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A century of military training at Iowa
State University 1870 - 1970

by

James Leftwich Lee Jr.

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Major: Education
(Educational Administration)

Approved:

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In Charge of Major Work

For the Major Area

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For the Graduate College

Iowa State University
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1972

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# TABLE OF CONTENTS

## CHAPTER I: INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National Scene</td>
<td>1 1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>6 7</td>
</tr>
<tr>
<td>Need for the Study</td>
<td>8 12</td>
</tr>
<tr>
<td>Procedure</td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
</tr>
</tbody>
</table>

## CHAPTER II: THE EARLY YEARS 1870 to 1916

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Military Training at Iowa Agricultural College</td>
<td>15 21</td>
</tr>
<tr>
<td>The First Military Department</td>
<td>16 21</td>
</tr>
<tr>
<td>General James L. Geddes</td>
<td>18 21</td>
</tr>
<tr>
<td>General James L. Geddes and the Military Department 1870-1882</td>
<td></td>
</tr>
<tr>
<td>Colonel John Scott 1882-1884</td>
<td>40 41</td>
</tr>
<tr>
<td>Captain -- General James Rush Lincoln</td>
<td>43 47</td>
</tr>
<tr>
<td>Captain James Rush Lincoln 1884-1889</td>
<td></td>
</tr>
<tr>
<td>Colonel (later General) James Rush Lincoln 1890-1900</td>
<td>52 52</td>
</tr>
<tr>
<td>Special Events in the Early 1890's</td>
<td>65 65</td>
</tr>
<tr>
<td>1894 - 1897</td>
<td>68 68</td>
</tr>
<tr>
<td>General Lincoln U. S. Volunteers</td>
<td>71 71</td>
</tr>
<tr>
<td>General Lincoln 1900 - 1910</td>
<td>75 75</td>
</tr>
<tr>
<td>The National Scene 1889 - 1916</td>
<td>80 80</td>
</tr>
<tr>
<td>Iowa State 1911-1916 Before the War</td>
<td>84 84</td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>The National Defense Act of 1916</td>
<td>99</td>
</tr>
<tr>
<td>The Iowa State Campus--Late 1916</td>
<td>100</td>
</tr>
<tr>
<td>Summary of the Early Years</td>
<td>101</td>
</tr>
<tr>
<td><strong>CHAPTER III: WORLD WAR I YEARS 1917-18</strong></td>
<td></td>
</tr>
<tr>
<td>Iowa State Prepares for Mobilization</td>
<td>105</td>
</tr>
<tr>
<td>ROTC at Iowa State</td>
<td>122</td>
</tr>
<tr>
<td>The Student Army Training Corps--The National Scene</td>
<td>130</td>
</tr>
<tr>
<td>SATC at Iowa State College</td>
<td>133</td>
</tr>
<tr>
<td>Impact of World War I</td>
<td>147</td>
</tr>
<tr>
<td><strong>CHAPTER IV: BETWEEN THE WAR YEARS 1919-1941</strong></td>
<td></td>
</tr>
<tr>
<td>The National Scene, 1919-1920 Reactivation and Reorganization</td>
<td>149</td>
</tr>
<tr>
<td>Iowa State College 1919-1920 Reactivation of Army ROTC</td>
<td>152</td>
</tr>
<tr>
<td>Lt. Colonel John K. Boles 1919-1920</td>
<td>159</td>
</tr>
<tr>
<td>The National Scene--1920-1930--Rise and Stabilization</td>
<td>164</td>
</tr>
<tr>
<td>Colonel Pearl M. Shaffer 1920-1924</td>
<td>166</td>
</tr>
<tr>
<td>Lt. Colonel Frederick S. Young 1924-25</td>
<td>188</td>
</tr>
<tr>
<td>Major John E. Mort 1925-28</td>
<td>193</td>
</tr>
<tr>
<td>Major--Lt. Colonel Phillip W. Booker 1928-34</td>
<td>197</td>
</tr>
<tr>
<td>Major--Lt. Colonel--Colonel Herbert Odell 1934-1940</td>
<td>207</td>
</tr>
<tr>
<td>Colonel John E. Hatch 1940-1941</td>
<td>222</td>
</tr>
<tr>
<td>Summary and Conclusions of the &quot;Between-the-War-Years&quot;</td>
<td>224</td>
</tr>
</tbody>
</table>
CHAPTER V: WORLD WAR II 1941-46

The National Scene

Iowa State College Prepares for Mobilization

ROTC at Iowa State

Iowa State College War Effort During World War II

ROTC and Its Impact During World War II on the National Scene

Impact of ROTC and the Military Training Programs at Iowa State

CHAPTER VI: ARMY ROTC AT IOWA STATE 1946-59

The National Scene--ROTC and the Postwar Years

Colonel Charles M. Busbee 1946-49

Colonel G. B. McConnell 1949-1954

The Korean War--The National Scene

The Korean War and the Iowa State Campus

Colonel Wayne Hardman 1954-57

Colonel Henry W. Ebel 1957-1962

CHAPTER VII: NAVY ROTC AT IOWA STATE 1946-1959

Naval ROTC--The National Scene

Naval ROTC and Iowa State

Captain Richard B. Levin 1945-48

Captain William F. Royall 1948-51

The Korean War and NROTC--The National Scene

The Korean War and NROTC at Iowa State

Captain F. T. Seaward 1951-54
V

Captain J. S. McClure 1954-56 305
Captain W. M. Drane 1956-59 307
Colonel R. M. Crockett 1959-60 309

CHAPTER VIII: AIR FORCE ROTC AT IOWA STATE 1946-59 312
Early History of AFROTC--The National Scene 313
Air Corps ROTC at Iowa State College 315
Lt. Colonel Richard C. Bender 1946-49 316
Major Carlyle L. Truesdell 1949-50 319
Lt. Colonel Henry H. Schwane 1950-51 321
Colonel Alexander G. Evanoff 1951-53 325
Lt. Colonel Henry M. Schwane 1953-54 335
Colonel Charles E. Bockman 1954-55 343
Colonel Lewis P. Ensign 1955-1958 345
Colonel Elwin F. Quinn 1958-62 348

Summary 351

CHAPTER IX. THE THREE ROTC PROGRAMS AT IOWA STATE 1946-59--COMPARISON AND CONTRAST 353

CHAPTER X: ROTC AT IOWA STATE UNIVERSITY 1960-1970 364
Compulsory vs Voluntary Basic ROTC 364
Voluntary Basic ROTC at Iowa State University 370
The First Three Years 1962-65

ROTC Vitalization Act of 1964 380
The ROTC Vitalization Act at Iowa State 383
Army ROTC at Iowa State University 1960-70 386
NROTC at Iowa State University 1960-70 390
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Force ROTC at Iowa State University 1960-70</td>
<td>394</td>
</tr>
<tr>
<td>Vietnam War and ROTC at Iowa State University</td>
<td>401</td>
</tr>
<tr>
<td>Selection of Faculty in Officer Education at Iowa State</td>
<td>405</td>
</tr>
<tr>
<td>Summary</td>
<td>408</td>
</tr>
<tr>
<td>CHAPTER XI: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td></td>
</tr>
<tr>
<td>OF &quot;A CENTURY OF MILITARY TRAINING AT IOWA STATE UNIVERSITY 1870 - 1970&quot;</td>
<td>411</td>
</tr>
<tr>
<td>Conclusions</td>
<td>424</td>
</tr>
<tr>
<td>Recommendations</td>
<td>424</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>427</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>434</td>
</tr>
<tr>
<td>APPENDIX A: BIOGRAPHY OF GENERAL JAMES L. GEDDES</td>
<td>436</td>
</tr>
<tr>
<td>APPENDIX B: SONG BY COLONEL JAMES L. GEDDES</td>
<td>439</td>
</tr>
<tr>
<td>APPENDIX C: BIOGRAPHY OF GENERAL JAMES RUSH LINCOLN</td>
<td>440</td>
</tr>
<tr>
<td>APPENDIX D: A TRIBUTE TO GENERAL LINCOLN</td>
<td>443</td>
</tr>
<tr>
<td>APPENDIX E: GENERAL LINCOLN'S 1901 REPORT</td>
<td>447</td>
</tr>
<tr>
<td>APPENDIX F: ARMY ROTC 1922 COURSE DESCRIPTION</td>
<td>452</td>
</tr>
<tr>
<td>APPENDIX G: ARMY ROTC 1934-35 COURSE DESCRIPTION</td>
<td>454</td>
</tr>
<tr>
<td>APPENDIX H: ARMY ROTC ENROLLMENT AND COMMISSIONING DATA 1921-1941</td>
<td>456</td>
</tr>
<tr>
<td>APPENDIX I: POST WORLD WAR II ARMY ROTC COURSE DESCRIPTION</td>
<td>457</td>
</tr>
</tbody>
</table>
APPENDIX J: ARMY ROTC ENROLLMENT AND COMMISSIONING DATA 1942-1970

APPENDIX K: NROTC 1949-50 COURSE DESCRIPTION

APPENDIX L: NROTC ENROLLMENT AND COMMISSIONING DATA 1946-1970

APPENDIX M: AFROTC 1952-53 COURSE DESCRIPTION

APPENDIX N: AFROTC 1953 GENERALIZED CURRICULUM

APPENDIX O: AFROTC ENROLLMENT AND COMMISSIONING DATA 1946-1970

APPENDIX P: ARMY ROTC GENERAL MILITARY SCIENCE CURRICULUM 1964-70

APPENDIX Q: AFROTC COURSE DESCRIPTION 1964-70

Page

460
461
463
465
467
468
471
472
CHAPTER I: INTRODUCTION

Too few Iowans realize the significance and importance of the role played by military training at Iowa State University. Even fewer Iowans know that Iowa State has been a pioneer in military education and that its success was due to the application and initiative of the early Professors of Military Science and Tactics with the support of the College administrative staff. Nevertheless, military training was a part of the curriculum and the military units have been a part of the pomp and ceremony throughout the history of the University. ¹

Although this investigation is concerned with a century of military training at Iowa State University, Ames, Iowa, it seems appropriate to begin with a brief review of the historical development of the program on the national level. Such a preview will provide the setting for a better understanding of the scope, growth, and changes which took place as the program developed at Iowa State University.

