in 1962, C-2 Established *the Great Pumpkin Flight we knew* in 1967 - 2000. (Earlier Pumpkin pranks did precede this date). A-2 became the Aggieland Organizers. D-2 sought and won Marching and Best unit awards. F-2 placed high importance on Intramurals and won awards. Other units, over time, would develop similar activities and motivations to advance morale and leadership.

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Unit Shields became increasingly more important and distinctive. The attempt with these Shields was to symbolize heraldry, heritage and imply characteristics of the unit. Distinctive shield examples demonstrate the idea. Johnson displays the interesting shields of the 1960's with notations. Her work to trace shield heraldry development to present day is commendable.

By this point the conflict in Viet Nam had grown tremendously, some would suggest, out of control. This had profound effect on the enrollment and activities of the Corps of Cadets by 1966. The corps contracted to its lowest point at 2739 cadets. (Adams p 212)

In 1967, C-2 again won the General Moore Award and wore the cord in the 1967-68 school year- when the Aggies won the SWC and the Cotton Bowl. A banner year with some growth signs.

Company F-1 (1960 & '64) and Squadron 11 (1968) were also winners of the best outfit awards.

C) Intramurals Distinguish Character of Units Period.

The Intramural record each year is noted in Aggieland with several pages of team pictures, though not all team pictures are shown.

Intramurals 1967 Overall-At the B level Sq 11 earned most points while F-2 won football and D1 Basketball. Interestingly, the minor sports like handball and tennis would earn as many points as that for the champion of the major sports.

At the A level, E-2 was the overall champion, with B-1 the Softball champion and A-1 for Hand ball as pictures reveal.

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The school year of 1968-69 continued the trend of emphasis on Intramurals. At level B, Softball was won by D-2. Overall Squadron 2 earned the most points.

Overall, at level A, B-2 outscored all the other units, winning the Basketball, Football, and Softball championships. This was quite a feat.

In 1969-70 B level competition, A-1 won the softball championship, H-1 (Athletes) won the football championship.

At the "A" level, A-1 won the Softball championship while Tennis was F-1. A-2 amazed all as they won volleyball, Track, and basketball. E-2 won the football championship.

#### E) Viet Nam Draft Effect, New Units Forming Period

By fall of 1967, Corps strength was only holding steady, according to Adams. The attitude of many people was negative to anything military because of Viet Nam actions and fears. Wearing the Aggie uniform home, a traditional pursuit, began to be less common. Along with this, a greater difficulty in hitch hiking, long an Aggie cadet tradition, was noted in 1970 by this author.

The domestic issues with war protests, domestic violence and tragic reports from the front, were discouraging to proud cadets. Then the draft was activated in the spring of 1969. Those who may not have chosen to be cadets chose to join the Corps. This worked to their advantage by gaining deferment until academic studies were completed.

Anticipating the effect of a draft and the need for more science education, new corps units formed.

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In the fall of 1968, enrollment in the corps increased for the first time in 4 years. The reported total was 2918 cadets (Adams). Some have attributed this to the Aggies' success in football, winning the Cotton Bowl. More likely the growth was due in part to conservative values and patriotism.

### F) Splitting Heritage Units for Growth Period

With the uptick in corps strength, the commandant's office decided on a 1969 plan to add four engineering, professional, units to the first brigade. These would be alpha I, K, L and M companies.

The "order of the day" was to split or draw from the four largest engineering units, three from the second (Artillery) brigade. This "split" plan and move was a twist on a traditional birthing strategy.

Unlike the recent (1962-65) third brigade formation which was mainly "sourced" from the fifth composite battle group (5 units), two units came from fourth battle group and one created (1961). In this approach, existing units were simply moved around.

Corps growth did not occur, so the 3<sup>rd</sup> Brigade was rolled up (1965) and out into other units in all four battalions. This simply strengthened many smaller units.

The new twist for unit formation in the 1969 plan was to birth a twin unit each with the same (shared) heritage.

### New (*Shared*) Heritage Units Presented in Alpha Order:

Company I-1 was formed with a general split of G-2 upperclassmen. Johnson reports that some of the disbanded Spider D-1 cadets were formed into the unit the next school year.

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In this study, Red Eye 1 has never been broken and brings forward the heritage of company G-2; heritage which was derived from company H-1. In 1961 Company H-1 was constituted from A and B Engineers 1958. As engineers it links back to A B Air flight 1928 and A-1 1876. (Appendix 4)

The unit's tradition is associated with the cavalry branch, a time when Veterinary students were assigned before 1943, and then generally until 1957 when company A Veterinary was born. The company G-2 "Vets" was born in 1959, but in 1961 the veterinary tradition was rolled up and transferred to company A-3 and B-3, in the newly formed 3<sup>rd</sup> Brigade. Almost the entire company of H-1 cadets were reformed in G-2, the Gallant and Bold heraldry, becoming the Gladiators when I-1 was formed.

The traditional heraldry of company G-2 has varied over time

**Footnote 1 – In 1969 the commandant's office and the university implemented a strategy preparing for the university's growth and corps expectations. Based on the outcome, the strategy sought to emphasize engineering and science pursuits. This while the commandant's office was preparing for corps growth and more commissioned officers.**

Company K-1 was formed uniquely as the Freshman, Sophomore and Junior Classes of **C-2** divided evenly, based on attributes of each cadet and class. In the fall of 1969 the three classes, now Sophomores, Juniors and Seniors formed Kayo K. Like its parent C-2, K-1 was an outfit for **engineering** majors. It has never broken, And its shield of Heraldry with the Engineering Castle and a kicking

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(cavalry) donkey have not changed. The colors of the shield are consistent.

L-1, like C-2, was formed from an equal split of company **F-1** for the fall of 1969. A few of company B-1's upperclassmen were folded into L-1. The Shield for L-1 was a Lone Star Texas until 1980, when it was rolled up until 1986. This unit found new life when M-1 was formed. (Appendix 5)

Company M-1 was formed in fall 1969 from a larger cross section of units. At least 5 units contributed upperclassmen (E-1 1970 also contributed many juniors). The largest group of upperclassmen (juniors and sophomores) **came from A-2**. The Heraldry of the shield began as the Marauders, then changed to the Medical Pre-Professional Company in 1970, and remained until 1981. (Appendix 6)

In 1981 M-1 was redesigned as an engineering outfit, and its heraldry became the Screaming Eagle. Finally in 1986, unit F-1 (rolled out again) joined with M-1 to form again (after being rolled up May 1980) unit L-1, the Lone Star company. Unit M-1 "holds" the heritage for L-1. (LH 86)

The heraldry Heritage of this company is Artillery A-2 and Ordinance F-1.

G) The Tallest, Biggest Bonfire Project and Projected Spirit Period

In the fall of 1969, a tall, spliced center pole was set and held with guy lines with "come-a longs". Survey instruments were trained so that the center pole could be held or adjusted to be perfectly

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vertical. A-2, C-2, F-2 with two civilian dorm members in rotation, performed the construction which had been the custom since 1960.

The goal of the “stack build” was first and foremost the tightness of the stack, as it would not fall as quickly. This meant the first vertical layers of logs had to fit tightly around the pole. After the first days, the base stack of logs appeared almost perfectly vertical, not leaning, and still well strapped or wired.

The remainder of the corps and student body performed cutting. This also meant loading timbers and off-loading service at the construction site. The site was behind Duncan dining hall or south of the 12-corps dorms.

Freshman retrieved and delivered logs to the stack, lifting them to point. At that point, 3 sophomore lift stick crews working on command from junior brown pots, maneuvered the log from a 3-point perpendicular until the log tilted against the stack. The Log was strapped to the stack at that point by pulley swing juniors. A pulley and one crane operated to build the top three stacks.

With this process, repeated, between two weekends, a thousand logs were raised to a 4-tier stack. By construction’s end, the top tiers appeared ss continuous. The bottom was much larger in diameter but not leveled off (as future designs). That year the stack was measured to be 109’ 10” tall (Johnson p 102). Its height after this record, would be later limited by the university to be 55 feet tall and no more than 45 feet wide at the base.

This project was served by more than half the students on campus, and is not comparable to “logging” crew work, because most of the labor is without cranes or loaders. Because of the effort, the stack

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and team (spirit) building process serves all participants as a milestone in their college experience. The physical and mental fitness gained is great. The projection of this project over time built and developed the corps for the long haul.

H)President, General Rudder '32 Scales Upward, Period

In March of 1970, President Rudder passed on the Heritage of the corps to Interim President General Luedecke '32, his classmate. General Rudder was a unwavering advocate for the Corps of Cadets and the College. His well enacted and supported plan transformed the A&M College of Texas, to Texas A&M University. He remembered the Land Grant order for a Practical Tactical education to be delivered to all students whether military or civilian.

In the transformation to a university, the General insisted that the corps remain housed together by unit, as battalion-groups and brigade-wings. In this he saved the "Spirit of the Corps" by keeping the Corps together, a heritage others would hope for. Other notable universities failed to keep esprit d' corps by relegating the practical tactical study to classroom and 1 or 2 days per week assembly and allowing cadets to live separately.

## Chapter Nine – **University Growth, Corps Diversification**

The decade of the 60's ended with the moon launch in 1969. Viet Nam was at a troubling point. The university was experiencing significant growth. This factor would impact all future decisions by the Commandant's office, representing the US Military ROTC program.

### **University, Peacetime, Corps Diversification ERA**

Although still conflicting with North Viet Nam and China, the nation was looking forward to peace and Texas A&M University was settling into its new University position. The University was growing rapidly. New Military Corps goals included diversifying the Corps of Cadets and national hopes for gaining a peace agreement in southeast Asia.

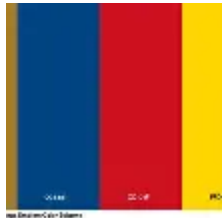
But the conflict was changing, could not be settled, and domestic upheavals were more prevalent, and the draft was instituted in spring of 1970. The effect at Texas A&M was a slight surge in corps membership with many cadets joining as upperclassmen. The number of commissions rose slightly, and ROTC summer camps began to acknowledge tactical changes in their training exercises. This included demonstrating defensive bases in the interior of Viet Nam, and 360-degree fields of fire (Field Artillery Training).

#### **A)Peace Accord Signed, Next Steps Period**

In January 1973, the hostilities ceased in southeast Asia. Many commissioned reserve and regular army officers received new orders. These orders suspended some active-duty assignments and launched extended reserve duty programs.

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The Corps of Cadets strength stabilized somewhat and poised itself for controlled change. Army unit D-1 was reformed after 5 years, and L-2 was rolled out after 12 years. N-1, a day student unit, was prepared for transformation to a Navy Marine Unit.



A Color Scheme  
combining the heraldry  
of both the Navy and

## **B)The NEW US Navy Marine Corps, Female Cadets Period**

Navy Marine and Female Unit Roll out Period encompassed 5 years. Along with other changes, the university was in full growth mode.

### **Holding Heritage and Heraldry ERA**

In the fall of 1972, Navy Marine ROTC was instituted in the Corps. N-1 Neanderthals were converted into an outfit holding Navy and Marine Officer candidates. H-1 Raider company was rolled out (1972) to place more Navy Marine officer candidates. Further growth was expected in the Navy Marine option.

At the same time, company E-1 the Screaming Eagles, guidon was rolled up, then after one year rolled out to become Jocks in 1975.

Six Navy Marine Units formed in the Second Brigade over 3 years.

By 1973, Heritage Army outfits, C-2 and E-2, joined with H-1 and N-1 to form the 4<sup>th</sup> Battalion. Rebel E-2, the mascot company, maintained this distinction. Old Army Cock Company, C-2 maintained its distinctions, and both maintained their respective lineages.

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In 1974, H-1 was rolled up, and the 3 other original units formed the new 5<sup>th</sup> battalion in the second Brigade. Day Duck units H-2 Heathens, and K-2 Komando's, with newcomer S-2 formed the 6<sup>th</sup> Navy Marine Battalion. H-2 became the Spartans and K-2 became Killer K, and S-2 was introduced as the "Marauders", a name returning after M-1 became the 'Medical' company in 1970.

In this heritage one can see wisdom at work. The new Navy Marine 5<sup>th</sup> battalion would be home to the first 2 surviving units assembled, N-1, C-2 making them "AB" units. The others would be considered in alpha order E-2, H-2, K-2, S-2 .

#### 1)Intramurals and Athletics reemphasis

Continuation of the Intramurals programs continued to be important as companies and larger groups sought ways to gain advantage for awards and recognition. A new tradition arose, reflective of the past when large units (battalions, 12<sup>th</sup> man groups) competed against each other.

#### 2)Group Athletics and Fitness

The Elephant Bowl, conceived in October 1971 was a charity football game in full pads. The Elephant Bowl matched the Army Senior cadets and Air Force Senior cadets. Six weeks of practice preceded two scrimmages and the Bowl game, December 7, 1971. The success was not measured in charitable funds collected, rather the spirit of the 12<sup>th</sup> man in the corps of cadets.

Dean Kunkle, College of Agriculture advocated for the game with Colonel Parsons. Coach Stallings agreed and provided all the resources needed. The 12<sup>th</sup> man spirit of the game was so impactful

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that the game continued for at least 8, maybe 9 years with support from Coaches Bellard and Wilson. The competitive record appears to be 4 to 4, unless a ninth game with Coach Sherrill was played in 1981.

Coach Sherrill had a new plan that Texas A&M football is now known for, the 12<sup>th</sup> man Kickoff team.

### C) Women Join up, The Corps Develops Period

In 1974 W-1 “Minerva’s Finest” was formed for the first women to join the corps of cadets (LH 75). The sophomores and freshman lived outside the corps area that year. To handle growth R-1, a new outfit, was formed as a unit for Day students. And. the Navy Marine H-1 Heathens became the H-2 Spartans.

The Battalions are realigned and a new auxiliary unit, Parsons Mounted Cavalry, is formed. This formation follows the 3 trooper march ins of 1971 and 72 orchestrated by Agriculture Dean Kunkle ’43. His motive seems to have been to renew the Horse Cavalry and Artillery. A tradition he remembered from his senior year (1943) at A&M.

By 1975, E-1 returned after one year as the “Jocks” and W-1 moved into Dorm 1. The University prepared to celebrate their Centennial Year. Bill Leftwich ’45 publishes the Corps at Aggieland. Heritage units A-1, E-2, C-2, F-2, K-1, I-1, and M-1 remain unbroken and proud. E-1 Screaming Eagles, having missed 1973-74 for cause. They officially become the Jocks and future “Athletic” company the other Heritage company

### D) New Traditions Extending and Celebrating the Corps Period

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The Centennial year 1976 was cause for celebration, reflection and patriotism, as it coincides with 200 years as a nation. *The Texas Aggie Magazine* published a special edition highlighting history and dates. Bill Leftwich '45 published *A Celebration of the Corps: Its History, Traditions, and Personalities*.

The Corps of cadets and the commandant's office were developing strategies to enlist and retain more cadets. The corps was stuck at a plateau of 2000 average number of cadets each year. At 37 units and subtracting three hundred for the band, each unit averaged about 46 cadets, not ideal.

*The ideal total number of cadets was probably not as important as a "bonfire like" steep triangle hierarchy with 8 seniors, 10 juniors, 12 sophomores and 16 freshmen, in a unit so sized. The shape of the outfit is more important than the total. Retention of fish has always been a starting point and is most affected by the sophomore class. If the sophomore class is too large or too small, the development of the fish is affected. So, like an ideal traditional bonfire, larger at the bottom and tightly built.*

### 1) March to the Brazos for Fitness and Unity

In the centennial year of 1976, the Corps instituted a new tradition of fitness, both physical and mental. The idea of marching eighteen miles to the Brazos River, then participating in fitness and team building was a wonderful idea.

Occurring later in the year, when units and cadets are prepared, the event is a milestone for cadets and their units. Competition between units reignites the spirit of victory and stiffens the ability to withdraw in good order.

## 2)New intramurals

By 1979 Intramurals at Texas A&M were reclassified and organized so that all university students could choose to compete. Rather than a corps A and B with C civilian or open levels, the levels became truly ABC but not exclusive. The 1979 results, in the Aggieland yearbook, show that corps units competed in flag football, basketball and volleyball only.

The Air Force was dominant but army brigade units F-1, A-1, L-2, K-1, F-2, and C-1 bested the new Navy Marine regiment units.

## 3)Regiment Returns, Band Renamed, New Units

After 3 years, eight Navy Marine units are placed in a Regiment that replaces the 2<sup>nd</sup> Brigade in 1976. The Navy Marine Regiment contains the fifth and sixth battalions with two new units.

