To the Presidents of Universities and Colleges,
District No. 7,

GREETINGS AND FAREWELL.

We have seen the Students' Army Training Corps come and go. We ventured into a new field of education like lovers into matrimony. Some were contented and happy; others tolerant merely; and a number antagonistic. At least, they welcomed divorce.

This gigantic enterprise, after a trial of less than twelve weeks, has quite generally been pronounced a failure. And yet any number of projects, mere pigmies in comparison, have required years for their development, in the end achieving success little less than marvelous. In another sixty days most of the difficulties of the Students' Army Training Corps would, I believe, have been overcome and the huge machine running smoothly.

If we had had put up to us a proposition to convert 560 institutions scattered all over the land into military training schools, and could have been assured in advance that in twenty weeks time 140,000 student soldiers could therein be receiving preliminary training fitting them for Officers Training Camps, would we have condemned the project? I say no - most emphatically, No! Soldiers was the country's need - not scholars. Our task was to help train soldiers so that they could qualify as officers.

How well did we succeed? I say, very well indeed. And I think you will agree that the statistics bear me out. The following statement is taken from my final report to the Committee on Education and Special Training:

<table>
<thead>
<tr>
<th>State</th>
<th>No. of S.A.T.C.</th>
<th>No. of Students</th>
<th>No. of Successes</th>
<th>No. of Partial Successes</th>
<th>No. of Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>36</td>
<td>10,159</td>
<td>14</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>12</td>
<td>5,346</td>
<td>12</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Michigan</td>
<td>17</td>
<td>5,552</td>
<td>7</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>72</td>
<td>21,097</td>
<td>33</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>Percentages</td>
<td>---------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>-------------------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>

CHICAGO, ILL.

December 23, 1918.
"Thirty-two of the successes are colleges including eight normal schools, and one is a university.

"Fifteen of the partial successes are colleges including two normal schools, three are universities and seven are separate or detached professional schools.

"Five of the failures are colleges including one normal school, five are universities and four are separate or detached professional schools.

"The largest successful unit numbered 404 students, the largest partially successful unit 3075 students, and the largest failure 2793 students. It is to be said, however, that in the case of the university rated as partial success, the conditions at the outset were most discouraging, due to an impossible commanding officer. Under changed conditions the improvement was instant and marked. It was due to a superior organization, and is notable as showing what can be accomplished with sufficient determination.

"If the partial successes be distributed equally between successes and failures the number of successes becomes 42.5 and of failures 26.5; that is, 63 per cent were successes and 37 per cent failure. Even the most pessimistic will have to admit that this is a good showing considering the difficulties encountered."

There is in these figures much food for thought. My wish in presenting them is that they may assist you to a correct opinion of the Students' Army Training Corps.

And now good bye. I am returning to Ann Arbor. My own work is finished. I have enjoyed my work. I have particularly enjoyed my associations with the Presidents of Students' Army Training Corps Institutions. I fear I did not fully appreciate College Presidents before. But I knew them only as a dean. I am grateful for all your many courtesies, and thank you. I wish you a Merry Christmas and a Happy New Year.

M. E. Cooley
District Educational Director.