The National Scene

The idea of a citizens army is deeply rooted in the American tradition and is closely related to the early

¹The use of Iowa Agricultural College (IAC), Iowa State College (ISC), Iowa State University (ISU), Iowa State, the College, and the University will be used interchangeably throughout this paper.
political development of the United States:

George Washington was a firm believer in military education. Many of his writings expressed in the strongest language his feelings in regard to this matter. In his polite but vigorous manner he deprecated on more than one occasion the lack of proper military preparedness in the way of trained and educated officers....He advocated the founding of a military academy for the education of officers for the army, and it was largely through his efforts that the academy now at West Point was created by Act of Congress in 1802.¹

If one were to select an individual who was most responsible for the idea of military training in civilian institutions, the name of Alden Partridge would come to the forefront. Captain Partridge, a former superintendent of the United States Military Academy, founded the American Literary, Scientific, and Military Academy (now Norwich University) at Northfield, Vermont, in 1819. Here we find for the first time in the history of American education that, with the exception of West Point, military studies were prescribed in the curriculum. It was very rare to find military studies in the colleges and universities of the United States up to the time of the Civil War.² The South was the exception where such famous military

schools as Virginia Military Institute (1839) and the Citadel (1842) were established. 

According to Gene Lyons and John Masland, in *Education and Military Leadership*, "the experience of the Civil War, and the lack of trained military leadership in the North, particularly, were directly responsible for the inclusion of military instruction in the curriculum of the colleges and universities founded under the terms of the Land Grant Act of 1862. There had been no provision for military instruction in an earlier version of the Land Grant bill which President Buchanan had vetoed in 1857. It was, however, included in the version presented to the Congress five years later." 

This act, frequently called the Morrill Act, was sponsored by Justin Smith Morrill, and it provided for military training. In speaking before the house in favor of his bill he made these remarks:

> Something of military instruction has been incorporated in the bill in consequence of the new conviction of its necessity forced upon the attention of the loyal States by the history of the past year. A total unpreparedness presents too many temptations, even to a foe otherwise weak. The national school at West Point may suffice for the regular Army in ordinary years of peace, but it is wholly inadequate when a large army is to be suddenly put into service. If we ever expect to  

---

reduce the army to its old dimensions and again rely on the volunteer system for defense, each State must have the means within itself to organize and officer its own force. With such a system as that are offered—nurseries in every State—a efficient force would at all times be ready to support the cause of the nation...

...Not one in fifty of these young men who apply to us to be nominated as candidates for the military or naval schools can be gratified. All these young men feel conscious of their ability to do something honorable for themselves and their country, and their ambition takes the direction of these schools mainly because they know not how elsewhere to obtain a fitting education. The numbers of this class will now be greatly augmented. The ability of parents to educate their children will be curtailed, while the desire to obtain an education, especially a military one, will have been increased. These young men, if this bill should pass will find a field open to them large enough to satisfy all reasonable ambition...Those colleges founded in every State will... to some extent guard against sheer ignorance of all military art which shrouded the country and especially the North, at the time when the tocsin of war sounded at Fort Sumter.¹

The Morrill Act itself makes but a single reference to military instruction in Section 4:

the leading object shall be, without excluding other scientific and classical studies, and including military tactics to teach such branches of learning 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.²

This one phrase, "including military tactics," changed the whole course of federal support for military education. Rather than establish further military or naval academies, the


Federal Government decided to promote military education through civilian colleges and universities.\textsuperscript{1}

Unfortunately, very little beyond the phrase "including military tactics" was contained in the law to provide guidance on how to administer these military programs. Nothing was specified as to exactly what was to be taught or how it was to be taught: "Congress, in other words, established the policy of limited military training for civilians (students) in 1862 and for the next half century either ignored the matter or did little to make it work."\textsuperscript{2}

Although The Iowa Agricultural College was founded on March 22, 1858, its doors were not formally opened to students until eleven years later.\textsuperscript{3} By this time the previously mentioned Morrill Act of 1862 had been passed. The Ninth General Assembly of Iowa was already in special session and accepted the provision of the Morrill Act on Sept. 11, 1862. Thus Iowa became the first state to ratify the act.


\textsuperscript{2}James E. Pollard, Military Training in the Land-Grant Colleges and Universities ([Columbus] Ohio State University, [1961]), p. 41.

\textsuperscript{3}Earle D. Ross, The Land-Grant Idea at Iowa State College (Ames: Iowa State College Press, 1958), p. 27.
The question whether military instruction was to be required or an optional course is one that was never spelled out by the Federal Government. The result of the wording of the act, however, was that each of the participating institutions conducted its military training according to its particular concept and circumstances. The duration of the course, the hours of instruction per week, and even the content of the instruction varied greatly between colleges. James Pollard (an authority on military training in land grant colleges) states, "In fairness, it must be admitted, too, that on their part these colleges often did less than was expected of them or less than the Morrill Act seemed to require."\(^1\)

Therefore, the controlling factor seemed to be the degree to which the authorities of the college considered it important to furnish military instruction. At the Iowa Agricultural College military training must have been considered important since a Professor of Military Training was hired as early as 1870, one year after the college opened its doors for students.

Statement of the Problem

The purpose of this study was to provide a history of military training at Iowa State University, Ames, Iowa, from its inception in 1870 until 1970. The problem was to collect

\(^1\)Pollard, Military Training in the Land-Grant Colleges and Universities, p. 41.
and record in a single source much of the pertinent information concerning military training at Iowa State University. This information reveals how Iowa State provided military training for its students during the University's history, and furnishes a background of understanding for a discerning approach to the University's current and future association with the Reserve Officers Training Corps (ROTC).

Need for the Study

Extensive accounts of the establishment and development of Iowa State University and several of its departments have been compiled. None of these accounts treat the development of military training in any detail. The extent of the traditional association between Iowa State and the military is not widely known. Few people realize that military training was interpreted to be required for all land grant colleges. The following questions about military training at Iowa State serve to define the problem. Why was military training offered at the Iowa Agricultural College? When and how did military training start at the College? How effective was the military training? How was the training accepted over the first one hundred years? Who were the early leaders of military training and what impact did they have on the college? What changes have occurred in the training from its inception in 1870 and what caused these changes? What were the influences of the four
major military conflicts during this period? What is the future of ROTC (Reserve Officers Training Corps) at Iowa State University?

Procedure

The function of the historian is not limited to a bare listing of events. Such a listing is often impedimenta unless accompanied by scholarly interpretation. This investigation will include the compilation of a mass of data, but will also provide analysis and interpretation which it is hoped will be a unique contribution to the history of military training at Iowa State University.

The time line for gathering data actually started in 1964 when an attempt was made to compile a brief history of military training at Iowa State University for a ROTC promotional brochure. The intensive research started in June, 1970. This search consisted of reviewing the military files, and the World War I and World War II records in the special collections room of the Iowa State University Library. Also a cursory review of the 1880-1970 catalogs of Iowa State University, the early student newspapers—the _Aurora_, 1873-1891, the _Iowa State Student_ (later _The Daily_), 1890-1970, and the school yearbook the _Bomb_, 1894-1970. These publications, along with military inspection reports, minutes of the Iowa State faculty, minutes of the ROTC advisory committee, the Iowa Agricultural College
biennial reports and numerous other Iowa State publications, convinced this writer there was sufficient data to pursue the subject of military training at Iowa State University for a dissertation topic.

The next several months were spent in reviewing numerous secondary sources dealing with Iowa, Iowa State University, and military training on the national level. The most helpful secondary sources dealing with Iowa State were *A History of the Iowa State College of Agriculture and Mechanic Arts*, and *The Land Grant Idea at Iowa State College* both by Earle D. Ross; *History and Reminiscences of Iowa State College*, by the class of '97; and an unpublished *Early History of Military Training* (1922) by Colonel Pearl M. Shaffer.

Numerous secondary sources dealing with military education in the United States were read in detail. The most important were *Military Training in the Land-Grant Colleges and Universities*, by James E. Pollard and *Education and Military Leadership* by Gene M. Lyons and John W. Masland.

Literature dealing specifically with the history of military studies at Iowa State University was limited to four sources: (1) an early unpublished report (1922) by Colonel Pearl M. Shaffer; (2) a six page history of Naval ROTC at Iowa State University (1966); (3) twelve pages in *A History of the Iowa State College of Agriculture and Mechanic Arts* by Earle Ross (1942); (4) a short history of the first nine months of the Air Force ROTC detachment at Iowa State (1951).
This inquiry lead to interviews with several persons on the Iowa State campus who had been associated with military training. The interviews were made using an unstructured interview schedule designed to gain two types of information, details or confirming information about the period or periods of the history of military training at Iowa State University with which the interviewee was most familiar and a general background of the history of military training at Iowa State. Requests for information dealing with military training at Iowa State were published in several Iowa publications.