These include D-1 Devils from the first brigade. M-2, a unit returning after being rolled up in 1961. This unit is formed with cadets split off from E-2 and K-2. It adopts the “Spider” as its Logo, taken from D-1 Spiders a 1969 roll up. The 5<sup>th</sup> battalion unit listing is confusing. For heritage’s sake it should be N-1, C-2, H-2, D-1 in rollup order.

The first Brigade (Heritage Infantry) contains the original 1<sup>st</sup> four battalions and sixteen army units, including W-1 Minerva’s Finest in their 3<sup>rd</sup> year. These are all listed in Alpha order.

The Band returns to its 1947 organizational form. The Artillery Band A and B Batteries, replace the “Maroon” designation. The Infantry Band, A and B companies, replace the “White” designation.

The Corps attempted to settle into the new organizations, memberships, and traditions. Unit performance remained under scrutiny, so some were rolled up for cause. Other Guidons, having been rolled up were rolled out and seen again with new units.

#### 4)Settling and Resettling Period 1980-90

Over these 9 years the Corps grew slightly and remained as it was in 1976 with only few exceptions.

V-1 Vultures had been added to the First Brigade, third Battalion (1977). And L-1, was rolled up (1979). M-1 (Medical) was renamed an engineering outfit and became the Eagles. (1981). This unit became the legacy keeper for A-2 which had been rolled up in 1973.

In 1985 the Navy Marine units of H-2 Spartans, N-1 Neanderthals, and M-2 Spiders were rolled up for cause. These were replaced by A-2 Renegades (after 13 years) and G-2 Gladiators (last 1973) in the fall of 1985.

In the First Brigade, F-1 was disbanded and joined with M-1 (A-2 Artillery lineage) to form a new L-1 in 1986. This reformation is interesting because it reconnects F-1, L-1, split in 1969. M-1 (with new name L-1) is the Heritage unit, never having been broken or rolled up for more than 3 years.

In 1985 due to declining army cadet numbers, the 3<sup>rd</sup> Battalion rolls up and its units E-1, V-1 and W-1 assembled into 1<sup>st</sup> battalion.

When N-1 Neanderthals rolls up in 1985, C-2 becomes the A unit in the 5<sup>th</sup> battalion, even though listed after A-2 which was added.

Company M-2 Spiders rolls up. To maintain 8 Navy Marine units, G-2

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is rolled out from 1973. It is placed in alpha order in the sixth battalion, according to good military order.

In 1988 N-1 and M-2 return to the Regiment after 3 years. It seems there was an effort by the commandant's office to save the heritage of these units. This strategy matched with the one used during and after WWII.

This stage for the Corps was beneficial for the Corps of Cadets at Texas A&M university. The period of relative stability proved that the corps could withstand change and endure. The 12<sup>th</sup> man Kickoff team was a highlight during these years and helped instill in students, the tradition of readiness to serve. Several cadet units provided 12<sup>th</sup> man team members.

#### 5) Cadet Physical and Mental Fitness

Intramural Athletics began to change again owing to university growth and diversity of interest. The example of 1986 Intramural and Club sports demonstrates the change. Although dozens of sports are offered for the students, the corps of cadets chooses to focus on a traditional 5 team sport program.

The number of different winners (15 of 41 units) demonstrates a new balance and motivation by units. All corps units participated. The Brigade won 6, the Regiment 5, the wing 3 and the Band 1. In the Brigade A-1 and E-1 were prevalent, while the Regiment was K-2 with multiple championships. The Band won Track and Field, a significant note.

By 1980, the bonfire evolved from triangular to a wedding cake design. Great care was taken to select perfect logs.

## Chapter Ten – What is the Call, to Quarters, Heritage

With the university growth making the headlines, the corps is conscious about finding its calling. Furthermore, it sought to find its place in the University theme. Is the university still practical and tactical? Are the traditions recognized and practiced by all students on and off campus now that more live off campus?

Is the Corps resilient enough to endure a period of rediscovering itself? Is the order taken for the day still orderly and well done? Are the legacies of the units still strong enough for the Corps to build upon? Is the spirit being kept to “hold and pass on” the heritage. A Call to Quarters to reflect was needed.

### **Female Integration, Normalizing ERA (1990-1999)**

#### A) The Finest Form and Reformation Period

Unit W-1 Minerva's Finest, founded and formed in 1974, and its sister unit Squadron 14 (1978), had stood the test of time. The female cadets had been challenged greatly but the units endured. The decade of the 1990's would bring another test for female cadets.

In the fall of 1990, female cadets were integrated into two units, whose guidons had been rolled up for cause. Unit G-1 Ramblin Rogues, rolled up in 1973, was reformed as army unit G-1 Apache's. Squadron 14, likewise rolled up, formed Panther 9, in preparation for unit integration.

N-1 Neanderthals and A-2 Renegades are rolled up again for cause while females in pairs are assigned into corps units. G-1 Apache's, remain a female unit with male additions. However, members of

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squadron Panther 9 were reassigned to begin the transition to unit integration in 1991 (Johnson p 95).

Although not noted by Johnson, but at the same time, Navy Marine C-2, Old Army Cock Company, is assigned at least 8 female cadets. These cadets represented all four classes in 1990. (Yearbook p 484) Documents maintained by C-2 suggest it being the first selected to integrate female cadets. Cadet 1<sup>st</sup> Lt. Amy Bland, Shreveport (\*) with Cadet Lt. Mari Granade are the first senior female cadets in the unit.

In January 1992, The Sam Houston Sanders Corps of Cadets centered opened. The “museum like” facility would be an interest and leadership generator for the Corps. Joe Fenton ‘48, the first Curator, was senior in B-AAA when it won the General Moore Award in 1958.

\*Note- Amy Bland marched with former C-2 cadets in the Rally to the Guidons in 2023

#### B) Finding Best Form with Larger Units, Reform and Roll Up Period

Over the decade a few units were rolled up and one unit, H-1 raiders returned from roll up (1973). “Booz’n” B, as in B-2, changed their shield to Buzzard B-2. The corps contracted to 1,804 cadets, the smallest since the fall of 1945. New strategies promptly activated with new commandants and cadre, including interim BG Donald J Johnson in 1996 assigned to make necessary changes.

In 1994 the Corps of Cadets Association, CCA, was formed to grant more support directly to the corps. This was in the face of The Former Students Association funds increasingly dedicated to the larger segment of the student population. It was one of the changes

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that made a difference as corps strength began to increase slowly from 1,953 in 1994 to 2,243 by 1996, according to Adams. (p 287)

The second Brigade returned in 1996. The army units numbered 14 companies. The Regiment held 6 units including N-1 Knights rolled out again from 1991. The Wing held 7 Squadrons.

By the fall of 1998, the Corps was stable, having 26 units (35 in 1990) in 2 brigades, 1 regiment and 1 wing and the Band. With the Corps reporting about 2,197 cadets, sixty-five cadets comprised the average unit; a good total for a triangular hierarchy.

C)Build in Good Order, Withdraw and March On

From a highpoint in 1986, Intramural participation dwindled. Club sports (sub scholarship) were on the rise with 16 pictured in the yearbook. That year, E-1 was the only unit that participated in the Intramural program. It appears that the Corps, its units and the cadets were focused on themselves, not ideal.

To some extent the Bonfire in the fall and March to the Brazos in the spring-maintained fitness and team spirit without intramurals. However, the project-based approach to fitness is not as efficient.

1) The Bonfire – Wedding cakes

The preparation for and building of the Aggie Bonfire is without comparison. In its 91<sup>st</sup> year (1908-99), the well-proportioned bonfire, now a wedding cake model, was being erected from cuts as usual, weeks before the game against the University of Texas.

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The well understood specifications and the teams to cut and build, were well managed. These POT managers, mentored over several years, were skilled and practiced team safety.

10-12 hours shifts with meal provisions were the order of the day on the construction site. Working with lift crews, pulleys and cranes, logs were strapped in place. This construction on the two weekends before the Thanksgiving game was driven, but with caution. Corps units and Civilian dorm residents worked together on opposite sides of the stack. While completing the building, guy lines would secure the stack.

This precaution, awaiting the last day, when the stack would be bound with cable.

On November 18, 1999, the stack burst with excessive “hoop” stress later determined in analysis. Much research and analytical effort was expended to determine why and how. The memorial site of the collapse remembers the 12 selfless students, who worked with thousands of Aggies who supported them and memorialize them now.

With the loss of the November Bonfire, a Team Building Project, the memory and pride for selfless contributors is a legacy that the university can pass on. The Cadet Corps finding it hard to withdraw from the tremendous spirit building objective attempted to continue with March to the Brazos, a new singular emphasis.

But ongoing attempts to relight the Bonfire idea finally took hold. While failure studies were being completed and families awarded support, an off campus non-sanctioned bonfire was planned. The steps to build again were piecemeal but in good order. It paid off.

## Chapter Eleven– Building Legacy Memorial Piece by Piece

*To Build (on) Legacy is to construct or to make something that is handed down from an ancestor or a predecessor by putting the pieces together.* quoted from Aggieland Yearbook 2006 (initial unnumbered pages before page 24)

### **Bonfire, Post Bonfire, 911 Era (12 years)**

Fall of 1999 will forever be remembered, memorialized and celebrated as demonstrating a spirit that can ne'er be told. The tragic collapse of Bonfire November 15, 1999, the death of 12 student workers, the injury to 27 others and the Heroic Football game is impressed in the memory of all Aggies.

Besides the tragedy, only 1,804 in 1999 (1905 Adams, p 369) cadets were enrolled according to Johnson. MG Hopgood '65, along with President Ray M Bowen '58 and other administrators were tasked with recovery. This began with the corps enrollment growing to 1,947 members by 2000. The recovery from the Bonfire tragedy would take longer. A commission was set up to study the collapse and lawyers became involved for settlements.

Heritage units come forward during challenge. A-1 Infantry and E-2 are already well documented in their archived articles for their active efforts during this period.

In 2000, C-2 reinvented their Great Pumpkin event, making it a fitness run called "Halloween Fun Run" where other units, including the band participated. A and B battery, Navy Marine H-1 and Army I-1 made the run with Navy Marine C-2, and the tradition has continued to evolve. I-1 is a heritage unit that traces its legacy through G-2, A-

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Veterinary. A-Veterinary leaders and upperclassmen were drawn from Air Force and Army units. The commander and XO were from A Chem and A-Quartermaster. So, the lineage still began with A-Infantry 1876.

#### A)And then 911Challenges of 9/11

With the Bonfire challenges still demanding attention, the nation was thrown into the same feeling the Aggie nation was feeling. The tragedy of loss and the wonder of why, was what Aggies, Aggieland would have to sort out.

The arrival of a new Commandant LTG Van Alstyne and President Dr. Gates in 2002 made for a hopeful year. The Corps of cadets hoped to stabilize, to grow and be sound again. This would be a slow process.

#### B)Making Strides

Between 2002 -2010 the Corps of cadets grew from about 24 to 28 units and a new Task force of three units, and the band dropped Artillery and Infantry band-segment names. Instead, they named the two A B companies Wolfpack, Streetfighters, Noblemen and Wild Men, respectively.

#### C)Fitness and Character-Building Programs

By 2006, the Intramural program participation has been replaced by small unit training workouts, unit or small unit runs, and club sport teams. The weekly training workouts are approved with operation orders and are supervised as needed.

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The Aggieland does note Corps competition with Interfraternity teams, yearly. The corps units do participate in tournaments on a random basis, as time permits.

The Corp Club sport program now includes basketball, baseball, and softball for both women and men. With interest and time waning, other fitness events would become vital.

The “March to the Brazos” event is still the benchmark activity for the year although the off-campus Bonfire is also a highlight. The benefits for cadets, their units and battalion as been vital for maintaining fitness and character.

Units now seek to specialize in the type of activities offered to their members. In some ways this simulates the attitude during the branch eras; that is specialization of a skill, a project or a way of thinking and acting.

In 2009, C-2 (50 years old) held an on-campus luncheon for C-2 ex cadets with a call for mentors. The retention of freshman cadets in C-2 was one of the reasons for the call. The retention issue had long been a challenge for all corps units.

## **Chapter 12- University Growth Stage (15 years)**

Texas A&M University sought another milestone-to be the best, largest university in Texas. The administration, the Former Students, and the other four support pillars pulled together.

The Corps of Cadets, its development supports, the Commandant's office and the Corps of Cadets Association also pulled together. Leadership skills and practice became the basis for growth and development. Strategies for preservation of traditions and preserving legacies have been ordered.

### **Leading to 2500 Cadets ERA**

BG Ramirez '79, Band, arrived on campus as Commandant in 2011, with the university exploding in enrollment. He observed a Corps of Cadets with a strength of just about 2,100 cadets in 28 units, A Task Force of 3 units and the 6-unit Band.

#### A)New Vision-New Orders Period

The vision for the Corps of Cadet in 2011 was growth. The number of cadets proposed for comprising the new corps was 2,500, the capacity of the 12 Duncan dorms. Knowing that the fall enrollment was always greater, the 2,500 marker was considered a minimum. The number of units would be adjusted to maintain a good average number of cadets per unit. New policies for study, physical fitness activity, extracurricular activities, recruitment and other parameters were ordered.

#### B)Extra-Curricular Unit Support Period

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Many corps units and legacy organizations have determined to contribute resources to their organization's beneficiaries. This is necessary as the university grows. With such growth it was realized the corps mission must be assisted because of the competition for monies and support with entities within the university.

### C)OACC Sure as Shoo ten period of Specialized Unit support Old Army Cock Company "Sure as Shootin' " Period of Specialized Unit Support

Being from a Heritage unit, Ken Fenoglio '70, some of his class of 1970 buddies, and others envisioned an extra-curricular Leadership Conference experience for C-2. The first conference was at AT&T training center in Dallas, while other locations have been used since.

The weekend conference brings the unit together for team building, class identification, and legacy discovery. Since 2012, cadets from all four classes have joined in these leadership programs held in January.

All C-2 Classes participate with contributions through the C-2 Ex-Cadet Association, which works through The CCA.

### Mentoring, Service for Transfer

By 2016, the Corps is meeting goals that relate to academic, fitness and leadership success. Character building is still most important because it serves the goals. In this day of media options and information access, special programs are developed to meet tactical and strategic needs.

#### D) Notable Intramural Unit period

Most notably E-1 and a few other army units A-1, F-2, participate in campus intramurals. Most Corps units have begun to focus on individual entries like Parsons Mounted Cavalry or joining group activities; Corps Basketball, Baseball, Volleyball.

The Corps of Cadets and the units may seek out special fitness programs and ask that they be developed. The Corps of Cadets Association is a resource to the Corps.

Exemplary of this support is that every cadet is pictured in the Aggieland yearbook, no matter their class. It is remarkable that the thousands of cadets predominate the pictures, meaning that most students are not interested or their resources are limited.

#### E) New Facilities, New Options Period

With Texas A&M University in the SEC, Kyle Field was planned for expansion that began in 2016. Along with this project was the order to update the Corps dorms with new Administration, Leadership and Study areas. These facilities were constructed at the corner of dorms 1,3 then 2,4 and then 6,8 and finally 5,7. The areas would support the new order for training, development, study, meetings and research.

## Chapter 13- Heritage Units w/Heraldry, Holding Firm their Forms,

The Heritage Units, in birth brigade order, are described as a summary to provide a starting point for later updates and additions. The personification profiles for each unit are not presented as complete, but as an introduction.

### **E-1, the Athletic company, Heritage Unit 1876**

#### *Medicals, Screammers, Ole Sergeants*

This company is well grounded, with its legacy of Army branch influence. That experience, which is displayed in its red heraldry, and heralded by its members, is continuous and sound.

Company E-1 is a heritage unit with strong legacies coming from the Infantry Branch (“A” Infantry 1876). This lineage is unbroken. Its branch legacies, after Infantry, come from the short-lived Air Flight units (1920-28) that rolled into the (Combat) Engineer Branch (1928-1958). Later in this period came the Ordinance branch (1942-1958) which solidifies its foundation, when both branches became E-1 in 1959.

The company’s roots are grounded with the “hold fast” with strength goal, coupled with efficiency and caution in accomplishing it. It is an A company in all respects, meaning it should not roll up but rather receive other units being rolled up. With this protocol it holds the engineering and ordinance heritage well.

