

WORLD WAR I STATEMENT OF SERVICE CARDS AND INDICES (MISSISSIPPI)**SERIES 1730: MISSISSIPPI WORLD WAR I VETERANS INDEX BOOKS, 1917-1919****Z/0291.000/S: MASTER ALPHABETICAL INDEX OF WORLD WAR I ARMY VETERANS (MISSISSIPPI)****SERIES 1731: MISSISSIPPI WORLD WAR I STATEMENT OF SERVICE CARDS, 1917-1919**

<http://da.mdah.ms.gov/series/wwicards>

Series 1730: Mississippi World War I Veterans Index Books, 1917-1919

Six bound volumes provide a county by county listing of Army, Navy, and Marine veterans with name, rank, race, serial number, enlistment date, discharge date, overseas service (yes or no), number of card (corresponds with form number), and percentage disabled. A seventh provides a straight alphabetical listing of Navy and Marine veterans with name, serial number, race, card number, and county.

Z/0291.000/S: Master Alphabetical Index of World War I Army Veterans (Mississippi)

The three bound volumes provide a straight alphabetical listing of Mississippi Army veterans with name, race, serial number, address (city or town), and county. The Army cards are in alphabetical order, the Navy/Marine cards are in alphabetical order by county. Some cards are accompanied by the veteran's World War I Victory Medal application card. A card's reverse was scanned only if it contained information.

Series 1731: Mississippi World War I Statement of Service Cards, 1917-1919

At the urging of various state Adjutants General, Congress passed a law in 1919 that authorized the Secretary of War (for the Army) and the Secretary of the Navy (for the Navy, Marines, and Coast Guard) to provide service cards on all service members from that state mustered into service during World War I. These cards were prepared by the two departments over the next seven years, being finally completed in 1926. The cards were originally provided to the states to enable them to determine eligibility for state-provided veterans' benefits. The information provided on the cards was also to be used for historical purposes, primarily by veterans' groups and historical societies.

Note: This activity can be done as a full class discussion or as individual student work. A fillable PDF student version is provided at <https://www.mdah.ms.gov/learning-lagniappes>.

Subjects that can be addressed within this Digital Archive:

- World War I
- Segregation
- Military awards and honors
- Military abbreviations
- Types of warfare in World War I
- Differences between branches of service
- Overseas service

Curricular Connections

Below are key standards featured in this Learning Lagniappe.

US History: 1877 to Present

- US.4.7: Evaluate the factors that led to US involvement in World War I.

US Government

- USG.7.9: Trace the obligations of civic-mindedness, including: voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

African American Studies

- AAS.5.1 OR7: Assess the economic and social impact of Jim Crow laws on African Americans.

Directions: Use items from the MDAH Digital Archive entitled Mississippi World War I Statement of Service Cards and Indices found at <http://da.mdah.ms.gov/wwicards/> and <https://mississippencyclopedia.org/entries/world-war-i/> to lead your class in analyzing and interpreting the following items.

Note: Navigate to items by going to <http://da.mdah.ms.gov/wwicards/> and following the instructions in the specific question.

Questions:

- 1. Select Series 1731. Click on Army, Alphabetical by Name. Click on Tucker S.–Walker D. At the bottom of the page enter 18 and then 19 in the image box.** What can you tell about Henry J. Tudury from his service card?

Answer: He was a 30-year-old white male from Bay St. Louis, Mississippi. He started as a cook. He served overseas from May 6, 1918, to July 29, 1919. He was slightly wounded on July 19, 1919. He was awarded the Distinguished Service Cross (DSC) and the French Croix de Guerre. He was a private in a machine gun battalion. “A very courageous soldier. As courier he had to cross violently bombarded localities. Gassed, he remained at his post of duty until completely exhausted.”

- 2. Select Series 1731. Click on Correspondence associated with statement of service cards. At the bottom of the page enter 3 and then 4 in the image box.** The letter states that Horace Puckett wants to “secure proof” of his age. When the State Veterans Affairs Commission responds, what information do they give him?

Answer: They tell him his army serial number. He was inducted into the military in Meadville, Mississippi, on June 19, 1918. He was born in 1892, but they did not give a month or date. His home address at the time was White Apple. He was honorably discharged on April 30, 1919.

- 3. Select Series 1730. Click on Holmes-Lawrence. At the bottom of the page enter 9 in the image box. Click on Pearl River-Tallahatchie. At the bottom of the page enter 9 in the image box.** These are both pages of military indices, one from Holmes County and one from Pearl River County.
 - Use <https://www.defense.gov/Resources/Insignias/> to research the ranks listed on these two pages. Considering the prevalence of Jim Crow rule in Mississippi, why would there be African Americans with leadership ranks in the military?

Key for Ranks

Pvt. = Private

Pvt. 1cl = Private First Class

Sgt. = Sergeant

Corp. = Corporal

Mec. = Mechanic

Capt. = Captain

2 Lt. = Second Lieutenant

viii. Cook = Cook

viiiiv. Wag. = Wagoner

Answer: Since the military was segregated, there would have to be African American officers to lead the Black units.

- b. Why would there be a difference in the number of white and Black troops between the two counties?

For census demographics by county, see page 26 of this PDF (listed as page 589 on the page): <https://www2.census.gov/library/publications/decennial/1910/abstract/supplement-ms.pdf>

Answer: The numbers would differ due to the population differences of the two counties in the 1910 census. Pearl River County was classified in the category of 12.5 percent - 25 percent African American, while Holmes County was classified in the over 75 percent African American category.

4. Open <https://mississippiencyclopedia.org/entries/world-war-i/>. Focusing on the last two paragraphs of the article, what were African American soldiers anticipating post WWI? How were they actually treated after the war?

Answer: They were hoping to gain the ability to vote, or at least lighten the strains of segregation. Instead, out of fear, white people segregated the military, refused to allow African American soldiers to participate in the victory parades, forced them to work in labor battalions, and did not honor any of them after their service in the war.