During the summer of 1971, research trips were made to the State Historical Society of Iowa (Iowa City), the State University of Iowa Library (Iowa City), and the Herbert Hoover Library, West Branch, Iowa. A one-week research trip was made to the Air Force Archives and the Air University Library at Maxwell AFB, Montgomery, Alabama. All of these research trips produced some documents dealing with military training at Iowa State that were not available locally or even known to exist, i.e., the Air Force Archives contained three brief histories covering three months each of the early operation of the Air Force ROTC unit at Iowa State. Staff members of the local AFROTC detachment did not realize these brief histories existed.

The last six months of 1971 was spent examining every student newspaper published at Iowa State University from 1878 until 1970 and recording the information dealing with military
training. None of these papers were indexed, and consequently, this search involved an issue-by-issue review. Extensive use of the many different files located in the special collections room of Iowa State University produced much valuable information. The papers of Dr. Louis H. Pammel contained an interview with General James Rush Lincoln (an early professor of military training at Iowa State) in which General Lincoln stated he had trained a total of 715 men at Iowa State. This information on the number of men that General Lincoln trained and numerous other data were not available in the normal military records because the armory was destroyed by fire in 1922 and many previous military records were lost. All three military departments at Iowa State made their complete records and files available throughout this research project.

Finally, related research was examined viz., theses dealing with military training at certain schools and ROTC programs in general. Numerous articles dealing with ROTC were reproduced and later studied to insure a fair comprehension of the problems affecting military training in higher education nationwide. Further, a review of the abstracts of research reports that were written at the major military professional schools was also completed. Fifty of these research reports and other documents dealing with ROTC and military training were obtained through the interlibrary loan for intensive study.
Methodology

Most of the data were recorded on 5 x 8 cards and subjected to external criticism concerning the questions of authorship, time, place, genuineness and actual language of the original document. They were then subjected to internal criticism concerning questions of accuracy and value of the statements made. If any material contained internal inconsistencies, it was subjected to further verification. Whenever possible the materials were checked against one another for agreement. The actual writing of the thesis took place in late 1971 and early 1972. However, the major research was accomplished during the past two full academic years.

A chronological approach was used throughout most of the thesis with each chapter normally covering a specified period of time. The introductory chapter included a brief look at the national scene and the process of how military training became a part of the institutions of higher learning. The first chapter also included the statement of the problem, need for the study, research procedure and methodology.

The second chapter on "The Early Years" covers the time period from 1870 until 1916, and deals with the early military training under the first three professors of military science. A brief chapter is devoted to World War I years of 1917-1918, followed by a chapter on the starting of Army ROTC in the
"between the war years," and then ensues a World War II chapter. Next, a separate chapter is devoted to the formation and growth of each of the three present-day ROTC departments of the Army, Navy and Air Force at Iowa State University from the end of World War II until 1959. Then one chapter is presented to compare and contrast the similarities and differences of the three ROTC units. Another chapter describes the important years of 1960 to 1970 in which the ROTC programs underwent many changes as the result of new legislation, dropping of the compulsory military training requirements, campus unrest, and the effects of the Vietnam War. The last chapter is devoted to a brief summary of "A Century of Military Training at Iowa State University 1870-1970."
CHAPTER II: THE EARLY YEARS 1870 to 1916

The attitude of an institution towards military training can be reflected by the manner in which a program was introduced. Since the Iowa Agricultural College was a land grant institution, it was just an accepted fact that military tactics would be a part of the curriculum. Consequently, the working relationship of the College and the Military Department has been quite good since the two virtually grew up apace of each other.

Edward M. Eddy in his book *Colleges for Our Land and Time: The Land-Grant Idea in American Education* stated:

Because of the traditional emphasis on discipline of mind and body, military tactics was welcomed in some quarters as a practical method of achieving this long pursued objective, as well as providing healthful exercise. It sounded like rationalization, but the colleges had no other course in the face of the requirement.¹

The above statement could very well explain the attitude and atmosphere at the Iowa Agricultural College in the early years. The College operated with the barest of necessities and under very strict discipline. Military training and its often alluded to benefit of good physical exercise just seemed to be appropriate for the College.

Lyons and Masland point out that the Morrill Act itself had not provided for assistance to the colleges from the Federal Government in conducting their military courses. Further, they indicate that most colleges pushed off the military courses as an added burden onto faculty members who had retired from the regular Army or had been volunteer officers during the Civil War.\(^1\) This statement by Lyons and Masland also seems to apply to the Iowa Agricultural College since the early Professors of Military Tactics fit this description.

**Beginning of Military Training at Iowa Agricultural College**

The implementation of the military provisions of the Morrill Act was left up to the colleges with no guidance whatsoever from the Federal Government. The controlling factor seemed to be the degree to which the authorities of the College considered it important to furnish military instruction. At Iowa Agricultural College military training must have been considered important since in the *Third Biennial Report* of the College President\(^2\) (which marked the completion of the first active school year) it was stated that a Professor of Military

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\(^1\) Lyons and Masland, *Education and Military Leadership*, p. 34.

Engineering would be appointed to add to the present faculty of nine.

The First Military Department

In the Fourth Biennial Report\(^1\) the college president explained that the Department of Military Tactics and Engineering was established pursuant to the Act of Congress and would be sustained in conformity with the United States Army Regulations. The course included the study of military engineering, military tactics, and military law. The following subjects were taught in the different college years during the drill period:

(1) Freshman - school of soldier and company;

(2) Sophomore - field artillery;

(3) Junior - bayonet and broad sword exercises, dismounted cavalry tactics; and

(4) Senior - field fortification, topographical drawing, and small sword exercises.

All able-bodied male students of the college were expected to drill in their respective classes and in the College battalion once a week. The students were expected to purchase a uniform of the approved pattern.

\(^1\)Iowa Agricultural College and Farm, Fourth Biennial Report of Trustees (Ames, Iowa, 1871), p. 141.
The authorities of Iowa Agricultural College could have requested a Regular Officer to head its Military Department, however the Fourth Biennial Report points out that General James L. Geddes, an experienced military officer, was hired at an annual salary of $1,400.00. This salary was for the duties as the head of the Military Department and as college steward. In the same report General Geddes reported that a class of forty-five students was instructed and drilled three times a week in the "School of the Soldier and Company" and that nineteen sophomores received instruction in field artillery. Since this was the first term (1870) of military training, the very basics had to be taught. The artillery instruction was confined mainly to the different parts and nomenclature of the weapon. Artillery instruction was also conducted for three one-hour sessions per week.\(^1\) The Cadet Officers had weekly recitations dealing with military tactics, military engineering or military law.

Any history of military training at the Iowa Agricultural College should include considerable information on the early professors of military science and tactics. General Geddes was the first Professor and head of the Military Training and served from 1870 until 1882. Colonel John Scott headed the Military Department from 1882 until early 1884 and was followed

\(^1\text{Ibid., p. 141.}\)
by Captain (later General) James Rush Lincoln who served for over thirty-five years. General Geddes and Colonel Scott both served in the Iowa Militia before the Civil War and fought on the side of the North. General Lincoln fought for the South, but after the war he moved to Iowa and subsequently held several commands in the Iowa National Guard.

General James L. Geddes

The most significant biography of General James Geddes, by Dr. Earle D. Ross (the renowned Iowa State College historian), is in the Dictionary of American Biography and is paraphrased here but is included in its entirety as Appendix A.¹

James Loraine Geddes (March 19, 1827-February 21, 1887) has been described by Ross as a soldier and a college administrator. He was born in Edinburgh Scotland and educated in Canada and in the British Military Academy in India. He served in the Royal House Artillery for seven years before moving to Canada where he was made a Colonel of the Canadian Cavalry. In October of 1857 he resigned his commission in the Canadian service and came to Iowa where he farmed and taught a country school.

Before the Civil War he had been drilling a local company of the Iowa Militia and when the unit was mustered into service

in September, 1861, he was commissioned a captain. In less than six months he was promoted to colonel and placed in command of the 86th Iowa Infantry. Colonel Geddes fought in several important battles and was captured at Shiloh when his unit was defending the "hornets' nest". He was later exchanged and fought at Vicksburg and Jackson. In October, 1863, he was placed in charge of a brigade and served in Texas and later in Memphis, Tennessee as a Provost-Marshal of the District. He was made a Brevet Brigadier-General for his conspicuous part in the Mobile Campaign. He resigned from service on June 30, 1865.

After the war he became the Superintendent of the Iowa Institution for the Education of the Blind from June, 1867, to July, 1869. General Geddes had always been interested in Iowa's Land Grant College at Ames and became its steward (in charge of the student mess and dormitories) in 1870. During the fall of that same year he was appointed professor of military tactics and engineering. During his tenure he also taught free hand drawing, bookkeeping, served as deputy treasurer, treasurer, vice president and acting president of the College. His teaching was most notable in connection with the launching of military instruction in a land grant college. He and his cadets achieved gratifying results despite the handicaps of limited funds and the lack of facilities and equipment. His sudden dismissal from the service of the College in 1882 brought considerable protest from students, soldiers, friends and faculty
which resulted in his reappointment as treasurer and recorder in 1884. Two years later he was appointed land agent, and he held these three positions until his death in 1887.

General Geddes had the personality, appearance and gentlemanly conduct to be considered a true soldier. He gained the respect and affection of soldiers, students, fellow officers, and colleagues. He was well-travelled, widely-read, and a man of many talents including that of amateur artist and writer of war songs.