With cadet engineering majors comprising the company heritage, the unit became known for its attention to detail with a design and build approach. Its 1930’s ROTC summer camps in Laredo, Texas, applied civil engineering practices. Temporary bridges and earthen

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structures built around and across the Rio Grande demonstrate the practice. (Yearbooks)

The unit excels in individual and small team intramurals, and being academically proficient, is known for making battalion and regimental commanders.

“A” Engineers and “A” Ordinance (1942) continued to be designers of caution in their summer camp experiences. In intramurals, “A” Ordinance begins to be dominant in team sports, while A and B Engineers competed well in individual sports. (Yearbook 1942)

Like all units in fall 1943, it was temporarily redistributed to (generic) alpha companies until summer 1944. This redistribution was necessary during a time in which the Corps of Cadets lost almost 80% of its strength. This, due to war time demands and war department decisions.

Reverting to its Infantry “parent” in 1944, it weathers the disruption and both “A” Engineers and “A” Ordinance are reassembled in 1946. Cadet heralds from spring 1943, pass on engineering and ordinance traditions by 1944. The freshman in the Infantry parent units then pass on the legacies in the fall of 1946.

After the war, “A” Engineers are assigned the supervisory mission of designing and building the bonfire in 1947. This assignment was carried out until 1958, when this assignment was transferred.

After having been off campus since 1948, first-year cadets returned to campus in 1950 but did not integrate into units. They were observed and coached by units that would receive them as sophomores. In 1954, the freshmen cadets were assigned to units

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time into various battalions. Intramurals A and B were then directed by the unit with the traditional Intramural Managers and current Athletic Officers and cadre or chains.

The intramural excellence legacy for E-1 was “announced” in 1954-55 when “A” Ordinance were champions of 4 of 10 sports for freshman (B Level). This feat put “A” Ordinance in a good position for 3 years to claim more titles. Most cadets within “A” Engineers were focused, but playful students.

Without the legacies that grounded and founded the newly composed unit in 1959, E-1 may not have survived during the early 1960's *when it became the playboys*. And then the unit had to survive in 1970. In this year 5 seniors and eight (47%) juniors from E-1 were assigned to M-1. This move was necessary to replace most all the M-1's seniors and juniors, as that unit became the Medical Unit.

In that year the remainder of E-1 became the Screaming Eagles for 3 years before being rolled up for one year and then rolled out before becoming E-1 Jocks in 1975. (the one year roll up did not affect legacy)

The heraldry of the unit is seen today as a colorful blue and dark red surrounding Old Sarge seen as an athlete. Its early attitude (1959-64) was easy going. But then in 1965 it became the Medical Professional unit with a good standing through 1975. It has demonstrated its character as one of intense focus and detail orientation, though balanced.

And now as E-1 Jocks beginning in 1975, and the Athletic company, 1985, its colors are maroon and white. As the Varsity Jock outfit, and

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being active in intramurals, it has found its calling and celebrates legacy.

A commander's Sam Browne belt and diamond are each passed down since 1975. (Johnson p 60) The company lives up to its heraldry and character as the unit competes strategically, designing and selecting its goals.

The personification of the unit might be seen in Cadet Captain Lloyd Hale '57 through his varsity athleticism, major, and commissioned branch. He was the commanding officer "A" Athletics. Lloyd was a superior athlete, was one of "Bear's" Junction Boys, and a center for the 1956 championship team. Cadet 1Lt Gene Stallings (Aggie Coach 1965-71) was his teammate and right-hand man. A natural born leader, he was a true servant. Hale is listed as the center on the football team. In the book Junction Boys, Coach Stallings is quoted, "It was Hale who volunteered to change positions after several centers quit." (p 286)

Lloyd graduated in Petroleum Engineering and was commissioned into the Ordinance Corps. He then went to work for his best friend on the team, Billy Huddleston, a hometown buddy, who operated a successful petroleum consulting company.

Also notable is the fact that Lloyd Hale chose to be in the corps, when it had been made noncompulsory 1954-1958. This is more impressive knowing that he was emersed in football and still chose to pursue a commission *in the ordinance corps*.

This background seems to reveal a certain "can do" attitude. It seems that if he was an athlete at Texas A&M University today, he would elect to be in the corps and E-1 the Athletic company. This

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company having a heritage from the Engineer and Ordnance branches would feel like home to a studious Texas football player from the small town of Iraan.



Picture taken from 1957  
Aggieland, Yearbooks  
online, University Libraries.

## **C-2, Old Army Cock company, Heritage Unit 1876**

### *A **Coast** to Navy Marine **Shore***

This unit connects to its Infantry (1876) then Field Artillery (1919) foundations. With a field artillery primary heritage, its heraldry is red to be darkened as scarlet. The unit's 1961 shield is one of only a few that has remained essentially the same for 65 years, denoting consistency.

C-2 is well grounded, with observation perspectives, gained from Field Artillery and then becoming Coast Artillery in 1931. Summer camp training at Fort Crockett, on the Galveston Coast, installed the problem solving yet creative attitude to rival its Field Artillery parent. The branch and units became recognized for individual and small team intramurals in the 1930's.

Like all other units during WWII, it transitioned (1943) to alpha designations, awaiting a settling of the corps size. It then rolled up into its Field Artillery parent in 1944. Preparing for Pacific invasion in 1945, it rolled into C infantry, when all units were ordered to be trained as infantry. With the Pacific ending, and war department order suspended, Commandant Colonel Welty attended protocol to preserve its heritage.

So, in 1946 it rolled out again as "A" Coast, according to heritage saving protocols. With the Coast Artillery branch transforming, "A" Coast (1947) rolled back into E Field Artillery (1947-49). E Field (A Coast) won the General Moore Award in 1948.

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Finally, in 1949, “A” Coast formed again. The units had been competitive in intramurals but their claim to fame was as command generators.

In 1946 the very mobile Artillery to Infantry to Coast cadets held 2 regimental officer positions and two command Sergeants at regiment and battalion. The Sergeants would command in 1947.

There is also a Chemical Warfare “gasser” heritage (1935) with a cobalt blue and yellow heraldry. During the rollups of WWII, the unit reverted to field artillery, its cousin through engineering. Along with all other rolled up branches, “A” Chemical was formed again in 1946 and in 1947, reassigned to the composite regiment with 5 other support branches.

In 1949, after two years, “A” Coast Artillery and “B” Coast (with an Anti-aircraft Artillery bent) formed appropriately into the Artillery Second Regiment.

“A” Chemical Warfare, with Chemical Engineering and Chemistry majors was getting into its stride. The unit began to compete more for individual sports, a preference for most engineering units. Individual Intramurals began to be more important. The traditional Intramural Athletic manager system was refreshed. The title of Athletic Officer or Director was named during this time.

In 1951, B Coast Artillery was officially branded B Anti-Aircraft-Artillery B – AAA. So, it became the senior AAA unit when A and C Coast Artillery became ABC Anti-Aircraft-Artillery in 1954.

The Second Battalion of the (Artillery) Second Regiment held the three AAA units. It was the first battalion to adjust the size of their

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units so that only three units comprised the battalion. (The Commandant's office had ordered unit size goals to be 100 cadets, counting the freshman; just integrated the previous year (Johnson p 64).

By 1954-55 other branch units emerged to be competitive with A Chemical, winning A Tennis and B Athletics winning B Track relay.

For B Anti-Aircraft- Artillery and A Chemical a new heraldry was born in 1959. It was designated C company second (Artillery) Brigade or C-2. This new heraldry showed a colorful scarlet red predominating the cobalt blue (Chemical) with its artillery parent symbols.

Ordered, for engineering students (1959), the unit was assigned to manage the November bonfire construction, an intense operation. The company won the first General Moore Award after the realignment of the Corps of Cadets in 1961.

C-2 took its purpose seriously, setting up quiz files and ordering more marching drills. To balance the unit's intensity, the Great Pumpkin flight around campus was born. This October tradition has been celebrated since 1965 in different forms. This junior pass time and strong motivator worked as the company won another General Moore Award in 1967. The company would be in the top ten for General Moore Award competitions over the next years (finishing 6<sup>th</sup> in 1972)

In 1973 Old Army Cock company, OACC, became the third Navy Marine. In 1974, it won 3 intramural championships and tied for the best record. By 1985, it became the oldest senior Navy Marine Unit (H-1 disbanded in 1974). The next oldest, N-1, disbanded in 1985,

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time but rolled out again 1988. Nevertheless, C-2 is the only Navy marine heritage unit.

In 1990, C-2 was one of the first units to receive female cadets. It continued to supervise construction on the bonfire and conduct the Great Pumpkin flight. With more league levels and intramural times and places inconvenient, club sports and military organizations in the corps have become the focus of most units.

Distinguishing C-2 from other units becomes one of seeing the diverse activities of the cadets. In 2020-21, it provided leaders for three other Navy Marine Outfits and one Corps Staff member. The following year 2021-22, C-2 provided leaders for two other units.

In 2025 it won the Hochmuth award, going along with 4 General Moore Awards (counting E Field (A Coast) Artillery, 1948, B-AAA, 1959) Today C-2 can claim a “position defending, target problem solving and creative” character. With a heritage perspective toward Galveston, the Gulf, and defending coast assault since 1974, it is developing a new character of movement toward shore and holding the position. This a fine Navy Marine tradition. From Coast to Shore (Endnote Songs)

The personification of the C-2 Heritage Unit might easily identify with Major General George F Moore '08.

He entered the Coast Artillery branch early, then helped build that army branch. He spent two tours in the Philippines where shore, and harbor defense development and practice were crucial. During WWI he was a shore battery officer and rose to be Lt. Colonel and became associated with the Texas 59<sup>th</sup> Anti-Aircraft and 60<sup>th</sup> Coast Artillery regiments.

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In 1937, General Moore was assigned to be the commandant at A&M College of Texas. In 1938 he earned promotion to Colonel while at the A&M College. This time at A&M was a most dynamic and challenging period. With war looming, the Corps of Cadets grew in strength and training intensity.

ROTC Summer Branch Camps were hitting their stride, and the Coast Artillery Cadet summer training had found its home in Galveston. Beach goers enjoyed seeing and getting to know the cadets.

As commandant, one of General Moore's first moves was to reform the "Coast Artillery Batteries" into a Coast Artillery regiment in 1937. At the time, the Coast Artillery Branch was becoming the fastest growing in the Corps. (Longhorn 39, counted p 306)

His direction of training was not limited to classroom, tactics and drill on campus. With his connection to regular army Coast Artillery Regiments, he directed off campus training as well. Even after leaving the campus in 1940, off campus training in Galveston during the year was noted. (CCA summer 2016 Litterst p20)

In 1940 General Moore received promotion to Brigadier General. He returned to the Philippines to direct improvements to the shore and harbor defenses. The former regiments, the 59<sup>th</sup> and 60<sup>th</sup> Coast Artillery, were assigned under his command at Manilla and Subic Bay. After the Japanese attack on Pearl Harbor and war declaration (Dec 1941), the Philippines were attacked early in 1942. His command, along with infantry units, served under LTG Wainwright and General MacArthur.

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During heavy bombardment from ships' guns, Major Tom Dooley and BG Moore commanding, conducted a mini Muster event April 21, 1942. According to Leftwich (p65), there were thirty participants. Only twenty-three participants are listed, of these there were 22 Aggies. The Texas Aggie 1975, Centennial edition cites 24 (p 49). Of the total more than half were Coast Artillery officers.

Fifteen days after this Aggie Muster, Corregidor fell to the Japanese. All participants were taken prisoner.

After the Pacific War was over, with all prisoners returned, a Muster at Malinta Tunnel, Corregidor Island, was held to honor the fallen and renew fellowship. Stationed in Hawaii, MG Moore was in attendance and returned to Corregidor before retiring in 1946.

In recognition of his achievement the A&M College of Texas named the best unit award with his name.



MG G F Moore after  
WWII imprisonment  
and muster 1946

## **F-2 Fighting Fox Company, Heritage Unit 1876**

*Look out Snakes.*

F-2 Foxes have an Infantry (1876), “A B” Field Artillery (1919) and “A B” Coast Artillery (1931) heritage as its foundation. As a Coast Artillery Unit of the past, it trained at Fort Crockett in Galveston.

After the WWII transformation of the Corps of Cadets (see C-2) it reformed as “A” Coast in 1947. After a few iterations it reformed as “A B” Coast in 1949. In 1954, it changed branches and shields to become “A” Anti-Aircraft-Artillery, joining B and C AAA in the Second (Artillery) Regiment.

In 1959 A-AAA assembled with part of C Field Artillery to become 1 of 2 all artillery units in the Corps of Cadets, the other being A-2. F-2’s Heraldry presented the strong dominant color of Artillery Red blended with yellow, relating to a cavalry horseman’s attitude. Look out snakes.

The unit character, derived from the artillery influence, suggests problem solving and ingenuity. In 1959, F-2 was assigned bonfire supervision along with its sister unit C-2, and A-2, another engineering and artillery outfit.

The right facing Fighting Fox denotes the enduring character of the unit. The outfit slogan and part of the yell “What’s It To (to) You (Ya) Snake? signals the taunting challenge. Unlike most units, the shield has essentially remained the same since 1969, demonstrating consistency of character.

One small change in the character emphasis denoted on the shield since 1974 is the Infantry Rifle, the Cavalry Saber crossed over the

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Artillery barrel. This heraldry shouts about the unit's foundations, combat arms support, "military tradition and proficiency" (Johnson Logo's p 72).

In 1978, F-2 won its first General Moore, best unit award.

F-2 is also known for its success in intramural athletics dating to 1959. Football achievement in the 1960's, 1970's is notable. Since that time, high participation levels for F-2 have been recorded, at least through 2000.

In 1996 (Johnson reports 1999) F-2 was appropriately reassigned to the 2<sup>nd</sup> (Artillery) Brigade. It remained there until 2003 when some of A-2 All Americans rolled into the unit. In 2003 the unit was reassigned to the 3<sup>rd</sup> battalion 1<sup>st</sup> Brigade when a 3 major unit (Brigade, Regiment, Wing) was ordered for one year.

In 2004, when battalions were eliminated, F-2 remained in the 1<sup>st</sup> Brigade, even though the 2<sup>nd</sup> Brigade was reformed.

According to Johnson, there are at least two distinctives about F-2. With respect to fish moving to classes, F-2 charged that no fish had to hump it in the quad, a good idea. In addition, the new army unit celebrates its Texas Military Heritage (Heraldry) and STEM based careers as a science career minded unit.

Formed from Field Artillery and "A" AAA, F-2's most notable personification is BG Don Johnson '55. Cadet Johnson was an "A" AAA executive officer and wrestler in 1954-55. He was trained as an Anti-Aircraft-Artillery Officer. He served in Viet Nam, as an aviation officer; logging hours in fixed and rotary wing aircraft and calling artillery fire missions. Returning from Viet Nam, he served the

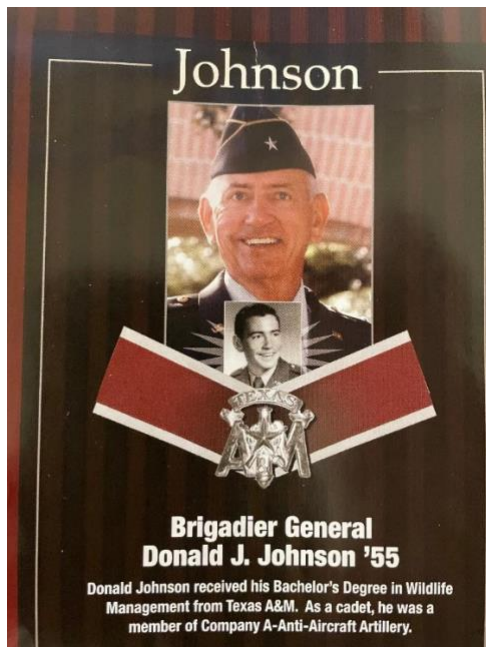
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commandants office at Texas A&M from 1967 and remained there, except for one year, until retirement.

During his military service time, BG Johnson was interim commandant twice (1994, 1996) according to Adams (appendix 1). His military service awards are numerous.

BG Johnson's wildlife management degree might indicate experience with Wildlife Foxes and snakes, so he is a perfect personification of Artillery unit F-2. In 1998, BG Johnson created the Annual Corps Scholarship Golf Tournament to support cadets on scholarship.

In 2015 BG Johnson was received into the Corps of Cadets Hall of Honor.



Picture taken from 2015

Guidon Magazine, volume 1

This author has come to know BG Johnson and wife Pamela (Author of The Corps; The Core of A&M 2010, and Corps Logos 2016) and appreciates their undying support of the Corps of Cadets.

## **I-1 Red Eyes, Shared Heritage Unit 1876**

*Never Say Die, and we will not*

I-1 has an 1876 Infantry heritage. This heritage was formed with two pathways until 1959. The first pathway begins in 1920. This is when horse cavalry, horsedrawn 1918 Field Artillery and composite units are formed with Veterinary students assigned. The second pathway opens when the Engineer Branch units are rolled out in 1928. This action with cadets from A, B Air Flight squadrons which formed in 1920.

Of these pathways the Engineering branch connection is the strongest. Its traditions build an efficient and sound character in cadets. B and C Engineers are the caretakers of the Engineer branch. These two units provide leadership for subsequent engineer units.

The Engineering Branch units set marks for other branches to meet. Some of those are strong individual sport competitors in Intramural athletics. High academic standards are also part of the Engineer branch tradition. High achievement on the drill field is noted before WWII and engineering prowess afterward. Like E-1, "A" Engineers, I-1 supervised the building of the Aggie Bonfire after WWII and into the 1950's.

The Veterinary student units formed in 1957, and then as G-2 in 1959, are less a part of the character of the unit but still valuable to tradition. The tradition and practicality of caring for resources, like animals, mascots and equipment might be indicated in the heraldry of the unit. Further the Air Attack and Supply shown on its shield

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links back to the 1920-28 Air Service Squadrons as supporting ground units.

A Veterinary was formed in 1957 and then with “at Large” cadet students, G-2 was constituted as a Veterinary Student unit. G-2 raised this banner for only 3 years when it was reformed with H-1 Engineers. The veterinary students in G-2 were reconstituted as A-3 and B-3, both veterinary student units in 1961.

After four years as G-2 Proud and bold, it became Gladiator Engineers in 1965. And then B-1 absorbed the Veterinary students initially. This colorful company would present a heraldry of Red and Yellow, as horse drawn cavalry, engineers. An air cavalry aspect is still evident on the shield and in the character of the Red Eye Unit.

The heraldry of the unit is army green camouflage with red. With cross rifles, this heraldry has been displayed consistently on the shield, although blue tones have appeared to denote Air Cavalry. The sacred wildcat demonstrates the internal spirit of the unit.

The Personification of the heritage for G-2 Veterinary 1959 and its H-1 Engineer 1961 characteristics will need two examples. The first should be an agrarian scientist with collegial instincts, and quick Infantry action toward service. Meet Dr. Alvin Audis Price '40 from Iredell, Bosque County, Texas.

Dr. Price was Dean of the College of Veterinary Medicine at Texas A&M from 1957-1973, during its transformational period (College of Veterinary Medicine Website). All his education and experience to achieve this honor was gained at Texas A&M College before, and in service, during WWII.

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Cadet Al Price began his study of Dairy Husbandry DH in the college of Agriculture in 1936. With scholarly honors and extracurricular activities, he rose to the rank of 1<sup>st</sup> Lt in "I" Infantry in the fall 1939. He witnessed the National Football Championship season and Cotton Bowl victory over Tulane.

After WWII Price returned to Texas A&M, gained his DMV in 1949 and began teaching. While a professor in the School of Veterinary Medicine, he earned a Master of Science degree in 1956, shortly before being named Dean of the College of Veterinary Medicine. He was also assistant Director of the Texas Agriculture Experiment Station TAES, serving with Dean Kunkel.

During Dr. Price's administration, the school of Veterinary Science became College of VS, then the Texas Veterinary Diagnostics Lab (1967) (see picture) and finally Biomedical Science School (1970).

Significant for the Corps of Cadets was Dr. Price's recommendation to form a Veterinary unit (A company Veterinary) in the Corps beginning in fall 1957. Because of the unique structure of the 3-year pre-vet study and DVM pursuit, he felt correctly that a unit with pre-vet cadets should form. A pre-med, medical company followed.



Not counting his 4 years as an Aggie cadet, Dr. Price served Texas A&M College and University from 1949 to 1973, or about 24 years. No dean, before or since, has served longer.

Senior Cadet Lt Price I Infantry XO picture taken from Aggie Yearbook Longhorn

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The second personification should be one connected to science, combat readiness and Red Eyed Service.

Dean of Agriculture, H.O. Kunkle '43, is another personification of G-2 and the unit B and C Engineers as a Science professional (like E-1). As a Field Artillery Officer, he provides the heritage of combat readiness. Dr. Kunkle's Agriculture pursuits pair well with Dr. Alvin Audis Price.

H.O. Kunkel '43, Olney Texas, was Professor Emeritus in the Departments of Animal Science and Biochemistry and Biophysics, and Dean Emeritus of the College of Agriculture and Life Sciences. He served as Dean of the College of Agriculture from 1967 to 1988. He also served as Associate Director and Director of the Texas Agricultural Experiment Station from 1962 to 1972. Dr. Kunkel earned his bachelor's degree in animal husbandry and his master's degree in biochemistry and nutrition from Texas A&M College and his doctorate in biochemistry from Cornell University.

While a cadet at Texas A&M College, Kunkel was a member of D battery, Field Artillery, and an assistant editor for the Longhorn yearbook and other school media. The inclusion of the military review picture (page 67 online, counted page 64, 1943 Longhorn), for Secretary of Agriculture Wickard that included horsedrawn artillery and cavalry troopers still serves as the last reference to a mounted review. Thanks Cadet 2<sup>nd</sup> Lt. H O Kunkel.

He taught courses in principles of animal nutrition, general biochemistry, biochemical genetics, enzymes, large animal nutrition, food and humanity and issues in animal agriculture. His early research interest focused on magnesium in animal nutrition,

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

urinary calculi, ruminal development and carbohydrate metabolism and the basis for genetically variable growth in animals. Current interests include the human nutrition-agriculture interface, the missions of science and education for agriculture and curricular reform.

Dr. Kunkel was involved in many national initiatives, and his professional memberships include the American Society for Nutritional Sciences and the Agriculture, Food, and the Human Values Society. He is a Fellow of the American Association for the Advancement of Science and of the American Society of Animal Science.

After his early graduation from A&M, Class of '43, Kunkle went on to serve in the U.S. Army in World War II in the Philippines and during the occupation of Japan. He continued to serve his country in the Army Reserves until he retired as Lieutenant Colonel in 1982.

Also notable is his leadership in advocating for the return of mounted cadet cavalry in 1971. Kunkel, Commandant Colonel Parsons, and Coach Gene Stallings set the stage by allowing a 3-man troop November 25, 1971. Another 3-man troop followed in fall of 1972, paving the way for the assembly of a cavalry unit that paraded around Kyle Field in fall 1973. Now called Parson's Mounted Cavalry PMC and ½ section of artillery, sporting the "Spirit of 02".



## **K-1 Kayo K, Engineers, *Shared Heritage* 1876 Unit**

*Good Buddies, or we will knock you out.*

K-1 (1969) has the C-2 Engineers Artillerist character directly in their bloodline, Legacy. Therefore K-1 can trace its lineage back to 1876.

Rivalry, movement, quick mindedness (we will knock you out) and practical engineering dominate the unit's intention. The colors of the unit are dark artillery red and predominately yellow, as though cavalry on the move. The kicking donkey reveals attitude, and the unit wildcat yells "stay out of our way." The Shield, Heraldry, has been unchanged for 57 years which announces K-1's consistency as a Heritage unit.

Formed in 1969, with an even split of C-2 upperclassmen, (just like F-1 to L-1), the unit demonstrated its intention as a keen rival. Its fitness, never in doubt, was demonstrated in running and winning in unit competitions (Bloody Cross). The Bonfire construction supervision assignment was justified being an engineering unit. This assignment solidified the rivalry, movement and quick mindedness intention.

The separation from C-2 was made complete with K-1 winning the marching award and outscoring its sister unit in General Moore competition (5<sup>th</sup> to sixth place 1972). The endurance of the Heritage unit demonstrates its character as problem solvers and in transition, great support as trainers and mentors. The K-1 tradition of seniors passing down corps brass to freshman is part of the legacy which several units observe, according to Johnson (p 99).

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

Uniquely, K-1 adds more meaning to this tradition. When a senior determines the time, he picks the freshman most like himself as a freshman to receive his brass. And conversely, uniquely the freshman offers their brass in return. The personal touch might be the most important part of the legacy.

Being seen by others as developmental, K-1 was chosen to help implement a new corps growth and retention strategy. Since 2010, K-1 welcomes and facilitates the integration of transfer students to and from their unit. This strategy has been key for the founding of other strategies to encourage cadet membership and retention. Off campus enrolled cadets being allowed to join an “on campus” unit, is an example. K-1 has also become recognized as a unit that earns a lot of service hours through off campus projects. Otherwise, fitness is gained with individual elections to join auxiliary units and organizations to develop service and leadership skills.

The unit and its former cadet members demonstrate their unit, class and corps pride in three activities. Each year since 2009, former cadets march with the corps at a football game in an event called *Rally to the Guidons*. K-1 is among 10 of about 50 units that have consistently had the largest participation, which also means current membership in the support Corps of Cadets Association.

Like many enduring and heritage units, at most all football games and other yearly events, K-1 hosts a BBQ for cadet parents, former members and guests.

Finally, K-1 and C-2 Class of 72, who were the freshman class split in 1969 to form two units from one, have had a Zoom call each month

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time since 2020. Such togetherness can only be found in real heritage units of buddies.

What former student cadet would personify K-1, its heraldry and heritage?

Major General Alvin Luedecke '32, General Rudder's buddy, was a field artillery branch unit cadet and chemical engineer from El Dorado. After serving D Battery as 1<sup>st</sup> Seargent, he was commander of the second battalion Field Artillery 2<sup>nd</sup> Regiment as a senior, the third most senior position in the regiment. His yearbook bio mentions being a Huntsville Hunter (on the move) and in the Rough Riders (Horseman)

Alvin was commissioned as an Artillery Officer, became a flying cadet, then transferred into the bomber training course. He was commissioned in the Army Air Corps 1935 and was part of the training wing.

During WWII Alvin served stateside overseeing Panama Canal operations. In 1943 he was promoted to Colonel and transferred to Burma to head Operations and Training in the Chinese Sector. He was awarded many honors including the Air Force Distinguished service medal.

Colonel Luedecke was promoted to Brigadier General in 1945. He headed the special Weapons Test project in the Pacific and Deputy of Operations Training and Intelligence force in 1946.

Upon returning to the states in 1946, he was awarded an Honorary Doctorate from Texas A&M University, and was later assigned to special weapons task force, 1951 as Major General. After

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

assignment to the NASA Jet propulsion Laboratory in 1964 he retired. At the behest of his classmate, President Rudder, he came to Texas A&M in 1968 to head the Texas Engineering Experiment Station. Here he directed research and workforce development and training.

K-1 cadets, past and future can identify with MG Luedecke, a small-town boy, successful at A&M, who engineered his way. His most significant accomplishments, like those of K-1, were personal development, training, and mentoring his unit. As with all pilots in the Air Force, air cavalry, quick-mindedness and movement were inherent, like cadets in K-1. The buddy factor was also exhibited when answering the call to help General Rudder.

The K-1 shield, heraldry shouts rivalry, the quick mindedness and movement of a pilot, and a cantankerous donkey.



Picture and facts taken from  
Wikipedia and Yearbook 32

## **M-1 Medical**- *Shared 1876 Heritage Unit to* **L-1 Lone Stars**

*Do no harm but Scream and Team together.*

M-1 Medical, Marauders one year, were born from six units in 1969 (see footnote). The CO was from F-1, while the 1<sup>st</sup> Seargent hailed from A-2. Juniors came primarily from A-2 Field Artillery and the 3 upper classes from seven other units: a mixed heritage, not traditionally a good protocol. Field Artillery, Red, was the most prevalent at 70% and seemed strong.

The Marauder year, 1969-70, for M-1 was unsuccessful, with high attrition. A decision by the Commandant renamed and reformed M-1, rather than E-1, to become the Medical Pre-Professional Unit in fall 1970. They would become the Screaming Eagles.

New leaders from E-1, formally the “Medical” unit, were ordered to join and lead M-1. In this strategic move, the character changed for M-1 as it became the Medical Pre-Professionals.

While the Artillery heraldry from A-2 would remain, an Engineer and Ordinance (E-1) color would be blended with crimson and yellow. The blended company would provide foundation for the new M-1 Medical, a Heritage unit.

With the now sophomores and a few remaining upperclassmen from the “Marauding” year, a new unit could be built up. To do this at least eight juniors and five seniors from E-1 would fill the voids. Securing the sophomore class, a product of the marauding year, would be vital. The E-1 Juniors would work hard to build confident sophomores and with a new freshman class the unit could become whole again.

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

The year 1970-71 would be pivotal as the refreshed two-year-old unit could start over again. Enter the classes of '71 and '72. Stabilizing the "wounded" unit would be pivotal so that it could heal itself, proving itself a heritage unit.

In 1971-72, M-1 Medical was ready to practice its medicine after stabilizing the unit. As a pre-professional unit pushing for better academics was where they started. That year M-1 ranked in the top 12-36 units competing for the George E Jouine Academic Achievement award. Military Achievement was the greatest challenge. Still the unit ranked in the top half of all units for the prized General Moore outstanding unit award. Over the next years the unit grew by retaining cadets. By 1974 there were 16 seniors, 19 juniors and 61 sophomores and fish; 96 cadets.

In 1976, the centennial year, M-1 would win the General Moore Award, best unit in the corps. This feat was remarkable being a 6 year old reformed unit. In 1981, M-1 became the Eagles, no longer the designated Medical, Pre-Professional company.

By 1985 the unit was well established and was chosen to receive the remaining cadet from disbanded F-1. In a strategic move the commandant's office named the unit Company L-1. This move restored the name of a successful unit that had been rolled up in 1980 (see notes).

Interestingly, F-1 Ordinance had spawned L-1 in 1969. With M-1 having an Ordinance heritage the blend was appropriate. The lineage and heritage of the unit would be founded upon M-1 because parent units A-2 and E-1, had never been rolled up or disbanded.

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

The new L-1 unit adopted the name Lone Star Company, which was the insignia of the first L-1.

Note - L-1 has an Ordinance crimson insignia and heraldry. The 1969 Lone Star company was successful, as it sought to rival its parent F-1. In 1971-72 it placed third as the best unit, being eighth overall in academic achievement and fourth overall in military achievement.

The unit has endured through the challenges of the 1980's and 1990's. Intramural participation by units was hampered by space and time as the university grew rapidly, and the development of clubs and open level sports was becoming predominant. 1986 appears to be one of the last years university and corps intramural competition was published in the Aggieland, yet university athletic programs were newsworthy.

The new century brought about more changes in the way units competed with each other. Categories were in two parts: the traditional all year 6 awards and 12 new individual unit awards. These new awards were added to offer more opportunities. Lonestar L-1 won the 2012 Gates Public Service Award which is listed in the traditional categories.

Perhaps the biggest opportunity for recognition is how the junior and senior classes in each outfit are seen as leaders. When an outfit develops and produces excellent leaders the commandant's office will offer command posts to those leaders in other units. Leaders in M-1 have been offered such opportunities. The ability to transfer to other units requires unique abilities and attitude about service. The skills needed as part of change are forward thinking, observation skills and confidence when challenges arise.

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

The personification of a new unit grounded in Infantry tradition must be determined as a soldier. This soldier represents a legacy founded on an engineering and ordinance branch character requiring durability and endurance. The soldier demonstrates ability to handle change and is committed to service.

LTG Joe F. Weber is such a soldier; hailing from Schulenberg, Texas, majoring in Zoology, with plans for a medical career. Joe's character was revealed before his junior year in the Corps of Cadets at Texas A&M University.

A proud product of company E-1, the medical company, Joe was "ordered" to transfer to M-1. The new, one year old unit was to become the Medical, Pre-Professional company. In essence, company M-1 changed "places" with E-1.

With leadership skills already displayed, Joe was assigned to be 1<sup>st</sup> Sergeant of the unit that lost half of its members. Cadet Joe Weber, with a few Junior classmates, holdover sophomores and new seniors welcomed a new freshman class. Cadet Weber was forward-thinking enough to accept the assignment and challenge with a positive attitude.

Later, Marine Lt Weber was trained as a Field Artillery Officer, forward observer with the 12<sup>th</sup> Marines and fire direction officer, 1<sup>st</sup> Marine Brigade, Hawaii. He was assigned to the 12<sup>th</sup> Marine and served in Okinawa Japan. As a rising Artillery Captain, with well-developed observation and leadership skills, he thrived in the field. His developmental background came in handy.