One of the songs that was written while he was a prisoner of war in Selma, Alabama, was published in 1863 and was titled "The Bonnie Flag with the Stripes and Stars." It was sung by his regiment in answer to the "Bonnie Blue Flag."\(^1\) This song was arranged by Henry Werner, was dedicated to Major General S. R. Curtis, and was located in the State Historical Collection (Iowa City).\(^2\)

There are several accounts of General James L. Geddes's association with the Iowa Agricultural College, the Iowa Militia, and the Grand Army of the Republic (G.A.R.).\(^3\) Also,


\(^2\)The words to General Geddes's song are included in Appendix B.

\(^3\)One of the most colorful but not the most accurate (especially when he discusses the removal of General Geddes from IAC) was by John B. Hungerford, "Sketches of Iowa State College" (copy of original manuscript prepared 1935-40, Ames, Iowa, 1941), pp. 116-123; Alumnus, December 1908, p. 17.
any publication in Iowa that dealt with the subject of the Iowa Agricultural College, the Civil War, and military training in the early years invariably had several references to this well-known and talented man. One can only conclude that General Geddes by nature, training, and experience was well qualified to serve as the first Professor of Military Tactics and Engineering. Hungerford points out that although he was vice-president of the College, the General was seldom identified with executive affairs, preferring to devote his time to active department work where lay his prime responsibilities.¹

General James L. Geddes and the Military Department 1870-1882

In 1870 Congress authorized the War Department to issue small arms and artillery pieces to the land grant institutions and military colleges.² General Geddes, the first professor of Military Tactics, lost no time in procuring the available equipment for the College. His first report to the College president and the Ninth Report of the Adjutant General of the State of Iowa dated 1871, showed that the College received the following arms and accoutrements:

²Lyons and Masland, Education and Military Leadership, p. 34.
40 U. S. Breech loading muskets
40 Enfield Rifles, cal. 58, complete
40 sets of accoutrements
1 light, 12-pounder, bronze gun
1000 rounds center fire cartridges
96 rounds fixed ammunition for the 12 pounder
40 sets light cavalry sabres and belts
4 non-commissioned officers swords

General Geddes was glad to get the weapons and thanked the State of Iowa for sending them at no expense to the College.

In his first report (a rather lengthy affair) to the College president, General Geddes mentioned that he was responsible for $3,500 worth of State and U. S. Property with no place to store it. A temporary shed for the protection of the "piece" had been erected by the members of the class in artillery from odd scraps of lumber found on the farm. The General went on to explain how hard it was to keep the weapons in proper condition even with trained personnel and the best of facilities, whereas he had sixty or seventy inexperienced boys and virtually no facilities.  This served as the first of many such requests for a proper armory needed to support the military training.

General Geddes made a strong plea for maintaining military discipline which would be considerably different from the discipline of the recitation room. He gave a detailed outline

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2Iowa Agricultural College and Farm, Fourth Biennial Report of Trustees (Ames, Iowa, 1871), pp. 142-143.
of how the military discipline could be tied in with the system of self-government of the College and carried out within the limits of the code of discipline of the United States Army Regulations. The General concluded: "to make the department a success, a thorough and recognized organization must be made; greater interest taken in its progress and welfare than has been heretofore evinced, and the Professor in charge allowed more time to carry out its requirements."\(^1\)

Iowa Agricultural College did not follow General Geddes recommendations for strict military discipline throughout the college nor did they go as far as some other institutions that offered military training. At the University of Illinois, when the military training unit was first commanded by an active duty officer in 1878, the military salute became the regulation form of recognition between professors and students.\(^2\) General Geddes did see to it that the cadets were subject to military discipline while they were attending military classes and drill sessions.

The facilities furnished the Military Department during General Geddes's twelve years as the department head ended up

\(^1\)Ibid., p. 144.

being in the basement of Old Main. This may appear to be inadequate, but one must consider that for several years the College was Old Main. It housed all the students, the classrooms, the faculty, the College president and his family, and naturally the military tactics and engineering department. Since the whole College was operating under rather austere conditions for the first several years, the Military Department was treated about as well as any department as far as facilities were concerned. However, as the College enrollment grew and other departments' facilities gradually expanded, we find the Military Department was still restricted to the basement of Old Main, until almost the turn of the century. Needless to say this was not large enough to conduct the drill laboratory; as a result, the drill was regulated by the weather.

According to Ross military tactics at Iowa Agricultural College was planned most elaborately:

The designation "military tactics and engineering" was intended to emphasize the technical aspects of the training. For two bienniums, [sic] (1870-1873), the instruction was listed as a co-ordinate course of study, although it was explained that "the classes for military instruction are interspersed through the different courses." From 1874 the military was listed with the special departments.¹

The early reports of General Geddes were fairly detailed and listed what was taught each term and the number of students

in each school year. The freshman and sophomore years included virtually all the male students of these college years, whereas the junior and senior years showed about one-fourth of the male students taking the advanced or officer training. According to the Fifth Biennial Report (1873) of the College President, General Geddes added a new branch of military instruction to the three already taught. Gunnery and ordinance, which covered theory of projectiles, siege, artillery and mortar practice, was added to military engineering, military tactics and military law.\textsuperscript{1} The first Professor of Military Tactics and Engineering at the College continued to introduce new subjects to keep the military training interesting and accepted. Naturally, he was delighted that one of the twenty oratory topics chosen for the first graduation from IAC in 1872 dealt with military training. Mr. S. R. Churchill of Scott County argued that every educational institution in the country should have a Military Department. He also concluded that the instruction ought to be an equal footing with every other department and should be compulsory.\textsuperscript{2}

According to the roster of organized militia companies, January 1, 1873, in the Adjutant General Report of the State of Iowa, the college militia companies were listed the same as the

\textsuperscript{1}Iowa Agricultural College and Farm, Fifth Biennial Report of Trustees (Ames, Iowa, 1873), p. 66.

\textsuperscript{2}Ross, A History of the Iowa State College, pp. 379-380.
other twenty-eight units of the Iowa State Militia. The officers of the cadet unit carried commissions in the Iowa National Guard with the same rank they held within the College company. In the 1876-77 time period the Adjutant General's report listed the College unit as unattached organization but the cadet officers still held their commissions in the Iowa National Guard. After the 1877 time period the cadet officers were not shown as having commissions in the Iowa Guard. If any held commissions in the Iowa National Guard, they did so in their home units.

According to these early Adjutant General reports (1870-1890) the Iowa Agricultural College unit was as well armed as any of the Iowa National Guard units. In fact, the January 1, 1874, Roster of Militia in Iowa showed that the College artillery battery called "Geddes' Battery" had one 12 pounder cannon, which was one of the few in the state.¹

According to Colonel Pearl M. Shaffer, Professor of Military Science and Tactics 1920-24, in his "Brief History of Military Training in the Iowa State College":

A study of the reports of the operations of the college in the early years will reveal the struggle for appropriations to keep abreast with the increasing enrollment, the demand for the new buildings and improvement for increased teaching force and equipment, and it is interesting to note how small a proportion of the endowment fund found its way to direct support of military instruction. With the efforts to recover

from the stress of the Civil War, the immediate interest of the people turned to the development of Iowa's greatest industry, agriculture, it is not surprising that military instruction received secondary consideration...the records indicate that considerable stress was laid upon labor in workshop and on the farm as a means of practical education, students being required to perform an average of three hours labor per day. This was the birth of the laboratory method of the present day, and has always presented a serious obstacle in the way of securing sufficient time for military work in industrial colleges.\(^1\)

Colonel Shaffer goes on to report that the interest in other departments overshadowed the military department. General Geddes testified in February, 1874, that drill was conducted only once a week and only given to freshman due to the fact that drill was inadvertently omitted from the daily schedule by the faculty. There appears to be a gradual enroachment on the time of the head of the military department until in the same testimony, General Geddes reports that in addition to his military duties he was treasurer, steward, and instructor in bookkeeping and drawing.\(^2\)

In spite of the many difficulties and the increased work load of General Geddes, the military training program continued with over-all good acceptance on the College campus. The Sixth Biennial Report of Trustees included the requirement of

\(^1\)Pearl M. Shaffer, "A Brief History of Military Training in the Iowa State College" (typewritten manuscript in military folder, Special Collection's Room, Iowa State University Library, Ames, Iowa, 1921), p. 3.

\(^2\)Ibid., p. 4.
a uniform for military formations. The uniform was to consist of a regulation hat, blue blouse, and a pair of blue pants. The whole cost was not to exceed $20.00 and the material was to be of good enough quality to be suitable for ordinary wear on the college farm.¹

In 1875 all of the military classes were formed into a college battalion. The staff and field officers were from the junior and senior classes and the non-commissioned officers and other enlisted rank were from the freshmen and sophomore classes according to merit. During this time period the first mention is made as to how the military graduates could serve. Those who were deemed eligible by the commander of the battalion [General Geddes] and the President of the College would have their names forwarded through the Adjutant Generals office to the Governor of the State for a commission in the Iowa National Guard.²

General Geddes reported in 1876 that the textbooks used were Upton's Infantry Tactics, McCollan's Bayonet Exercise, Mahan's Military Engineering, and Smith's Field Artillery.