Captain Weber became an accomplished Marine Unit Field Artillery commander, displaying his ordinance cautions and forward-thinking

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time legacy. Ultimately, rising to Marine Brigade and Division and Corps Command, LTG Weber retired after 36 years.

With service still in his heart, he served Texas A&M University as VP Student affairs, and in his home county in Justice Advocacy positions. Now retired after 2022, he serves his family, friends, his state and Aggieland.



## Acknowledgements

Compliments to the Authors of Documents already archived for presenting the history, heritage of A-1, E-2, and F-2 (only since 1959). All of these are exemplary and unbroken Corps of Cadet units (see F-2 before 1959 herein). Because of such heritage, these units have endured all challenges and for that reason have inherited unit legacies passed on or *heralded*.

Aggie Yearbooks online have been the most valuable resource for this undertaking. Determining yearbook publication dates (Endnote 1), however, was a great challenge during War Periods. Therefore, tracing the assignment and reassignment of cadets was more difficult, but not impossible.

Readers should realize that heritage research requires evaluation of school year narratives, cadet names, and units, along with activities in the yearbooks. Crucial to understanding transitions, unit rollups, in the history of the Corps, is knowing the exact time of yearbook publication (endnote 1). This was necessary and had to be determined, given that a roll up of more than 3 years would, in theory, break the unit heritage. This break by eliminating the Heralds (the cadets) exemplifying and pronouncing the legacy and heritage.

Further appreciation extends to History and Heritage authors who have begun the search to understand the legacy of the Corps of Cadets. The centennial (1976) publication by Bill Leftwich was the **first catalyst for understanding the history of, as well as events in, the Corps of Cadets.**

John Adams' 2001 narrative *Keepers of the Spirit*, which pronounced the Corps as such, was a valuable resource for background and fact

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

checks. It also led this author to explore the difference between history and heritage.

Pamela Johnson's (wife of BG Don Johnson '55) 2012 booklet showing a yearly unit outline and notations for the Corps of Cadets was time saving. Its description of regiment (brigade) battalion and unit formations, with transitions, was invaluable. In addition, her subsequent reference book (2016) to unit Shield Logos was invaluable as guidance and quick reference to heraldry.

Finally, the L. D. "Duke" Hobbs '47 book *A Dimes Worth of Paper Plates, 2017*, was the "diamond in the rough" for tracing the corps unit history in the tumultuous year of 1943. In his story, he reveals the oft misunderstood "Corps, Regiment, Battalion and Unit" roll up. His narrative answered the wonder of how the fall 1943, and spring of 1944 at the A&M College of Texas was transitional and designed.

That is, the Hobbs narrative demonstrated command decisions made in 1943 and 1944 to maintain the Corps and Unit heritage. The transitional rollup in 1943 and the transitional rollout in 1944 of the corps of cadets was in good army order. Often misunderstood, even by yearbook editors, that orderly transition is *labeled incorrectly as dismemberment of the corps*. *Endnote 4*

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

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*Intramural Athletics*, Texas A&M University 1971-72

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CCA Guidon Article 2016, *Frank Litterest, An Old Ag personified*, Dennis Davenport '01.

CCA Guidon Article, Spring 2023, *Old Army Cock Company Leading with Distinction Conference*

[Home - Army Unit History and Lineage - Home at Combined Arms Research Library, CARL, CGSC](#)

[U.S. Army Center of Military History](#)

## **Index for End Notes to Chapters, Pages (to be listed)**

### **Appendix –**

## **End Notes to Introduction, Chapters**

### Introduction

Much has been misunderstood or not reported about the Corps of Cadets at the A&M College of Texas, Now Texas A&M University. Indeed, the archive document submitted here is attempts to add to the information now published. However, it is limited due to efforts to minimize its length.

The following appendices of end notes are submitted to provide deeper research and resource than what was possible in the primary document.

This appendices of deeper research and analysis should be used to support the primary document as well as to add information. Ultimately, the heritage “story” of both the corps and its enduring units is here listed..

The following Table of Contents is provided as a quick resource reference to the research that allows greater understanding for those unit researchers

## Table of Contents for End Notes by Chapter

Introduction – The Tactical Practical Land Grant Mandate

Foreword – Heritage through order, inheritance

Chapter 1 – Section 4 land Grant Act 1862 Tactical Practical

With Footnotes

Chapter 2 -Force Structure, Heritage and Heraldry of Military (Cadet) Units

With Footnotes

Chapter 3 – Intramurals at A&M College of Texas

From 1928

Organization for Intramural Success

Charts of Champions 1928-70

Chart of Champions 1970 - 2018

Chapter 4 **Confusion, the 1943 Army Order during Unit Roll up.**

Analysis of K Company

Strength of Corps by Class 45, 46, 3 Classes of 1947

The Retention Issue fall 1943

Cadet Housing Placement with crowding

Orderly Branch option Placement

Hobbs buddies

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Hobbs Junior Officers

Hobbs buddies Spring of 1944

Footnote – research details

Footnote – Juniors

Administration

Chapter 5 – Other Campus Programs ASTP, Navy Marine commo

Chapter 6 – Coast Artillery Unit representatives at 1946 Corregidor

Chapter 7- Longhorn Yearbook Publication Dates Determined

Chapter 8 – New Units 1969

Chapter 9 Guide for Tracing Unit History, Heritage and activities

Chapter 10 Navy Marine Anthems

Chapter 11 Muster on the Rock 1946

## Introduction

The search for information revealed much about how the Corps of Cadets at A&M has endured, when other Land Grant Institutions have essentially forgotten the mandate in the Land Grant Act. From research, it can be submitted that the mandate is to provide Tactical and Practical education. This mandate is for preparing students for a life of professional service in the workplace and/or the defense place. (The work and defense place being a “place”)

*“...where neither the higher graces of classical studies nor that (of) military **drill** our country now so greatly appreciates will be entirely ignored”, Justin Morrill 1862, as quoted by [William Belmont Parker](#), *The Life and Public Services of Justin Smith Morrill* (p 273-274)*

The authors of the Land Grant Act, during war, saw the high value for having quantities of tactical officers in reserve, drawn from the practical workplace, expecting an effective return to it. This, to attend and meet the service needs of our country. All students should be so effectively trained.

Looking closely at the Land Grant Act will illuminate this premise for debate

## Foreword

Israelite Heritage, Heraldry and Legacy examples (NIV)

“The Israelites are to camp around the Tent of Meeting, some distance from it, each man under the standard with the banners of his family.

*“The people indicated their ancestry by their clans and families...”*

*NUM 1:18 NIV*

...that is the way they encamped under the standards of their family and that is the way they set out, each with his clan and family. NUM 2:34

The Israelites are to set up their tents by divisions (tribes 2:3), each man in his own camp under his own standard. NUM 2:52

*“The sons of Israel, each by his own standard (of tribe, clan), with the banner of their father’s household...” NUM 2:2p ... camped by their standards and so they set out, everyone by his family, according to his father’s household NUM 2:34, NAS 2:34.*

The clans (tribes) were assigned “lots” of land as their inheritance 34:13

*The (The 12 tribes are referred to as units, divisions, even clans and families, headed by commanders and officers).*

NUM 10: 14-28. Describes the “Order of March” for the 12 tribes (clans)

The Order of march was the tribe of Judah, Issachar, Zebulan, a group of encampments. After the Tabernacle, Group 2 of encampments, The Rueben, Simeon, Gad, then the Holy things. And

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

then Ephraim, Manasseh, and Benjamin made up group 3, As the “rear guard” Dan, Asher, and Naphtali.

## Chapter I- Section 4 Land Grant Act 1862, Tactical Practical

SEC. 4. And be it further enacted, That all moneys derived from the sale of the lands aforesaid by the States to which the lands are apportioned, and from the sales of land scrip hereinbefore provided for, shall be invested in stocks of the United States, or of the States, or some other safe stocks, yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished, (except so far as may be provided in section fifth of this act,) and the interest of which shall be inviolably appropriated, by each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college **where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.**

[Morrill Act \(1862\) | National Archives](#)

### Footnote 1 to Section 4 - Practical Tactical Mandate Described

The True military Intention and Implementation of the Land Grant Act 1862 and ROTC 1916 act as amended given that

*This (The Act) was followed in 1883 by an additional grant of one million acres of state land. Thus, the Agricultural and Mechanical*

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College of Texas became both a federal and Texas land-grant college. And it is best demonstrated by practice.

Footnote 2 Printed Information by the A&M College of Texas Bulletin 1935

Land Grant ROTC schools incorporated the Military Science and Tactics instruction department within a college. At A&M the Arts and Sciences as a department headed by the professor of Military Science and Tactics, the commandant.

The ROTC (National Defense 1916) act broadly governs the way the Military Science and Tactics department operates in most military coursework (Basic 4-1-hour courses, Advanced 4-3-hour courses) and operations (in consultation with).

The College determined the exceptions and general guidelines for student cadet administration, success and graduation.

The requirement of Military Training (apart from academic classwork) was decided by the college in consultation with... commandant...in consultation with War Department

The requirement of teaching the leading objects, including Military Tactics is not conditional.

Over time, in opinions, writings, decisions (1965 Corps optional), and discussions the land grant required Tactical (Practical) object has been discounted or worse discontinued.

President Garthright, the first president was “opposed to any military discipline” as reported by PL Downs (his secretary) and recorded by Bill Leftwich in his “The Corps at Aggieland” centennial

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book. President Gathright was not known as a good coordinator (p 19) “he did not coordinate with all of them” (the faculty). Professor of Military Science and Tactics Morris did not side with the President in the Professor Hogg Cadet Crisp affair vote, which led to the Presidents his release 1879.

By 1935 the College had for administrative purposes, placed the department of Military Science and Tactics within the School of Arts and Science (1 of the 4 schools). This relegation was efficient for administrative purposes but not for a continuity of understanding and representing the foundational uniqueness of the College. What if the Department of Military Science and Tactics, along with Physical and Developmental Education were its department and that all students took basic tactical practical physical educational courses from the department. This while cadets “Majored” in the course pathway.

The Centennial Issue of the Texas Aggie, November 1975, Editor J C Cooper '63 wrote in, A Journal of Texas A&M History, about the 1866 Legislation provisions without quoting the Sec 4 mandate for the Leading Object of Military Tactics.p34

The January February 2011 Texas Aggie, in a series highlighting the 9 Texas A&M University colleges called “The Original A&M” the author (editor) provides one example when they write: *They (the students) had four choices; study agriculture, mechanics and engineering and literature OR Military Tactics.* A few paragraphs later, the editor refers to the order saying: *where students would be taught agriculture, and mechanical arts, in addition to other scientific and classic studies, and Military tactics seems straight forward.* Professor Dr Henry C

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Dethloff's Centennial History of the Texas A&M University words are cited in the article. (p 54)

Perhaps the reason for the misunderstanding and misrepresentation of the Land Grant Military Tactics mandate is less complicated. First what are military tactics at its basic level, Orderly "Drill and Ceremony" with and without weapons, in a unit, where order is founded on leadership roles. Some might believe its teaching how to be orderly, drill and follow orders. Second: what practical education is advanced in Orderly Drill and Ceremony, in a unit. with a purpose (military or civilian) lead by leaders.

Standing shoulder to shoulder, behind a banner with compatriots, and understanding the mission is practical for all.

### Primary Reference

#### 1935-36 A&M COLLEGE OF TEXAS CATALOG

Describing the Organization of the College and Administration of it.

*For Administration of the "work of the college"* (p 31 is carried out in the following Divisions

Schools of Agriculture, Arts and Sciences, Engineering and Veterinary Medicine

Within the School of Arts and Sciences is (p 32)

Military Science and Tactics (also History, Physical Education in school of Arts Sciences)

### Analysis of Catalog Bulletin Information

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It appears that each subgroup within a school is a department

The Department of Military Science and Tactics (1916 ROTC act as amended)

War Department (in consultation with Admin) specifies the number of cadet students (considering percentages within branches, that is allotments) in each unit. P 38

Commandant is Department Head (and student charged with student Discipline)

Branch (7) Selection (all students have first second choice p38)

Branch Requirements (

Signal Corps only EE (born from Infantry 1918)

Engineers- Only engineers, preference in CE (born from Infantry 1922/)

Chemical Warfare – Only Chem E, or Chemistry (born from engineering 1934)

Coast Artillery – Trigonometry required by sophomore end (born of Field Artillery 1931)

Ordinance – Science (born of FA 1942)

Quartermaster –General (born at large,1942)

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## II – Force Structure, Heritage and Heraldry of Military (Cadet) Units

The US Military, US Army has developed and maintains orderly processes to adjust its FORCE STRUCTURE to include documenting the changes for the sake of control and keeping the heritage, Heraldry of its units. The US Army Force Structure and its element can be researched at its Center for Military history.

*<https://history.army.mil/Unit-History/Force-Structure-Support>*

Today, in general, TDA (Table Distribution and Allowances or staff and line units in the 19<sup>th</sup> century) units are constituted but are not disbanded, which is considered permanent. Instead, they are “withdrawn” from recognition. In cases where the unit has suffered extreme loss, the recognition of the unit is “withdrawn” for example. The traditional concept of **guidon or banner rollup**, rollout indicating unit withdrawal or reconstitution conflicts with the digital idea of operations rollup.

In the withdrawal process the units lineage, history and honors are “held” by a *parent* unit (a unit that generated the unit). When justified the unit can be reconstituted with the same or different designations. Upon unit reconstitution, the goal of the commander and staff is to reorganize, regenerate and rehabilitate the unit from its former unrecognized state.

Key words related to unit force structure adjustments are constituted, reconstitute, inactivate, designate, redesignate, disband, withdraw from recognition, rehabilitate, reorganize, regenerate and parent regiment (unit). *HQ Department of the Army AR 220-5, 5April2003 describes these terms.*

### **III – Intramurals at A&M –**

The 1935-36 Intramural Athletics Student Handbook (cited) describes the physical education and sports program at the A&M College of Texas. Head Football Coach Homer Norton is noted as the department head. The yearly competition notations since 1928 suggest the beginning of the formal program.

The role of Athletic or Intramural manager is defined, and a unit intramural (junior sophomore) cadre is described and encouraged, in order that the units have intramural success.

The program grew until the War and then had a slow build after the war. But it did not achieve the importance for intra unit competition that it had before the war. The 1950-1970 the intramural sports programs were still noted in the yearbooks and units stressed the competition.

Interestingly, the 1971-72 Intramural Athletics handbook (cited) retained original language from 1936-36. The new role of Athletic Officer was announced along with the traditional roles of Intramural managers, more used by civilian dorms. Athletic officers would select Junior and sophomore cadets to assist with intramurals.

After the 1980's, when the university was growing so rapidly, intramural competitions gave way to clubs sports and military challenge events.

#### A Review of Athletics Intramurals at the A&M College of Texas

Before the ERA of 1928-1960, intramurals were not well organized and was up to the corps of cadets administration on how the extracurriculars were

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

handled. By 1918 when the ROTC summer camps were offered, intramurals became more important. At the camps the A&M were matched against other schools. As summer cadets returned with eagerness to compete with other units. Over the next few years, as the ROTC camps became more structured, the A&M cadets sought to defeat other schools and did so often. As studies became more intense, drill, and ceremony more competitive the college and commandant's office realized that a formal program would be a benefit to all cadets and their units.

### **A) Intramural Athletics After 1928 -1970**

By 1932 the Intramural Athletics program at A&M was well organized with pictures and detailed results of competition being published. Those results were found in the yearbook and the handbook (reprinted yearly) for unit Intramural Managers. (see Intramural Handbook) The handbook only noted the company and individual champions by points total, whereas the yearbook pictured the winning teams and individuals.

In the first 8 years (to 1935), company intramural competition in 16 sports was dominated by Artillery units. The participation level rose from 1174-1750 individuals, most of these competing in multiple sports. With the cadet corps strength ranging from 2500-4000, the participation percentages averaged about 45%. During this time, A and B level or leagues are created for upperclassmen (A) and freshman (B) to level competition and increase participation with more teams and competitors.

However, by 1932 the Cavalry, Engineers and Signal corps units began to improve. And when Coach Homer Norton (Head of Physical Education, and Head Football coach) arrived in 1934, he supported a full pads football competition between 8 battalions sized units.

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

These are noted in the yearbook as Football reserves, a potential walk on group. Second battalion Infantry won the December 1935 full pad football championship. By this time, Infantry companies emerged as dominant.