¹Iowa Agricultural College and Farm, Sixth Biennial Report of Trustees (Ames, Iowa, 1874-75), pp. 79-80.
²Ibid., p. 80.
Works of reference were Scott's Military Dictionary, Duparero's Military Art, and the United States Army Regulations.¹

Five years after the announced requirement for uniforms the cadets did have blue uniforms even if they did not match very well. The Professor of Military Tactics would see to it that the dress was truly "uniform". In the "locals" section of the Aurora (March, 1880) it was noted that: "General Geddes is in Chicago on business. He took with him, to a military tailor, the measurements of more than a hundred young soldiers, and soon the royal blue will be more common."² In all of these early student papers and college reports there was never any hint of objection to having to buy a uniform for military training. On the University of Nebraska campus there was considerable discussion over the requirement to purchase a uniform, the result being outright refusal of some students in the 1877 to 1879 period which lead to part of the cadets drilling in a "ragamuffing squad" without uniforms.³ This problem did not occur at Iowa Agricultural College since the administration had the foresight to require a uniform that could be worn during all other college activities rather than just during drill.

¹Iowa Agricultural College and Farm, Seventh Biennial Report of Trustees (Ames, Iowa, 1876-77), p. 114.
²Aurora, March 1880, p. 15.
³History of the Military Department University of Nebraska (Lincoln: University Printing Department, 1942), p. 4.
General Geddes was highly regarded on the College campus and had the distinction of being the second highest paid person on campus at $1,800.00 a year, which was $200.00 more than any other full Professor. Naturally this salary was based on all of his duties in addition to his position as the Military Department head. His stature on the campus was evidenced by his participation in so many campus activities. He designed the heading for the *Aurora*, the first Iowa Agricultural College student paper, and was one of the most prolific faculty writers in the early issues. Being one of the "most travelled" faculty members (he had lived in England, India and Canada in addition to the United States) gave him a chance to expound on his travels to the very interested students. Another indication of his stature on campus was shown by the faculty in 1879 when General Geddes was awarded an honorary Master of Philosophy by the Iowa Agricultural College.

Colonel Shaffer in his 1921 summary of early military training reported on how some of the early college classes prided themselves on being the finest body of soldiers the College ever produced. He quoted Dr. O. H. Cessna, who was the college chaplain for many years: "Elementary, as the instruction may have been, one has only to interview one of the early graduates to be convinced that the enthusiasm created by the

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personality of General Geddes, was not without a very consider-
able military value." Shaffer goes on to report:

Perhaps the most marked instance of the results of the training of those days is exemplified in the person of Professor Herman Knapp, present treasurer and business manager of the college, who still retains the Military bearing acquired under General Geddes. The inspiration gained in these early days of the Department led him to engage actively in National Guard work of the State for many years, where he gained the rank of Major. He does not hesitate to state that the habits of discipline and system acquired from this early training and so well exemplified in the able administration and executive organization of his office, were largely the result of his early Military training in the College, and that he considers that his training as a Cadet Officer has contributed largely to his success.¹

Herman Knapp would be in the service of the College for many years, and would help play a big part in the acceptance of military training on the Iowa State College campus in the late 1800's and early 1900's. He would actually be in charge of the cadet corps when a later Professor of Military Tactics would be called away to the Spanish American War. Needless to say, any Military Department head would like to have an avid supporter like Herman Knapp on the faculty.

General Geddes made several attempts to get his IAC cadets in the limelight. A typical example was in 1878 when the College military company marched in the first position of the soldiers reunion parade in Des Moines.² In fact, it is from

¹Shaffer, "A Brief History of Military Training in the Iowa State College", p. 6.

these early parades, later drill performances and inspections, that most people around the state might have gotten the idea that drill was the only thing taught in the Military Department at Iowa Agricultural College. In later years the Military Department at IAC would introduce sham battles, maneuvers, special demonstrations of bridge building and other military tactics to show that something other than drill was taught.

General Geddes's treasurer's report in the *Eighth Biennial Report* of the College for the years 1878 and 1879 listed $300.00 spent on an armory.\(^1\) Evidently the General did finally get an adequate place to store the artillery piece and some supporting equipment. Nevertheless, the armory must not have been adequate for mustering all of the College cadets since most of the annual reports of the military department head's for the next thirty-six years requested an adequate armory to support the Military Department.

In 1879 the military courses were basically the same as in 1873 except that because of its size the whole unit also drilled as a battalion rather than as a single company. General Geddes continued to give lectures throughout the four year course. These lectures were mainly for the junior and senior cadet officers, who virtually ran the cadet drill sessions. The juniors and seniors had one hour of recitation

\(^1\) *Iowa Agricultural College and Farm, Eighth Biennial Report of Trustees* (Ames, Iowa, 1879), p. 22.
a week dealing with infantry tactics, artillery tactics, army administration, and military engineering or military law, depending on which subject was being taught in a particular term. The first college catalogue (1880) listed several different areas that did not lead to any degree, but any student completing these studies would receive the College certificate showing his standing in these studies. These areas were domestic economy, military science, literature, language, mathematics, physics, chemistry, biology, and philosophy.\(^1\)

According to the catalog a person could come to Iowa Agricultural College and use the College facilities with the expressed purpose of gaining a certification in one of these areas which naturally included military science. This certification (though not required) could have been important in getting a winter job since many IAC students taught in local schools when not attending college. Some of the Iowa Agricultural College students and graduates did serve as military instructors at other schools. There are no records to indicate that any of those who later taught military training came to the College specifically for the purpose of certification in military tactics. They probably received the necessary military training while pursuing the regular college work. This should and does speak highly of the military training they received.

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\(^1\)Iowa Agricultural College Catalogue, (Ames, Iowa, 1880).
The comments in the *Aurora* would lead one to believe that General Geddes and the military training was well accepted. The July, 1882, edition of the *Aurora* pointed out that:

The military companies have been drilling during the past term with no small amount of interest. The General [Geddes] takes pride in seeing the "boys" out on the parade grounds, ready and willing to obey every command. The exercises in this line, when taken properly, certainly add much to the carriage of the student and are conducive to his health. We are fortunate to have General Geddes, so able an instructor in this department, for he makes it one of the pleasant features of the college.  

In July, 1882, General Geddes became acting President of Iowa Agricultural College when President Adonijah Welch was granted a leave of absence.  

Needless to say, that kind of work load was bound to have some effect on the performance of his military duties. His military reports to the president from 1870-1878 had been lengthy and had given a good accounting of the military department. The reports from 1879-82 were short and virtually a repeat of the previous year. One might conclude that General Geddes was too involved in affairs other than the military department. Nevertheless, neither this massive involvement nor his efficiency had anything to do with his sudden dismissal by a new administrative board. The terse announcement in the

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1 *Aurora*, July, 1882, p. 76.

November, 1882, annual meeting of the Board of Trustees (second item of business) listed "the services of General J. L. Geddes were discontinued."\(^1\) It appears that General Geddes was dismissed by a new board of trustees that was of a different political party than the General. This could not be verified but was alluded to in different sources.

As the biography of General Geddes pointed out there was a considerable uproar across the state and on the Iowa Agricultural College campus. The **Aurora** and other Iowa papers loudly condemned the dismissal of the General. It did take quite a while before an organized effort by his fellow soldiers of the Grand Army of the Republic (G.A.R.) would be able to muster forces and then present their case to the Board of Trustees of the College. The Board of Trustees then appointed a committee to investigate the matter. This naturally took a considerable amount of time to investigate and answer the charges of the G.A.R. During the period of time from General Geddes's dismissal and the final report of the investigating committee of the Board a new Professor of Military Tactics had been appointed and had served for one full year and then resigned. Another Professor of Military Tactics had been appointed and was serving capably. The investigating committee politely pointed

out that they could not necessarily be held responsible for another board's action. (A new board had been elected during the period of time after General Geddes' dismissal and subsequent protest of his removal.) Further, the committee pointed out there were some misstatements of facts in the case. The G.A.R. was under the impression that a former confederate soldier had immediately replaced General Geddes and this raised the ire of the Iowans who had fought for the North. Actually a former colonel in the Iowa Militia had replaced General Geddes for one year and then the confederate soldier took the job in the Military Department. This confederate soldier had been in Iowa since 1868, had commanded an Iowa Company of the National Guard for several years, and was a thoroughly loyal man. The new Board of Trustees had high praise for General Geddes but felt that removing the present head of the military department just to reinstate the General would be an injustice equal to that done to General Geddes in the first place. The final conclusion of the investigating committee was that they would rather hire a union soldier if there was an opening, but there was none.  

The next item of business for the 1884-85 Board of Trustees pointed out that the term of office of the College

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treasurer having expired December 1st, General Geddes was elected to that position. The duties of College recorder and manager of the book department were added to those of treasurer for the salary of $1,000.00 per year.

According to Ross, "the delicate military situation was adjusted by a vote of confidence in Captain [James Rush] Lincoln, warm praise of General Geddes, and the more substantial relief in his [General Geddes's] election to the college treasurership. The relations of the two military men were reported to be most cordial."¹

Taking a quick preview of the biography and the previous information presented on General Geddes, one can conclude that he did have a significant impact on the Iowa Agricultural College, the most significant impact being the initiating and conducting the military training at Iowa Agricultural College. We must remember that General Geddes had no model to follow in setting up the military training program. There was no syllabus, no provisions for equipment or uniforms, and no clearly defined objectives. The financial support and facilities for military training at the College were extremely limited. In spite of all these impediments, General Geddes did start and create a viable military training program that allowed Iowa Agricultural College to feel it was carrying out the intent of the Land Grant Act.

¹Ross, A History of the Iowa State College, p. 103.
It is interesting to note that the University of Nebraska which opened in 1871 did not have an instructor of military tactics until 1876.\textsuperscript{1} The first step toward the establishment of military instruction at the State University of Iowa (Iowa City) was taken during the early days of the Civil War.\textsuperscript{2} The first military training at the State University was in 1863 under a teacher of gymnastics and military drill. This was dropped in 1864, resumed in 1865, and dropped in 1866. In 1874 a "chair of military instruction was established."\textsuperscript{3}

The University of Minnesota started its military department under a retired Major General Richard W. Johnson in 1869. The training was dropped when General Johnson resigned in January 1871. There was no military department head until the Fall of 1872 when a new Professor of Military Science and Tactics was assigned.\textsuperscript{4}

Compared to the University of Nebraska and the University of Minnesota (land-grant institutions) and the State University of Iowa, the Iowa Agricultural College was off to a more effective start in providing a program of military training. As

\begin{itemize}
  \item[\textsuperscript{1}] History of the Military Department University of Nebraska (Lincoln: University Printing Department, 1942), p. 2.
  \item[\textsuperscript{2}] Alan C. Rockwood, "A History of the Military Department of the State University of Iowa," Iowa Journal of History and Politics, Vol. XXI (April, 1923), 183.
  \item[\textsuperscript{3}] Ibid., p. 190.
\end{itemize}
stated earlier, the military training at IAC started only one year after the College officially opened its doors and has been continuous except for a brief period during World War II.

It is also interesting that the University of Nebraska and the State University of Iowa both applied for and received active duty officers, once they had made a firm commitment towards a military training program. The University of Minnesota also received an active duty officer after the military department had been started by a retired officer. These active duty officers were paid by the Army with a small additional compensation from the schools. At Iowa Agricultural College, however, an experienced military officer, now a civilian, was hired and paid by the College. This is just one example of the many differences in the early military training in the United State institutions of higher learning.

The University of Nebraska, the University of Minnesota, the State University of Iowa, and most any other school that had active duty officers assigned as Professor of Military Science and Tactics had a frequent turnover of military department heads (and periods of time when no officer was assigned) as the Regular Army Officers could only be assigned for a short period of time. The rapid turnover of personnel has been a continuing problem in maintaining an efficient and effective program in many institutions of higher education. However, since only three men served in the capacity as head of the
military training department and one officer served as acting
department head during the Spanish-American War, it was not a
problem at Iowa State College during the first 45 years of
military training. One might also doubt if many of the active
duty lieutenants and captains who served as Professors of
Military Science and Tactics at other schools were as well
qualified as those military department heads at Iowa Agricul-
tural College. Even Lieutenant John J. Pershing who served at
the University of Nebraska from 1891 until 1895 gained his fame
and experience after he left his post at Lincoln, Nebraska.

Colonel John Scott 1882-1884

The second head of military training at Iowa Agricultural
College was Colonel John Scott. He too was well qualified in
military tactics since he had served as an enlisted man in the
Mexican War and had commanded an Iowa company during the Civil
War. He rose to the rank of colonel with the Thirty-Second
Iowa Infantry and commanded it in several battles of the Civil
War. Colonel Scott was also well known in Iowa for other than
his military exploits; he was a teacher, lawyer, had served in
the Senate of Iowa in 1859, and became the Lieutenant-Governor
of Iowa in 1867. His complete biography covers six pages in
the Biographical and Historical Memoirs of Story County Iowa.¹

¹Biographical and Historical Memoirs of Story County Iowa
Colonel Scott was also an avid writer and historical buff. It was reported in the July 4th, 1876 issue of the *Nevada Representative* that Colonel Scott delivered the centennial oration at Nevada. The oration was a sketch of Story County and was prepared "in pursuance of the Proclamation of the President, and in accordance with the recommendation of the Governor of the State."¹ In the same paper, a brief background on the Agricultural College (meaning Iowa Agricultural College) listed Colonel Scott as present at a meeting of Story County residents seeking to get the College located in their county. Colonel Scott was one of the two main speakers at a July 4, 1859, celebration on the College farm in a grove north of the present armory.² Colonel Scott was also present for the inauguration of the first College president on March 17, 1869. In addition to being the chairman of a committee to write up the happenings of the inauguration event, as the Lieutenant Governor of Iowa, he gave a few extemporaneous words of welcome to the gathering of over 1200.

One can only conclude that Colonel Scott had an interest in the Iowa Agricultural College long before he was appointed Professor of Military Tactics at a salary of $500.00.³

¹*Nevada Representative* (Story County Iowa) July 4, 1876.

²Ross, *A History of the Iowa State College*, p. 27.

Scott evidently lived in Nevada and commuted to the College campus. The March, 1883, issue of the *Aurora*, in the "personal" section, pointed out that "Colonel Scott had been here only once this term, but we shall probably see more of him in the future."\(^1\) This article got results as Colonel Scott appeared forthwith. The April, 1883, *Aurora* reported that the Military Department would "boom" under the guidance of Colonel Scott and the planning of the cadet officers.\(^2\) The August, 1883, issue of the *Aurora* reported that Colonel Scott had entertained the whole college battalion at a social gathering.\(^3\)

Colonel Scott had little time (one school year) to make an impact on the military training at the Iowa Agricultural College. He did initiate a social gathering of the college battalion that would be repeated by the later Professors of Military Tactics for several years. His one year tenure also pointed out the need to hire a younger, more dynamic, and interested person who would remain in the employ of the College for a longer period of time and serve as the head of the Military Department. There was no report filed for the Military Department during Colonel Scott's year as Professor of Military Tactics. The 1883 College *Catalogue* retained the same

\(^{1}\) *Aurora*, March, 1883.

\(^{2}\) *Aurora*, April, 1883, p. 31.

\(^{3}\) *Aurora*, August, 1883, p. 101.
statement about the Military Department that had been listed for the past few years.

Captain--General James Rush Lincoln

The third Professor of Military Tactics at Iowa Agricultural College was Captain James Rush Lincoln. The March, 1884, issue of the Aurora mentions the big squabble across the state when Captain Lincoln was hired as the Professor of Military Tactics at Iowa Agricultural College, since he had fought for the Confederacy during the Civil War. The reaction on the IAC campus itself was favorable to Captain Lincoln's appointment since he had been associated with the College earlier in another capacity. He was hired as steward at the second meeting of the College Board of Trustees in November, 1882 and his salary was fixed at $1,000 per annum plus board during the school year.¹

Since the College school year was from March until November we can see that Captain Lincoln probably worked as steward from the start of the 1883 school year until early 1884. Colonel Scott resigned as Professor of Military Tactics in early 1884 (actually before the school year started). Captain Lincoln was readily available and was probably "as qualified" as any other interested person in the state.

¹Iowa Agricultural College and Farm, Tenth Biennial Report of Trustees, p. 150.
Nevertheless, there is considerable conflict in the different sources as to what the situation was and when Captain Lincoln assumed the duties of the Professor of Military Tactics.

The Tenth Biennial Report of IAC listed him hired as steward\(^1\) and Colonel Scott Professor of Military Tactics in 1882.\(^2\) Hungerford writes as if Colonel Scott never existed and that Captain Lincoln took over the Military Department immediately after General Geddes was removed.\(^3\) Colonel Shaffer in his 1921 History of the Military Department stated that Captain Lincoln was elected as steward and Professor of Military Tactics on March 1, 1884.\(^4\) General Lincoln, in an April 16, 1922, interview (a few months before his death) with Dr. L. H. Pammel, stated he came to Ames "on October 1, 1883, in charge of the Military Department and Steward of the College."\(^5\) Dr. Earle D. Ross in his book A History of the Iowa State College of Agriculture and Mechanic Arts, stated, "Captain James Lincoln, an officer in the National Guard who as a loyal young

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\(^1\)Iowa Agricultural College and Farm, Tenth Biennial Report of the Trustees, p. 140.

\(^2\)Ibid., p. 138.

\(^3\)Hungerford, "Sketches", p. 119.


\(^5\)L. H. Pammel Papers, Iowa State University, Special Collections, Interview with General J. R. Lincoln, April, 16, 1922, p. 2.
Marylander had seen active services as a Confederate soldier, was made steward 1883 and at the beginning of the new college year 1884 Professor of Military Tactics.\(^1\)

It suffices to say that Captain Lincoln at the age of thirty-nine was on campus and held both jobs as steward and Professor of Military Tactics. The controversy which arose over his hiring is quite interesting. Evidently it was all right for a former Confederate soldier to be the steward (in charge of students mess and dormitories) but not to teach military tactics to Iowa farm boys. One must also consider the political environment of the College scene after the sudden removal of Geddes just the year before. It is also interesting to note that Captain Lincoln had moved to Boone, Iowa, after the Civil War in February, 1868, and had been a Captain in command of a Iowa National Guard Company in 1876, eight years before his appointment of Professor of Military Tactics.\(^2\) The students at the College supported the initial appointment of Captain Lincoln as Professor of Military Science and Tactics. At the end of the school year the November, 1884, Aurora happily announced Captain Lincoln would be retained in his position.\(^3\)

\(^1\)Ross, A History of the Iowa State College, p. 99.

\(^2\)L. H. Pammel Papers, p. 2.

\(^3\)Aurora, November 1884, p. 200.
The November issue of the *Aurora* also mentioned that General Geddes had been hired as treasurer and recorder for the College.¹ This helped soothe the Iowa Agricultural College campus scene since both General Geddes and Captain Lincoln were now in the employ of the College.