The 1935-1936 school year, yearbook, summarizes the record and character of each unit. Infantry is noted as focused on military drill, athletics and fraternal instincts. A and F infantry companies signal their dominance in intramural athletics. Likewise, the Field Artillery units (D and F Artillery) are described as in the same manner with scholastics emphasized. These two branches in the 1st and 2<sup>nd</sup> regiments, respectively, were very competitive with each other.

Engineering and Cavalry units emphasize spirited military drills, discipline and *good intramural participation and competitiveness*. These units were seen more studious and oriented toward command advancement. The cavalry does promote itself as naturalist and good horsemen. Engineers distinguish themselves as being efficient in all their purposes

The smaller Battalions of the Coast Artillery and the Signal Corps put forward individual champions and school leaders while remaining competitive. The Coast Artillery units are promoted as mathematical, versatile and social while Signal corps are fraternal, all EE majors. Both are considered problem solvers. The new Chemical Warfare units have not distinguished themselves except they are fraternal like Signal, all having the same major, Chemical Engineering.

By 1942 the school has grown to the point that units are large enough to support and A upperclassman team as well as a B

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freshman. This model continued through the 1970's except during WWII and the drawdown of the corps of Cadets. Field Artillery reasserted itself as the regiment and set of units to beat at both the A and B levels. Engineers began to win at individual sports, like tennis (D Eng) and won the A Volleyball title (F Eng). Coast Artillery freshman won the swimming competitions.

With WWII drawdown, intramurals changed the rivalry between the branches, this since all rolled to Infantry, Field Artillery and Cavalry. With more attention to drills, the Intramural athletics program was abbreviated. By the fall of and spring of 1943, only one intramural participation was required with 4 hours of physical fitness. A New position of Recreation Officers was appointed who kept up with fitness hours. Duke Hobbs in his narrative does refer to track competitions in the spring of 1944. He also relates that drowning out dorm 17 was a favorite pass time in the fall, apparently being without fitness activities.

With the Corps of Cadets reassembled into regimented units in 1944 fall, intramural athletics resumed at full speed. The emphasis is indicated by the corps staff role of Athletic Officer (LH 45, p 191).

Infantry reemerged as the highest rated intramural branch as noted in the 1945 yearbook. Of the sixteen units of Infantry, Artillery and Cavalry, 6 of the 10 tops scores were infantry. Notable is the fact the Band was listed being in the competition for the first time.

After the war a new order was established with the new yearbook format and name. Now the Aggieland, where it notes the interesting 1948-49 Intramural Athletics program with cover page. But there is a change, now there are four levels or leagues of competitors not just

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time upperclassmen and freshman (off campus at the Annex). Added to these league levels are Veterans and Club. The club teams were religious or academic groups.

A return to the Intramural management system proved itself in recruiting, scheduling and prompting the teams. These managers, within the army and air force units, played a vital role and developed a parallel organization. 6-8 cadets usually formed the cadre of sophomore, junior and senior managers (according to the 1935-36 student Intramural Athletics Handbook). This opportunity provided more roles within the units. These roles kept cadets responsible and provided leadership training not otherwise offered.

Infantry continued its dominance in team sports of Basketball and Volleyball FB, while winning Handball and Cross Country. Now with all branches reformed, the Quartermaster unit won Football and A composite won softball. The Annex (Freshman) teams were not designated by branch rather by numeral. Army company freshman won most but Flight 9 won the Track Relay and cross country.

The 1950's were a time of corps growth (average 4000 cadets in 51 units and the maroon and white Band) and transformation (fish back to campus) into branches with units being filled equally by design. A new Corps of Cadets was also evident, with half being Air Force cadets in 25 company sized squadrons. This number, having grown from 6 squadrons in 1948. Units averaged about 80 members.

The Aggieland yearbook in 1955 continued its emphasis with pictures and results for intramural Athletics. Intramural manager cadres were still efficient as good participation continued. Infantry (A level) continued its football focus with the Air Force units rising to

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win B Football (Sq 13), B Volleyball (Sq 17) A Softball (Sq 2), A (Sq 16), A Rifle (Sq 12) and B (Sq 13) Basketball. The Maroon Band (Cross Country), while "A" Ordinance wins A level cross country, A Volleyball, A Horseshoes, B Rifle and B level tennis.

Other branch units emerged to be competitive with A Chem winning A Tennis and B Athletics winning B Track relay. And with the corps made non-compulsory (1954-1958) the non-military league was formed and fit nicely where the veteran league had been.

Interestingly the role of Civilian Intramural Manager does not appear significant as noted once in Senior bios at Athletic director.

In 1959-60 the Old Army Branch Corps of Cadets was transformed into a new Alpha and Brigade numeral system with units to be larger (average 100). This system created more dynamics than just unit designations. The branch structure had motivated competition, distinguished by units by character and carried a certain legacy and heritage. These distinctions would need to be replaced. Assigning cadets to units based on majors was one effort to distinguish units.

With larger units, more leadership roles and operating functions would be necessary. The intramural management system would be crucial. With focus on retention, many units would have from 6 to 18 seniors with the average being about 9. With more juniors the Intramural manager role would provide function to 6-8 seniors, juniors and sophomores. Other unit roles were also added. The new role of Athletic Officer is noted, but not prevalent in the class of 1960 Senior Bios.

The intramural record for the 1959-60 school year is again well noted in the Aggieland yearbook. With no more Infantry, Artillery, Cavalry

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etc. branch designated units a new motive for pursuit and excellence was needed. In the 20 Army units, brigade and the battlegroups or later battalions (1963) became competitive, then Army versus Air Force and Band. The band continued to compete in individual sports, winning in A level Tennis in 1960.

Otherwise, the Air Force began to dominate the intramural competitions. Winning 10 of 17 competitions. Expectedly, the army units won Rifle competitions in A league (C-1) and B league (B-1). B level FB (L-2) and B Softball (G-2) were won by army units. At the "A" level, Cross Country (F-1) and Softball (A-1) were won by the army. Interestingly, only company A-1 (formally "A" Infantry) won, meaning that the other 5 units (former branches) were from the other branch legacies.

Those 5 branch legacies included Cavalry (B-1), Cavalry (C-1), Artillery (F-2), Veterinary (G-2) and Athletics (L-2). The unit L-2 Athletes was a new contrivance to encourage athletes to be in the corps by grouping them together. This created intramural problems as being level with other cadet units. G-2, from A B Veterinary 1958 which was a new unit to group the veterinary students hoping to keep them as cadets after their pre-vet (3 year) study.

### **B Corps organization note (related to Intramural Leadership)**

The LH of 1945 lists Captain Marc B Smith Jr (p 191) on Corps Staff as Athletics Officer

The 1960 Aggieland continues to show unit Commanders as Captains.

At some point the rank structure was changed by 1966

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From 3 officer ranks, Captain, 1<sup>st</sup> and 2<sup>nd</sup> Lt there were only two command positions, commander and executive officer. The role of Intramural Manager company Athletic Officer became the first management position outside unit command.

By 1968, the CO wore a diamond as cadet major (uncertain when that changed)

There were at least 6 1 Lt positions

Platoon Leaders 2-3

4 staff officers Athletic, Supply, Scholastic, and Administrative (?) Officer

All were two buttons or first 1 Lt.

The remaining seniors were 2 Lt or one button.

Until 1971, the XO and Platoon Leaders were 1 Lt

IN 1971 with the arrival of Colonel Parsons, 3 new captain positions were offered with the company. The XO, and two Platoon leaders received the rank.

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C- A Review of Intramural Competition 1928-1970

School Year	Athletics Intramurals	Winners	Other Athletics	Special Programs	Social Effect
1931-32	FB pads	Cav Battalion	FB reserves		Mgmt. of teams, events and sched created a parrallel organization
	FB touch	-			
	BB	INF/FA Batts			
	VB	A Sign			
	Soft B	E Batt			
	Bask Ball	C Eng			
	Track	C Eng			
	Tennis	C Eng			
	Swim	Troop C			
	HB	Mitchell			
	Golf	B INF			
	Rifle	Troop B			
	Pistol	-			
1935-36	FB pads	INF 2 Batt			
	FB touch	B INF			
	BB	A INF			
	Soft B	B FA			
	Bask Ball	A INF			
	VB	B Eng			
	Track				
	Tennis				
	Swim				
	HB				
	Golf				
	Rifle	E FA			
	Pistol				

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## 1935-36 yearbook Unit Characteristics and descriptions

INF	FA	ENG	CAV	CAC	SIGN	CHEM
	HQ 5 <sup>th</sup> Athl.	HQ spirit Top Intra			EE majors	Chem E Majors
<b>A</b> B Drill 4 sports	Honor Good Intra	Discipline Good intramurals	Scholastic Drill	Rifle Math Versatile	Fraternal	Scholastic
<b>B</b> Acad. Fraternal	Diverse	Extra curriculars Command	Scholastic efficient	Command Yell, Political General	Scholastic	
<b>C</b> Reg General	General	Scholastic Color Intramurals	Scholastic Spirit Horsemen	New Best Drill		
	HQ General					
<b>D</b> Fraternal General	Command Intramurals		Happy Naturalist	New Best Drill		
<b>E</b> Friendly General	General Honor					
<b>F</b> Command General Editors	Intramural Champs scholastic					
<b>G</b> Friendly Liberal Average						
<b>H</b> Studios						

Return to athletic Intramural Recognitions

Year	Athletics Intramurals	A	B		
1941-42	FB	I FA	3 HQ FA		
	Bask Ball	A FA	B INF		
	VB	F Eng			

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	Cross Country				
	Track	A FA	E FA		
	Soft B	E FA			
	Swim		H CAC		
	Tennis	D Eng	-		
	HB	E FA			
				Special Prog	Management
1943					
(LH 44)	1 intramural per week	4 hours PE			NEW Recreation Officers
					Intramural Managers
Summer 44	Intramural Champs	A INF			
Fall 44	Intramural Champs	F INF			
1944-45	VB	1 <sup>st</sup> F INF			
LH 45	FB	2 <sup>nd</sup> A INF			
P 267	Bask Ball	3 <sup>rd</sup> B INF			
		3 <sup>th</sup> B FA			
	Cross C	5 <sup>th</sup> D INF			
		6 <sup>th</sup> E Troop			
		7 <sup>th</sup> D Toop			
		7 <sup>th</sup> G FA			
		9 E INF			
		10 G INF			
		11 A FA			
		11 Band			
	Speed Ball	13 F FA			
		14 H INF			
		15 C FA			
		16 C INF			

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

1948-49	A	B	C or Veterans	D or club
Traditional line up				
Bask B Oct	E INF	Flt 12	D17	-
Tennis Oct	A INF	-	D 14	
Speed ball Oct		Flt 9		
Rifle Nov	-	-	-	
Cross C Nov	A INF	Flt 12		
Handball Dec	A INF		Walton	
Pad Football Dec				
Touch FB Jan	QM	Comp 2	Dorm 3	Vet Med
Water Polo Jan				
Volleyball Feb	A INF	Comp 4	Mitchel	ASFF
Horseshoes Feb	A CAV	Comp B (Band)	D 17	-
Boxing Wrest Feb				
Golf Feb ALL				
Play G Soft B Apr	A Composite	Comp 5	Milner	Lutheran
Track April		Flt 9		
Swimming May				
Shuttle	Comp 3			

### Years of 1954-55 PLUS 1959-60

	A 54-55	B 54-55	C Non-Mil	A 59-60	B 59-60
Flag FB	D INF	Sq 13	Walton		L-2
Handball					
Basket B	Sq16	Sq 13	Milner	Sq 15	Sq 15
Horseshoes		A Ord		Sq 1	SQ 11
Ping Pong	A Chem	A INF	Walton	-	SQ 11
Volleyball	A QMC	Sq 17	Leggett	Sq 11	Sq 2
Wrestling					
Tennis	A Chen	A Ord		M Band	SQ 12
Soft Ball	Sq 2	A Ord		A-1	G-2
Track - Relay		B Athletes			
Rifle	Sq 12	A Ord		C-1\	B-1
Swimming	D INF	Sq 6	Law	Sq 1	F-2

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

Notes A 12<sup>th</sup> Man football team is noted by 3 cadets in Sr Bios in 1959-60, 1  
12<sup>th</sup> Man BB team in noted by one senior

In 1959-60 Sr listed Intramural manager role 8 times and 2 Athletic Officers

1959-60 Bonfire Council is listed by many Units at large, even though it is C-2.  
F-2 and A-2 build the bonfire

### **D)Athletics and Intramurals emphasis 1970 to present**

*and its effect on the Corps of Cadet Unit legacies at Texas A&M University  
since 1971*

*The author begins this research on this year for several reasons.*

*First, the evolution of Athletics and Intramurals since before 1928 is well  
established and emphatically recorded in Aggie Yearbooks through the  
1960's. The 12<sup>th</sup> man traditions dates from 1922.*

*Second, because the 1971 experience is first-hand and represents **a  
new ERA***

*Third, because the rapid growth of the University since 1971 challenged  
the legacy formally born in 1928 with the first Intramural Athletic Pocket  
handbook.*

*The working Premise is that*

*Unit Athletics and Intramurals have played a major role in the development of  
unit leaders, managers, and coaches for their preparation to be contributor  
citizens who serve well.*

*A summary of Corps of Cadet and its unit participation in and creation of  
Athletic programs will be charted to recognize the cause and effects of these  
programs.*

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

School Year	Intramural Records and effect	Other club records	Special Athletic Programs	Effect
1971-72	YB pictures and records  Keep cadets fit and trim		1 <sup>st</sup> annual Army Air Force full pad FB charity game. Called Elephant Bowl Game. Credit Dean Kunkle, Col Parsons and Coach Stallings	Cadets Leaders Use process and patience to secure the game then establish it
1972-73			2 <sup>nd</sup> annual EBG A New Coach is Presented and accepts the idea	Coaches and players are activated and confidence built
1973-74			3 <sup>rd</sup> annual EBG	
1974-75			4 <sup>th</sup> annual EBG	
1975-76			5 <sup>th</sup> annual EBG	
1976-77			6 <sup>th</sup> annual EBG	
1977-78			7 <sup>th</sup> annual EBG A new coach is presented and accepts the idea	
1978-79	Corps Intramurals not noted	Clubs sports noted in yearbook	8 <sup>th</sup> annual EBG	Cadets endure coaching changes
1979-80			9 <sup>th</sup> annual EBG	
1980-81			A new coach changes the focus	Re focused on available programs
1981-82	Civ Intramural sports noted w/o the Corps	Club sports noted	A FB Alumni game is introduced	
1982-83			The FB Alumni game is played. The 12 <sup>th</sup> man KO team is called out	
1983-84			1 <sup>st</sup> year for 12 <sup>th</sup> Man KO	
1984-85			2 <sup>nd</sup> year	
1985-86	Corps units participate in 6 seasonal sports and unit		3 <sup>rd</sup> year Hundreds of students participate in tryouts	In proportion, cadets tryout and make the team, giving a

## Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time

	competition is refreshed		and practices before team is announced	morale lift to the corps
1990	Corps units participate in 6 season sports and unit fitness & competition is refreshed		The 12 <sup>th</sup> man KO program ends but remains symbolically through 1-3 walk on athletes	Certain units seek to recruit for those teams and tout their athletic prowess
1996	Civ intramural programs w/o corps notations	Club sports noted		
2001	All University Intramural programs with corps optioned participation	Club sports are offered. The corps begins to form teams for BB, Baseball etc.		E-1 Jocks F-2 M-1
2002-2018	All University intramurals are not typically noted or reported	Club sports remain an option for the corps of cadets		Few units and few cadets participate

#### **IV – Confusion, the 1943 Army Order during Unit Roll up.**

The A&M College of Texas Yearbooks have recorded the college and university's growth and transitions well. As such, they are one of the primary sources used in research, testimony is the other.

The confusion about the 1943-unit rollup and transitions is because no yearbook record exists. This is because an information gap exists between yearbooks 1944 and 1945. So, all the organizational transitions that occurred in the cadet corps, inside the critical time period, between May 1943 and May 1944, are missing. Enter author Duke Hobbs, class of 1947.

This information gap concealed *the order*, which was normally pictured and without that, the rational way it was “carried out.” Furthermore, it made unit transformations and cadet reassignments seem random, thereby irrational. For example, heritage researchers might not know that by September 1943 no preexisting unit existed. Nevertheless, branch unit heritage would not be lost. Before that September, all regimented and battalioned units rolled up (withdrawn from service) and cadets redistributed for transition.

Hobbs describes the redistribution of cadets, in the fall of 1943, as being mostly class of 1947 sophomores (enrolled February 43), Fish (enrolled summer of 1943). With the Frogs, who enrolled for September 1943, all were placed in units, according to a design. Adams describes these new fish frog designations (p156) to distinguish the unique class of 1947.

The other remaining cadets Hobbs described as (a) “handful of seniors in the class of 1945.” (p 82) He relates that the “handful of seniors were classified 4-F (disqualified) or were Veterinary Medical

Texas A&M College Cadet Corps Units with Heritage Standing the Test of Time students with deferments”. (p71). Also identified in the deferred group are diligent students and athletes (LH 45 and senior bios). The cadets from class of 1946 were “programmed” Juniors (see endnotes 4b) with war effort degrees (like VM, Engineering).

The rational “design” implicitly discovered was an “Alpha Order” unit notation that included cadet placements based on branch preferences and major course of study.

These 1<sup>st</sup> and 2<sup>nd</sup> semester designations, not in a yearbook, confuses the record. For instance, Hobb’s unit was K (the 10<sup>th</sup>) company of sixteen units (Davenport). Without testimonies heard, this total could be based on dormitory capacity and cited number of cadets in company K (endnotes 8).

This author sought to discover; was this rollup situation a knee jerk reaction happenstance and what would it mean for tracing unit heritage and legacy? And was the corps actually “dismembered by unit” to an extent that it and its units could not be re membered? This was a key motivation to craft this narrative to enable future unit research for heritage sake.

### **A - Analysis of Corps organization using K- company (company #10) to determine logic of Army Order with facts**

*The facts and logic supporting these conclusions follow.*

“A Dimes worth of Paper Plate by LC Duke Hobbs provides the only details about the corps organization in the fall of 1943. Both Adams and Davenport defer to Hobbs and his class of 47 buddies, still alive, for these details and confirmations. From his report, and researched

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details cited, about corps of cadet strength during time, one can draw rational conclusions.

Hobbs reports that the entire Corps of Cadets were “housed” in 5 north campus dorms. The four (4) new (1942) dorms had a capacity to house nine hundred (900) freshman cadets in 450 rooms (Texas A&M University Housing). Accordingly, Walton Hall, the fifth dorm, accommodates about 350 cadets. Hobbs describes overcrowding such that three freshman cadets lived in each room in the fall of 1943, initially. So, a maximum of (1350) freshman could occupy the four (4) new dorms. This capacity will provide the top end of freshman class strength. Therefore, in the 5 dorms 1700 cadets could be accommodated.

Hobbs, in his book, pictures his unit, K-company. The picture indicates about (50) cadets. Four (4) officers in front and (4) others, Sophomore cadets, on each side. These eight form with about (42) Freshman, within the ranks.

### The Facts

#### 1 Cadet Corps strength by class.

Johnson reports the detailed strength of the Corps in the fall of 1943 as 2205 cadets (p 45). Adams corroborates this range, noting 2100 cadets (p 156). Given that the (5) dorm capacity is at least 1700, 505 cadets must live elsewhere considering Johnson’s acceptable total. Who. and where are these missing cadets?

The Army Specialized Training Program ASTP was made up of junior cadets, albeit enlisted. It appears that 505 of these enlisted cadets were counted, being students, in numerating corps strength. We do

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know that the company officers (Juniors) who led the units were provided from the ASTP.

Davenport reports 16 Alpha units for freshman, a number agreeable to his class of 1947 beta readers and dorm capacity logic.

In the fall 1943 facts (1300 class of 1947 members) and logic help us estimate that there were approximately (1200) freshman (frog and fish) cadets in the fall of 1943 and one hundred (100) sophomores from the class of 1947 or about (5) per unit.

This total compares with K-company's total for sophomores (4). These all lived in the four new dorms.

Also in the corps strength totals are about 350 seniors from the classes of 1944, 1945. These lived in Walton Hall and were called company seventeen (17). And then 550 ASTP enlisted student cadets in Milner, Mitchell, and Leggett (Center campus dorms, Hobbs). Thus, nearly making the 2205 total, detailed by Johnson.

## 2 Retention, Issue

This Freshman total (42) is much less than the freshman average (81) unit given (16) units and 1300 in the "Freshman" class of 1947.

With these numbers it appears that it was a second semester picture. Hobbs describes the loss of 1/3 the freshman (frogs, fish) in his unit. This loss meant that K-Company could now have two freshman per room. So, a 30% loss to the company total (81 cadets average) by December or 53 cadets in K-company.

This loss percentage is twice that reported by Johnson for the Corps. She reported a loss from 2205 to 1893 cadets or 15%.

### 3Cadet Placement with design

Even though all units drilled as infantry, we cannot assume that each unit was a company whose cadets opted for the Infantry branch. Based on the placement of the class of 1947 in the spring summer of 1944, it would be better to assume that many had elected Artillery as preference. Of Hobbs six buddies, four were placed in G Battery Field Artillery.

The Spring summer 1944 reformation of the corps suggests that the first 8 (ABCDEF~~GH~~) of sixteen units were truly infantry companies. And that the second 8 (IKLMNOPR) held to cadets who had opted for the Artillery or Cavalry branch in the Fall.

The logic is that when Alam Mephram was placed in F Infantry, which was in the first group in fall 1943. He must have changed his preference.

In the spring summer, the second fall grouping was renamed with ABCDEF~~GH~~ alphas. Bill Holbert elected E Cavalry and became the Commanding Officer in 1945.

### ***B – Orderly Cadet Assignments and Reassignments***

#### 1) Hobbs buddies placed in K Company

In his book Fall Frog Hobbs (third class of 1947) mentions six class of 1947 Buddies and four (Jr, class of 1946) officers from K company. These names were traced, attempting to find the rationale for placement in K Company and placement units after Spring 1944.

The LH 44 and LH45 research provides identification for these Juniors. In addition, the Longhorn 45 indicates how the Buddies advanced to the restructured corps of cadets in 1944.

From LH 44 we see that Ed Riha (Reha from Hobbs book), was in company E-Engineers, as sophomore private by summer 1943. Hal Forman, EE major, Sophomore PVT, was in E-Signal by summer 1943. Then we note Harvey Buck, EE major, corporal B- Engineers by summer 1943. Lastly, we see Martin Lucker, ME major, sophomore PVT, in I-Infantry by summer 1943. These were the junior leaders (called officers) mentioned in Hobbs book in the fall of 1943.

***We can deduce that K company was a company for engineers, and perhaps, artillery branch preferences.***

## 2) Hobbs Junior Officers

In the summer and fall of 1943, the Army Specialized Training program ASTP came to campus. The program focused on two-year ROTC cadets already enlisted and on call. The army knew these juniors could be trained for noncommissioned officer service rolls in the army, should any of these junior cadets be called before their graduation. As it turned out, each was able to finish their study.

Taken out of their former company, Juniors Harvey Buck (ASTP) became commanding officer and Martin Luker (ASTP), executive officer of Hobbs K-company in that fall.

Hobbs mentions sophomore cadet being in the company. These few might have been class of 1947 cadets who enrolled February 1943. This meant they had two semester schoolwork by the fall of 1943. Marvin Maltz, Hobbs class of 1947 buddy, is an example.

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The Juniors, class of 1946, officers in K company were all engineering students, yet in various branches (two in engineering, one in signal units) and one Infantry, due to choice.

The ASTP program favored engineering students (CMS experience and research). These students could be easily trained for technical roles in the newly formed army. So, K company command was awarded strategically by the army.

***We can deduce from these Juniors, engineering science majors, that their command was assigned to a unit for engineering majors.***

### 3) Hobbs buddies placed in Spring 44 Branch Companies

Hobbs (who left for service) six “class of 1947 friends”, were all assigned to regimented units in the Spring 1944 (no Yearbook) and spring of 1945 (LH 1946). Four of the classmates assignments for spring summer 1944 were to G Field Artillery, one to E Cavalry and one to F infantry.

Allan Mephram, major Gen Business (Hobbs second preferred roommate)<sup>47</sup>. He may be a one semester fish or two semester sophomore (see footnote fish and frog) in fall 1943. He is noted in the LH 45 yearbook (fall 44) as being in F Infantry. But he was not found in LH46 yearbook, perhaps being drafted.

Bill Holbert, major Pet E (Hobbs first of two assigned roommate) was found in E Cavalry fall 1944 (LH 45) then A Cavalry spring 45 (LH 46) as Tech Sergeant and senior Commanding Officer fall of 1945 (LH 46).

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Fritz Boedeker Ag Ed (Hobbs first of two assigned roommates) was seen as a PVT in G Field Artillery in fall 44 (LH 45) and in spring of 45 (LH 46).

Melvin Maltz, major Aero Space '47 was listed as a Junior in G Field Artillery in fall of 1944 (LH 45) and in spring 1945 (LH 46) as a senior.

Charlie Weinbaum, Ind Eng, '47 was noted in G Field Artillery as a sophomore in fall 44 (LH45) but not seen in spring of 1945 (LH 46).

Bill Rilat, major Science-pre-med, '47 was listed as a sophomore in G Field Artillery fall of 1944 (LH 45), then Tech Sergeant Spring of 45 (LH 46) and Commanding officer D Field Artillery fall of 1945 (LH 46).

This pattern shows that certain academic majors were useful for new unit assignments. And, that technical majors, in this pattern of thought, were favored in Field Artillery and Cavalry (now armor) both in technical environments.

It could be that the students allowed to continue their studies, and not drafted, were in fact ratioed by branch, majors and as good students. Between the ASTP program and other academic continuance tactics, many students were able to complete their education. This points to a logical use of grade averages and important majors as reasons for draft deferment.

### C) Charts for Resource

1) Tracing Hobbs 6 Buddies in K Company (Summer 43 – Dec 44)

*to Determine the Commandant's Strategy for unit preservation*

*Premise – The placement of 6 buddies, who all continued at A&M to at least December 44 (LH45), demonstrated a certain continuation strategy by the commandant's office that favored science engineering majors. AND*

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*That one or more of the buddies were 1 semester fish, being in the second class of 47 who enrolled Summer of 43 (the preferred enrollment) and who met Duke and the others that fall. (Hobbs endnote 3, p 82) Adams provides a good narrative about frogs, fish and sophomores '47 (p156). From these narratives, it appears that Hobbs was a frog at first in the fall, then a fish (Aggies) late in the first semester (Mid Tri semester, Hobbs p75).*

Sum 43 2 <sup>nd</sup> '47	Name, Fall 43 Unit, 3 <sup>rd</sup> '47	major	Sum Fall 44* Unit, Rank	Spr 45** Unit, Rank	Fall ** Unit Rank, Grad	Career
	K Boedecker F	Ag ED	G FA, PVT***	G FA Men		Air F
	K Holbert Bill	Pet E	E CAV, <b>Corp</b>	A Cav <b>T Sgt</b>	Sr Pic, A Cav <b>CO</b>	Oil Svc
Maltz M	K Maltz Melvin	Aero	G FA, PVT***	G FA, Men	Sr Pic, <b>A Air F****</b>	Mgmt.
	K Mephram Al	G Bus	F INF, <b>Corp</b>	Not found		
	K Rilal Bill	Sc P Med	G FA, PVT***	G FA, <b>T Sgt</b>	Sr Pic, D FA <b>CO</b>	
	K Weinbaum C	I Eng	G FA, PVT***	Not found		
	K Hobbs	G Bus	drafted			
Zivney	K Zivney RC		G FA, Sgt	G FA		
	K Houston RE		G FA,	G/D FA		
Grogan	K Grogan, Gerry	ME	G FA	E FA		

Other names provided by Maltz in last interview 2/25/2026

	? Baetz EA	ChemE				
Bennett	? Bennett, MD	Aero	F FA PVT	F FA <b>CO</b>		
	? Bilderback WR 46	DMV	A FA PVT			
	? Looney, FS	ChemE	H INF		H INF	
McGurk	?McGurk DL	Aero	F INF <b>M Sgt</b>	<b>LTC</b>		
	? Miskimens BH		F FA <b>Corp</b>	G Inf		
Schiefelbein	?Schiefelbein WH	DMV	C FA <b>Sgt</b>	A/B CAV <b>LT</b>		

\*LH 45

\*\* LH 46

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\*\*\* *These buddies were certainly sophomores by summer 1944, but positions, in G Field Artillery, or grades, may have precluded the rank of corporal like Holbert and Mephram. It appears that G Field Artillery was rolled up in Fall of 1945. Maltz went to (“A” Air Force, 2025 Guidon article, Rilal went to D Field Artillery*

\*\*\*\* *The info from 2025 Guidon, Maltz induction to Hall of Honor*

*Conclusion – All the buddies started fall of 1943 as frogs then fish in fall of 43 and were sophomores by summer-fall 1944, even though some were listed as PVTS. The sophomores mentioned by Hobbs, that were class of 47, who had enrolled in the spring, summer 43 would have been Juniors in summer, fall 1944 and listed in LH 45 as such*

*Interview with Melvin revealed some new names which are in red*

## 2)Tracing JUNIOR (Officers, ASTP) for K-Company & class 47 frogs, fish

*To determine how majors or units shaped selection for ASTP Juniors and if ASTP allowed completion and graduation*

<i>1943 fall Rank, Class</i>	<i>Name, Class of 46</i>	<i>Rank, Class 46 By Summer 43</i>	<i>Major*</i>	<i>Unit by summer 43</i>	<i>Summer Fall 1944** LH 45</i>
<i>CO, Junior</i>	<i>Buck Harv</i>	<i>soph</i>	<i>EE</i>	<i>B Eng</i>	<i>Not listed ***</i>
<i>Junior</i>	<i>Forman Hal</i>	<i>PVT</i>	<i>ME</i>	<i>E Sign</i>	<i>Not listed***</i>
<i>XO, Junior</i>	<i>Luker Martin</i>	<i>PVT</i>	<i>ME</i>	<i>I Inf</i>	<i>Not Listed***</i>
<i>Junior</i>	<i>Reha, Riha</i>	<i>soph</i>	<i>Eng</i>	<i>E Eng</i>	<i>Not Listed***</i>

*\*It appears that the Army Specialized Training Program ASTP found favor in engineering majors, (rather than branch units designations) so these cadets stayed on campus until Spring or Summer 44 when all ASTP members, already inducted (Hobbs talks about their wearing army “green” uniforms, with the fish sophomores in Olive Drab) , were called to units bound for Europe in summer of 1944.*

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**\*\*LH 45**

**\*\*\* NOTE Carl Sr. in the ASTP at University of Minnesota ass Pet, Civil Eng started Spring 43 and completed 3 semesters (Spring 43, summer 43, Fall 43) and called in mid spring semester 44)**

### **3)Admin, Commandants step(s) distributing A-R (16 units) Spring 1943**

To show that no dismemberment or disruption really occurred as in the view of the student editors of the Longhorn Yearbook 1945 p 177

The yearbook (LH 45, Published Dec 44) lists two Corps Organizations, we named by the two Corps Commanders shown as follows:

Spring 44 corps - Col Strickhausen '44, former Capt. CHQ, VM (probably 5<sup>th</sup> yr)

Fall 44 corps - Col Butchofsky '46, E INF VM, Varsity FB (junior)

Apparently, in the Spring of 1944, Colonel Strickhausen '44 (in his 5<sup>th</sup> year) along with 46 other officers (approx. 23) and noncommissioned officers (approx. 23) reorganized the corps. The date is based on the publication date of LH 45, Dec 1944, two semesters after the reorg. And that Butchofsky was shown a senior, having completed the spring and summer semesters before the publication date.

From the non-Regimented A-R alpha company designations, the Strickhausen cadre of 46 cadets reformed the corps into two regiments and 6 battalions. Major (later rank, Battalion CO) Butchofsky was on the transition team representing Infantry and the first Regiment along with Earl W Grogan (Capt. of G Company). The other part of the team represented FA and Cavalry. Many of the NCO gained command positions. Some of the 1st semester Seniors also gained command. Major Butchofsky (formally E Infantry) in the fall 43 is an example, becoming CO corps by fall of 1944. This organization is the one that is pictured in the yearbook.