Captain Lincoln, once past that controversial first year, remained in charge of the Military Department until 1919, except during the period of the Spanish American War when he served as a Brigadier General of the U. S. Volunteers. The cadet corps was then under the charge of Professor Herman Knapp. Shaffer explained that even after 1919 General Lincoln continued to be associated with the Military Department and was carried on the faculty as Assistant Professor of Military Science and Tactics, under the employ of the college.²

The most often quoted biography of Captain (later General) James Rush Lincoln states he was born in Frederick County,

Maryland, February 3, 1845, to a wealthy family. He spent much of his first nine years of his life traveling with his father throughout the North American Continent. His education was not neglected during this time, a private tutor accompanied him in his travels. At age nine he was placed in a military school. When the Civil War broke out he was a cadet in the Pennsylvania Military Academy and elected to fight for the Confederate cause. Following the military spirit he had inherited from his ancestors, the lad accepted a commission at the age of sixteen. He took part in many great battles of the Civil War as a Captain of the cavalry and also served as a staff officer in several capacities, which service gave him an intimate acquaintance with practically all the leaders of the Confederacy. He was at the Battle of Gettysburg and was also present at the surrender of Appomattox.

After the war he moved to Boone, Iowa, in February, 1868, where he first homesteaded, then became Superintendent of the Northwestern mines in Boone. Had he not possessed rare

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1 A biography of General James Rush Lincoln is in Appendix C and will be briefly paraphrased. Also one of the most glowing tributes ever paid to a faculty member of the Iowa State College was rendered by Colonel Guy S. Brewer (class of '97) during the Armistice Day exercises, November 11, 1922, shortly after General Lincoln's death. It is included in Appendix D. Each of these should be read to gain some idea of the background of this great soldier who had considerable impact on the Iowa Agricultural College by serving as the head of the Military Department for over thirty-five years. General Lincoln also had considerable impact on the Iowa National Guard. A clearer picture of the magnitude of his overall impact should become clearer within the next few pages.
qualities for winning men to him and inspiring confidence, he could not have overcome the prejudice against a man of Northern birth fighting for the Confederacy.\textsuperscript{1} In 1883 General Lincoln moved to Ames as the Steward of Iowa Agricultural College and the following year became the head of the Military Department.

Captain James Rush Lincoln 1884-1889

Captain\textsuperscript{2} Lincoln took charge of the Iowa Agricultural College Military Department in early 1884. The department had received little motivation or guidance from Colonel Scott during his one year tenure. Also the last few years of General Geddes's service as the Professor of Military Tactics had seen little change from the original military course he devised. The opportunity was ripe for a younger, more dynamic officer who was endowed with superior military knowledge and had the burning desire to prove that a former Confederate was more than capable of fulfilling the position of instructing the youth of Iowa in Military Science.

\textsuperscript{1}Hungerford, "Sketches", p. 120.

\textsuperscript{2}Captain was his present rank in the Iowa National Guard. (1884) The early Professors of Military Tactics had gone by the highest rank they held in the Civil War. Captain Lincoln would be identified on campus by his rank in the Iowa National Guard up to Brigadier General and thereafter was identified as General Lincoln, except when he was a Major in the United States Army (unassigned) during World War I.
Eddy stated that "the teaching of military tactics remained in [a] chaotic state throughout most of this period" [1880-1899].\(^1\) Even though the College Military Department would require lots of hard work and would have to be operated with limited funds and equipment, the conditions of military training could not be termed chaotic.

Captain Lincoln pointed out in this first report that it is not intended in this department to complete the education of the thorough soldier, but to fit young men for filling intelligently positions in the State Troops as line officers and company instructors. The constant demand for men thus trained emphasizes the value of a thoroughly organized and well sustained military course. The chief advantages derived are the acquirement of a dignified carriage of the person, gentlemanly deportment and self-respect with habits of neatness, order and punctuality.\(^2\)

Captain Lincoln went on to report that a cadet could extend his studies in Military Science to include infantry, artillery and signal tactics and would receive lectures on military subjects throughout these courses. The military training was required for all male students during the first two years except those excused by proper authority [Captain Lincoln and the College President]. The cadets were required to wear the uniform during military exercises.\(^2\)

\(^1\)Eddy, Colleges for Our Land and Time: The Land-Grant Idea in American Education, p. 93.

\(^2\)Iowa Agricultural College and Farm, Eleventh Biennial Report of Trustees (Ames, Iowa, 1884-1885), p. 46.
From the very beginning Captain Lincoln was looking for ways to make the training more effective and was keeping the ultimate goal of training officers uppermost in mind. He organized the College battalion into several companies with a minimum number of privates and a maximum number of officers. He remembered very well the problems of both sides during the Civil War; neither side had an adequate number of trained officers. He felt that if another war should come there would be plenty of enlisted men available but the real need would be for trained officers to lead these men.

In his second report that is printed in the Twelfth Biennial Report of Trustees of the College, Captain Lincoln was granted an extra hour of time to teach Military Science. The result was added efficiency of the cadet officers in their work.\(^1\) For his additional time and effort Captain Lincoln's salary for the Professor of Military Science was raised from $300.00 to $500.00, which was in addition to the $1,000.00 he received as steward. This raise made his salary comparable to other professors of the College.\(^2\)

Captain Lincoln was probably quite pleased to report that several of the College cadets had taken positions in the Iowa

\(^1\)Iowa Agricultural College and Farm, Twelfth Biennial Report of Trustees (Ames, Iowa, 1886-1887), p. 81.

\(^2\)Ibid., p. 168.
National Guard, were looked upon with great respect, and were recognized as young officers of knowledge and ability. He also mentions that the young ladies of the College had formed a company for drilling, which was of great benefit to them as a health exercise, as well as creating an interest in drill.\(^1\) Captain Lincoln had several key elements working for him and his military training. He now had more time to teach, and the girls, sometimes called the "Broom Brigade" because they drilled with broom handles, naturally added something to the weekly dress parades on Wednesday afternoon. Another element was that the requirement for mandatory manual labor for all college students had been dropped in 1884. This gave the very busy students an extra two or three hours per day and one of these hours was now devoted to the military tactics. Finally, the fact that his students were being accepted as officers in the Iowa National Guard gave them the added incentive to pursue the last two years of voluntary officer training. Before this time it had virtually been impossible to get a commission in the Regular Army.

One can see that the late 1880's could very easily be considered growing years for the military department when Captain Lincoln reports that the graduating class of '89.

\(^{1}\text{Ibid., p. 81.}\)
numbered forty-five. Of this number eighteen were enrolled in the battalion.\(^1\) Captain Lincoln also concluded that military training and discipline were generally recognized as desirable factors in education, and that drill is also important since it requires a quick action of the mind in the interpretation and execution of orders in military maneuvers.\(^1\) The Captain once again mentioned in the same report that his cadets were still in demand as officers in the National Guard and that two from the class of '89 had taken jobs as military instructors in other schools. Finally, he stated that the ladies' company continued to do good work and that other colleges had followed the lead of Iowa Agricultural College and had companies of ladies that were drilling regularly. The University of Nebraska and the University of Minnesota did not have ladies companies formed until 1888, which was two years after Iowa Agricultural College.

Colonel (later General) James Rush Lincoln 1890-1900

The 1890 College Catalogue lists Colonel James Rush Lincoln as the Professor of Military Science and Tactics.\(^2\) His promotion to Colonel in the Iowa National Guard is confirmed

\(^1\)Iowa Agricultural College and Farm, Thirteenth Biennial Report of Trustees (Ames, Iowa, 1888-89), p. 58.

\(^2\)Iowa Agricultural College Catalogue, (Ames, Iowa, 1890).
in the Report of the Adjutant General of Iowa. The first three years of this decade would be considered years of growth, followed by a leveling off in 1894-95 and a gradual decline in 1896-97. National events of 1898 would once again bring the Military Department back into the limelight for the last two years of the 1890 decade.

In 1890 the one and only special edition of the College Clipper, which was the forerunner of today's modern student newspaper, appeared. Though the paper did not have the college administration approval, it did set the format of the IAC Student, which was published less than two months after the Clipper. These papers reported more adequately the events and activities of the times than had the early Aurora. It is interesting to note that the editor of the Clipper F. E. Davidson relied very heavily on Colonel Lincoln to help put the newspaper idea over. The paper included an order of the cadet corps of the College dealing with patriotism and Memorial Day. It was also high in praise of the Military Department and pointed out that "since Colonel Lincoln took charge of this department he has raised its standards to a height excelled by none outside of the United States Military Academy." Colonel Lincoln was also referred to as an avid supporter of the

1Report of the Adjutant General of Iowa, 1891, p. 11.
2Clipper, June 18, 1890, p. 8.
athletic association and aided the organization in every way possible.

Even Colonel Lincoln's stature on campus could not help pull the *Clipper* through without the approval of the administration. The *Clipper* did lay the foundation for the approval of the *IAC Student* and the same editor F. E. Davidson once again appeared. Needless to say, the paper was pro-military. There is an interesting parallel to make here. General Geddes had been a prime backer of the *Aurora* and one of its most prolific writers. Now we see Colonel Lincoln as a backer of a new college paper that would more adequately promote his Military Department than the *Aurora* had. The new paper had a military notes section, and other articles dealing with the military appeared from time to time. These papers were invaluable in drawing together the Military History of the College. Now one could get a much better idea of the students' opinion and faculty attitude, in addition to the information given in the official College reports.