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It appears that in the spring of 44, 16 alpha units were contracted to 15 units. The new strategy simply provided a reset. Further, the Junior “officers” ’46 (IN ASTP) of K company, like Butchofsky had been assigned to lead the alpha companies in the fall and into the spring. The Longhorn editors elected to show and describe all cadets by their Fall 44 ranks. The Strickhausen cadre are described differently, some by spring rank and some like Butchofsky by fall rank. The transition team determined how to transfer the alpha company cadets, now sophomores (and some juniors) to branch outfits as shown in the following chart showing current (fall 44) From former

INF Regiment Fall <b>44</b>	<b>From</b>	Composite Regiment Fall <b>44</b>	<b>From</b>
	Fall 43		Fall 43
1 <sup>st</sup> Battalion		1 <sup>st</sup> Battalion FA	
ABCD companies <b>INF</b>	ABCD	<b>ABC</b> companies FA	at Large
2 <sup>nd</sup> Battalion		2 <sup>nd</sup> Battalion <b>CAV</b>	
<b>EF</b> companies <b>INF</b>	EF, at large	DE squadrons	at Large, K
3 <sup>rd</sup> Battalion		3 <sup>rd</sup> Battalion FA (perhaps added)	
GH companies <b>INF</b>	GH, at large	FG companies	at Large, K
8 total units		7 total units	

Note 1 Earl Grogan (G Infantry, spring 44) went to E Infantry Summer of 44.

Note 2 The Fall 43 companies IKLMNOPR were the at large units

Note 3 The Hobbs book does not cite a spring change (although Hobbs left in April) and interviews with Bill Lonquist ’48, who entered A&M the summer of 1944 did not specifically mention branch units. He is shown in A Field Artillery (fall 44) the parent unit to A Coast Artillery, the unit he returned to in fall 1946

### **Analysis from above observations and facts**

The Summer Fall 1943 alpha listing probably considered the first 8 companies to be infantry designated. The units merely had to be regimented by battalions in the spring of 44, so no real change.

The Summer Fall 1943 alpha units *IKLMNOPR* were always intended as composition units that would be distributed at large. *SIX K company cadets*

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are known to have been placed in 3 different units (4 G FA, **1 F INF**, 1 E CAV). A study of these 6 cadets shows that the 4 G FA cadets came in as privates, and all were science/engineering majors. Bill Holbert, Pet E became a Corporal in E Cavalry. **Allan Mephram, G Bus, became a corporal in F INF.**

It is concluded that rank position enticements were presented to those cadets who would elect for Infantry. And that FA and CA sought science majors.

## **V Other Campus Programs during WWII**

The Army Specialized Training Program ASTP (4000 student on campus, according to Hobbs). Adams reports only 2500 training students (p158) This program was a strategic move by the War Department to hold in reserve 2-year ROTC (Junior) cadets to receive specialized technical training. The mission was production of a more technical Non-Commissioned Officer product. According to Hobbs these students were placed in middle campus dorms. Although many were assigned command duty in the fish, sophomore units.

Another part of the deferment program was the Enlisted Reserve Corps ERC, which were 17-year-old students who had less than 4 semesters in college, and inducted, took classes, but held in readiness for callup.

Other specialized training programs, for Navy Marines, were implemented by the War Department. These included special engineering and radio training coursework. Hobbs reports that about 5000 (Adams 2380, p158) of these students were on campus in the fall of 1943. Adams does list Army Air Corps as 4092 air men trained.

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, The Enlisted Reserve Corps ERC sought to hold those 18-year-old college cadet now, enlistees until ordered to report. (Author Hobbs received orders near the end of his second semester). While holding, awaiting orders, the students would continue in class.

The Army Specialized Training Program ASTP sought to register and hold 2-year cadets, as juniors. So, these cadets were able to continue their coursework. Further the army hoped to utilize as many as possible in administration and command, as they continued coursework.

The Navy also formed a specialized training program (V-12) for enlisted personnel. The mission of this program, like its predecessor SATC (Student Army Training Corps, WWI), was to deliver short courses. These courses were to prepare sailors and marines for technical communication and maintenance roles. All these courses would be taught by the college professional staff with auxiliary military personnel.

## **VI CAC Units, locations, and Corregidor**

-The famous list names the participants, that by recount, indicates that a considerable number of the veterans were under the command of General Moore and imprisoned with him. Leftwich lists 23, 24 and 30 (Leftwich uses the word others when citing the numbers) the Texas Aggie 24.

Of the Aggieland 2018 pg. 338 recognizes William Hamilton Jr '40 as last surviving of the twelve who returned after the battle, surrender and imprisonment.

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Two Coast Artillery regiments served at Corregidor under the command of BG G F Moore '08. BG Moore, and other infantry and support units were under the command of LTG Wainwright. General Douglas MacArthur was supreme commander in the Pacific.

The first unit was the 60<sup>th</sup> CAC regiment formed at Fort Crockett Galveston Texas in 1923. It was the unit first formed as an Anti-Aircraft-Artillery battery, later an Air Defense Artillery unit. Fort Crockett was also the name of a Harbor Coast Artillery fortress at Corregidor. The A&M Coast Artillery branch units exercised with the 60<sup>th</sup> between the years 1935-1942 for their ROTC summer camp.

The 59<sup>th</sup> Coast Artillery regiment was also defending shores on the Philippines Islands. Heavy gun batteries comprised this regiment. The various batteries were positioned at forts along the coast and on strategic island.



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Aggieland Muster- The muster on campus was also significant as Army General Eisenhower was key-note speaker. The Aggie Medal of Honor winners were called out as well as many others who had fallen, with Aggies answering “here.”

## VII-Longhorn Yearbooks Publication Dates-Confusion

The War Department’s strategic decisions, early in 1942, and the A&M College’s early awareness of them, set new school years in motion. These results of such would change the publication dates of the yearbooks, the dedications, to the graduating class and the ability to see corps organizations.

The net result led to misunderstandings, even confusion about roll up of the Corps of Cadets between the summer of 1943 and summer of 1945. And searching for cadet heralds and unit heritage would be more difficult.

The following chart of yearbook, by dates and school semesters demonstrate the variation from normal publications, resulting from the strategic War Department decisions. It is provided here to assist research.

Longhorn Yearbook 1942 is listed to demonstrate the normal school year. Note that the number of semesters presented in the yearbook shows the variation. The **red lettered No Yearbook line** shows the three missing semester presentations. Footnotes elaborate the details needed for understanding variations.

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Yearbook, Year	Yr start, end, and # semesters	Yearbook Published	Class Dedication
Longhorn 42 <sup>1</sup>	Fall 1941 Spring 42 (2 sem.)	May 1942	Class 1942
Longhorn 43	June 1942 <sup>2</sup> Fall 42 (2 sem.)	January 1943	Class 1943
Longhorn 44	February 1943 <sup>3</sup> (1sem) <sup>3a</sup>	May 1943	Class 1944 <sup>3b, 3c</sup>
<b>No Yearbook<sup>4</sup></b>	<b>June 1943 to June 1944 (3)</b>	<b>Not Published</b>	<b>Class 1945<sup>4a</sup></b>
Longhorn 45	June 1944 to May 45 <sup>5</sup> (3 sem) Reorg corps <sup>5a</sup> , 1944 corps <sup>5b</sup>	December 44 <sup>5c</sup>	Class 1946
Longhorn 46	Feb 1945 to May 46 <sup>6</sup> (3 <sup>6a</sup> ) (Spring Corps, Fall Corps)	May 1946	Class 1947 <sup>7</sup>
Longhorn 47	Fall 1946, Spring 47 (2 sem) New 4 regiment 52-unit corps	May 1947	No dedication <sup>8</sup>
Longhorn 48	Fall 1947, Spring 48 ( 2 sem)	May 1948	Class of 1948
Aggieland 49	Fall 1948, Spring 49 (2 sem)	May 1949	Class of 1949

**Footnotes for chart**

1) this yearbook was the last of the traditional Longhorn yearbooks until 1948 and first Aggieland yearbook 1949

2) the summer of 1942 was the first of three required summer school sessions (a trimester system) w/ROTC summer camps suspended.

3) This semester was the first semester to start in February (1943).

3a) Because Juniors that year went to 1942 summer school, they were one semester seniors by February 43.

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3b) Most of these class 1944 seniors called to duty before graduation<sup>3b</sup> having only 7 semesters completed.

3c) Pictures of the class of the forty-four seniors and underclassmen in May 1943 were the last pictures of a regimented but shrinking cadet corps until 1946.

4) **No yearbook, no pictures, or records exist** between June 1, 1943 to June 1, 1944 (3 semesters) Therefore, no research records are available to identify how the corps and cadets transitioned. For those seeking to trace unit lineage through legacy heralds, such a task would be impossible. Were it not for the *Hobbs book*, little insight into analyzing the fall 1943 and spring of 1944 for corps heritage would be available.

4a) The class of 1945, never received a yearbook dedication.

5) The Longhorn 1945 does not confirm the dates of company and individual cadet pictures or the school year. A letter about Aggie “beauties” selection does show a February 1945 date which suggests a May 45 publication. However, interviews (Fall 2015) with W C “Bill” Lonquist’48 confirmed his enrollment for the June 1944 (the third required summer session). He confirmed the two semesters (summer and fall) he was on campus. The summer 1944 he is pictured with his company (A Field Artillery) and then the fall 1944 with individual cadet pictures. (In the spring of 1945, draft notice received, he left school, but he returned the fall 1946.

5a) This yearbook refers to two corps organizations, spring of 1944 and fall of 1944. Cadet Colonel Strickhausen ’44, a pre vet class of

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1945, with a cadre of forty-six seniors and juniors, reorganize corps by brigades and battalions, and list the leadership for the spring.

5b) Cadet Colonel Butchofsky '46 pre vet (member of organization cadre) accedes to the command of the 1944 corps of cadets pictured in the Yearbook by fall of 1944.

5c) the president dedicates the yearbook to class of 1946 in his letter December 1944.

6) Page 35 Longhorn 1946, describes the four classes of 1947, for whom the Longhorn yearbook that year was dedicated. President Gilcrest recognizes the senior class of 1947 in his letter.

6a) June 1, 1945 summer session is not included believing it was not required.

7) The June summer session of 1945 may have been optional, given Victory Europe VE May 1945. This would mean that the class of 1947 would return in the fall of 1945 for their eighth semester.

8) President Gilcrest did not provide a dedication to any class in letter for the 1947 Longhorn. The class of 1948, still completing their work awaited the next yearbook. Page 410 by count, does show the confrontation between President Gilcrest and the seniors classes (of 1947 and 1948?) which may have figured into the lack of dedication.

### **VIII Four new army companies are formed in 1969.**

This effort was the first intentional organizational expansion since 1963. Four new companies formed by splitting two of the larger units. And then two others formed by offering cadets, from a few other units, the option for command and/or, a new start.

The result was the formation of company I, K, L and M. All would be formed in the first brigade and would so designated, with the alpha and numeral. In keeping the existing four battalion order, the four new units formed the fifth battalion.

Company I-1 was a hybrid unit assembling cadets primarily from company H-1 to G-2, a unit for engineering majors. Other cadets at large joined at the option.

Company K-1 was a unit derived from a split of company C-2, an engineering unit.

Company L-1 was a unit derived from a split of company F-1, a company for engineering majors.

Company M-1 was the most hybrid unit with cadets from four different units. The leadership came from A-1, D-1, F-1 and A-2. Though most cadets received were sophomores and juniors from company A-2, an engineering unit.

Interestingly, these four units, are granted to be heritage units as they have survived from some other parent units that did not.

L-1 (from F-1 1969) and M-1 would find themselves reunited with one of the parent companies (F-1) in 1986.

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This heritage records begs a question; how do army units endure to be heritage companies? Answers to consider are: change promotes new vitality, well thought divisions and reformations advance the best, and the first years after change tests the thought.

## **IX- Guide for Tracing Unit Heritage and Heralds using yearbooks and resources.**

The 1947 Yearbook (fall 1946) is a pivotal yearbook from which to start tracing heritage. Restoration of the corps of cadets organization by regiment, battalion, with all branches is vital for tracing. And one must remember that the last time the corps with all branches were organized was in May 1943. This understanding is the starting point.

Example Summer 1943 to Summer 1946

This period spans eight semesters over 3 years but only two yearbooks, not evenly spaced, are available for examinations.

Beginning with fall 1946 (Longhorn 47) using seniors and juniors by full name and classification or rank, back track to the previous yearbook. This to locate cadets of interest in a unit. Note that cadet rank or classification validates one's name search. In too many cases, cadet names are noted incorrectly. (see the Confusion Section IV to understand the period summer 1943-Summer 1944)

With the 1946 Longhorn, check the spring (1945) and fall (1945) unit listings, when cadets were not all in their branch units.

Now then with the 1945 Longhorn find the cadets of interest that may not be the cadet's branch unit. Finally, open yearbook 1944 which does note names in branch units for Spring 43. These could be freshman or Privates. It is this author's experience that only a few, if any, cadets by name (rank, as it changes) will span between two yearbooks (8 semesters).

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Assuming these 1946 cadets are motivated heralds of the original units, then the transfer of legacy (heritage) can be established.

Remember that freshman heralds from spring 1943 pass on legacy to summer fall 1944 (45 Longhorn). Then the freshman from summer 1944 passed the legacy to spring 1945 (Longhorn 46) and so forth.

A key realization is that Army protocols dictated units would roll up to their parent (that being from what unit branch did the unit derive?) unit, initially. Those units became the center (transfer) point for assuring legacy passage and heritage, even though not pictured in a yearbook.

For example, "A" Coast rolled up during the summer of 1943. Knowing that only alpha units existed from summer 1943, to spring of 1944 (3 semesters). So, the receiving unit was "A" Field Artillery its 1931 parent. Find the cadet(s) as juniors. They herald 1943 springs branch unit legacy to the freshman.

From A Field Artillery (Summer Fall 1944, Spring 45), the freshman cadets '48, with an inherited A Coast legacy, passed through C Infantry (Spring Fall 45, Spring 1946) then back to A Coast as seniors in the fall of 1946. A relay of heralds saved the A Coast legacy and heritage.

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**X** – The Marine Corps and Navy anthems sing about shores. Whether on foreign shores or on the Shores of Tripoli. So, the Heritage of C-2, the Navy Marine unit, began by defending land, then shores from Air and Sea attack. The unit also represents moving to foreign shores.

Navy Song Anthem **Farewell to foreign shores** Eternal Father

Strong to Save Hymn **Our brethren shield in danger's hour**

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## **XI Muster on the ROCK (Corregidor Island Philippines) – April 21, 1942**

According to Leftwich 1976 there were 23 participants (p 65) as listed here

He also mentions a total of 30 (counting “Others” p 64) and 24 (p63).

The Texas Aggie November 1975 mention 24 p 69

Major Tom Dooley '35, BG Moore '08, Major John King (of College Station, Maybe OCS?), Capt. Chester A Peyton '33, Capt. Stockton D Bruns '35, Capt. Roy M Vick Jr. '35. Capt. Wilbert A Calvert '35, Capt. Willis A Scrivener Jr '39, Capt. Graham M Hatch '35, Capt. Jerome A McDavitt '33, Lt John McCluskey '36, Lt David Snell '37, Lt Lewis T Chavallier'39, Lt. Carl Pipkin '40, Lt Clifton Chamberline '40 **Lt William Hamilton '40**, Lt Charlton Wilmer '39, Lt William Boyd '38, Lt Andy James '40, Lt Urban Hopman '40, Lt Stanley Friedline '40, Sgt Hugh Hunt '38, Marine Capt. Paul A Brown '39

Article Aggieland 2018 Lt Hamilton, last living at 99 years old, was one of the above 23 combatants on Corregidor Island. He was a commander of an AAA battery. At A&M he was E Coast XO. (p 338 Aggieland) He is listed as one of the 12 that return after the war.

The Muster on the Rock group listed about is revealing.

Other than General Moore '08, Aggie Class years ranged from 1931-40. The mid-point class year was 1935-38 meaning many of these men knew each other well from their time at TAMC. At Least Thirteen (13-16 ) were Coast Artillery officers with battery assignments. Wilmer was Signal, Boyd was Cavalry

A Coast cadets McClaskey, McCluskey '36, McDavitt '33, Snell '37

B Coast cadets Vick '35, Scrivener '39,

C Coast cadets Bruns 35, Calvert 35, Chevallier 39,

f Coast cadet Chamberlain 40, G Coast Pipkin 40 HQ Battery

Coast Corps staff, Wilmer '39, Dooley '35 Yell Leader, Coast Batt James '40

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Corregidor Muster April 21, 1946 was attended by 127 Aggie Texans (see List). About 16 of these were CAC not counting MG Moore who attended. There were several other musters, Hawaii, Guadalcanal and ONE presented by Leftwich (p) and mentioned by Pam Johnson (p) that had LTG Simpson '36, and two buddies Martin '40, Connelly '37) travel to Corregidor April 21, 1945, according to Texas Aggie May 31, 1945. Johnson refers to this as the INFAMOUS Muster.

**END of Archive Document and End Notes**

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