Colonel Lincoln was always looking for ways to give his student officers experience. As steward he was required, or at least someone appointed by the steward was required by the Board of Trustees to inspect the students' rooms every morning. Colonel Lincoln turned the work over to the Captains and 1st Lieutenants who took turns as officer of the day. The very first *IAC Student* reported that there was a marked improvement
in the appearance of the rooms and that Colonel Lincoln's plan met with the approval of the students. In fact there was a hint to drop the old proctor system and make the officer of the day responsible for the good order of the school.\footnote{IAC Student, August 7, 1890 (hereafter referred to as The Student).} General Geddes, the first Professor of Military Tactics, would have been quite proud of this system since it reeked with the idea of military discipline which he had strongly advocated. It suffices to say the students were under rather strict rules and that the living and working conditions of the College were austere to say the least.

The early student papers were definitely pro-military, and this was normal for the times. With the enrollment of the College less than 500 and more than half of the student taking military training it was only natural to get caught up in the considerable pomp and ceremony that occurred at several events during this time period. It seemed only fitting that the activities should be reported. The second issue of The Student had a list of eight items which it condemned. One was "the lazy loiter who hates military drill." An item to be commended was "the new system of room inspections." The same issue of The Student gave a slightly biased summary of the drill contest between the two college battalions: "During this one and one-half hour performance the Brigade is reported to have executed
more movements than any brigade of the National Guard would have executed in a week." 1 After reading some of Colonel Lincoln's early Inspector General Reports for the Iowa National Guard one could almost believe the above statement. Just in case some of the students might think the College was getting carried away with this military inspection and military discipline, The Student would occasionally carry an article telling of the cadet life at West Point. Needless to say, the College cadets very easily could have realized the atmosphere on their campus may have been strict but also that it was considerably more relaxed than at West Point. 1

Colonel Lincoln had a series of lectures that he was asked to give periodically. Being a college professor allowed him to repeat these lectures every four years or so since he would have a completely different audience. One was on "the rifle and its ammunition" in which he gave a brief account of the revolution in the art of warfare caused by the breach loading rifle. He also covered other details on gunpowder and bullets. His closing comment always made a vivid impression on his audience and pointed out that things should always be kept in perspective: "He closed with a comment of General McClelland about becoming a marksman. You need nerves of steel, muscles of iron, intelligence, patience and that most valuable quality

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1 The Student, August 21, 1890, p. 1.
of all, of being not unduly elated by success."\(^1\) Another lecture "Our Nation's Flag" was a favorite of Colonel Lincoln because he was a very patriotic person and he saw to it that the flag got proper respect.\(^2\) Still another lecture was on "The Battle of Gettysburg" in which he had fought. In his account of the battle, Lincoln's excellent literary arrangement and polish as a lecturer show.\(^3\)

The early 1890's were boom years for the Military Department. Poems were published about the College cadet.\(^4\) The women's interest in military drill increased so that the Colonel Lincoln had to form two companies. "These forty girls in blue speaks well for the Colonel's efficiency and will not detract from the line on dress parade. We are ready to compare military departments with any school."\(^5\) Colonel and Mrs. Lincoln continued to have their annual reception for the senior officers and the ladies of the third battalion.\(^6\) Since the women now had two companies they became known as the third battalion.

\(^1\) The Student, October 23, 1890.

\(^2\) The Student, May 29, 1891, p. 46.

\(^3\) Aurora, June, 1887.

\(^4\) The Student, August 22, 1891, p. 18.

\(^5\) The Student, April 10, 1891, p. 15.

\(^6\) The Student, November 11, 1891, p. 80.
Colonel Lincoln had many ways to motivate the cadets to get more out of their training. A band was organized as music always helps raise the spirit of the troops during dress parades. The Colonel built a complete artillery battery in miniature which he used in the classroom to instruct the cadet officers in artillery.\textsuperscript{1} He organized a cavalry class and a bugle corps in 1892. As the Colonel became more involved with the Iowa National Guard, he saw to it that some high ranking officers, including the Adjutant General of the State, attended some of the special drills.\textsuperscript{2} Favorable comments from the Adjutant General of Iowa served to motivate the cadets even more. The June 17th, 1892, closing drill of the term was witnessed by over 500 spectators.\textsuperscript{3}

Ross points out "that [Colonel] Lincoln was able to direct some of his zeal for organization to his department, combining with the instructional aspects the interest of an 'activity'. Sham battles had the excitement and thrill of a football contest."\textsuperscript{4} The cadets were able to apply the actual tactics they had been taught during the simulated battles in and around

\textsuperscript{1}The Student, April 9, 1892, p. 57 3/4.
\textsuperscript{2}The Student, June 4, 1892, p. 77.
\textsuperscript{3}The Student, June 22, 1892, p. 90.
\textsuperscript{4}Ross, A History of the Iowa State College, p. 22.
the College campus. Realizing that this was such an effective technique, the Colonel quit spending some of the department's money on live ammunition that was used for target practice and invested it in blank cartridges so realism could be added to the battles. Colonel Lincoln did not let class scheduling problems get in his way during these years. Wednesday and Friday afternoons were traditionally reserved for military drill. To insure that all who wanted could attend the voluntary portion of the training in military tactics, he arranged the classes during the evening: the senior class on Monday; the juniors on Tuesday; and the sophomores on Wednesday evening. The Professor of Military Tactics truly was an organizer, by forming a hospital corps under Dr. Fairchild, the school doctor, he even found a way to handle those students who had some moral objection to bearing arms. For those who had received a failing grade in military training, or who did not take an interest in their work, he formed a Company Q.

A person may find it hard to believe that one man could do so much with an almost complete lack of facilities, a minimum amount of equipment, and an extremely limited budget that averaged less than $250.00 a year. The Military

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1The Student, August 20, 1892, p. 124.
2The Student, April 9, 1892, p. 45.
3The Student, March 4, 1892, p. 7.
Department at the Iowa Agricultural College was no different than most; it was a one man operation. Colonel Lincoln was just a man who made maximum use of his cadets. When in 1891 he was chosen to conduct gymnastics classes, he set up and organized the facility and trained his first Lieutenants and Captains to conduct the classes.\(^1\)

From 1884 until 1892 Colonel (now General) Lincoln was able to confine his energies mainly to the Military Department and his position as steward. He resigned the steward's job in 1892 but took on two much more imposing and time-consuming duties. Like General Geddes before him, General Lincoln now began teaching other subjects. He was chosen as the new head of the Mining Engineering Department at a salary of $1,800.00.\(^2\) His other "career" the Iowa National Guard became more demanding. He had been promoted to Colonel in 1890 when he was appointed as the Chief of Engineers and the Chief Signal Officer of the Iowa Guard. In 1892 we find he had been promoted to Brigadier General and appointed as the Inspector General of the Iowa National Guard.\(^3\) These two jobs would take

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\(^1\)Ross, in his History of the Iowa State College (p. 221) stated that General Lincoln seems to have conducted classes in gymnastics as early as 1894. This was not the case, as it was in 1891 shortly after Morrill Hall was dedicated and the gymnasium was setup in the basement. *The Student*, August 8, 1891.

\(^2\)Iowa Agricultural College and Farm, Fifteenth Biennial Report of Trustees (Ames, Iowa, 1892-1893), p. 140.

\(^3\)Report of the Adjutant General of Iowa, 1893, p. 146.
considerably more time than the steward's job and would tend to detract from his duties in the Military Department. Nevertheless one could assume there might be some advantages that could accrue to the College Military Department, now that the Commandant was a General in the Iowa National Guard. Also now that the General was teaching other academic subjects and was heading another department, his fellow faculty members just might feel he had more credibility as a college Professor of Military Tactics.

There are numerous references that attest to the considerable amount of time that General Lincoln put in with the Iowa National Guard during the 1890's. These sources show that he initiated and taught the Iowa National Guard Officer School, gave several lectures and speeches throughout the state, conducted inspections, attended summer encampments, and wrote his Annual Inspector General's Report. All of this time he spent with the Guard did not appear detrimental to the Military Department at the Iowa Agricultural College. When the Twenty-Fourth General Assembly of Iowa authorized the loan of certain arms and accoutrements to the schools in the state, the Iowa Agricultural College [because of General Lincoln] received 222 such weapons, whereas the most another school received was 80.

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The stature of the IAC cadets naturally rose in the eyes of the Iowa National Guard since the skills taught in the school of the officer for the Guard which was originated, designed and conducted by General Lincoln were virtually what he had been teaching the cadets at the College.\(^1\) Consequently, several of the Guard companies wrote to General Lincoln for IAC cadets to fill out their quota for officers.\(^2\)

The cadet corps continued to bear a peculiar and indefinite relationship with the militia of the State. In the 1870's the College organization had been listed as a regular unit of the State. Later the cadet organization appeared as an "unattached organization" until 1893 when the unit was dropped from the roster.\(^3\) From 1892 until 1903 the \textit{Adjutant General Report of Iowa} listed the three names of graduates of universities and colleges that showed a special aptitude for military duty. The listing varied from five schools in 1893 to three schools in 1903 with the Iowa Agricultural College and the Iowa State University (Iowa City) always being two of the schools. At the Iowa Agricultural College the three men who

\(^1\)Report of the \textit{Adjutant General of Iowa}, 1897, p. 155.

\(^2\)The \textit{Student}, October 8, 1892, p. 168.

\(^3\)Rockwood, "A History of the Military Department of the State University of Iowa," p. 204. This information was also verified in the yearly \textit{Reports of the Adjutant General of Iowa}. 
were designated as having special aptitude for military duty were usually the highest ranking cadets. This was not true all the time. General Lincoln gave a comprehensive written exam as part of this selection procedure and a few times one of the highest ranking cadets did not come out on top. The cadets from Iowa Agricultural College that were listed as having special aptitude for military duty were:

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<td>F. J. Mahoney</td>
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<td>F. H. Lincoln*</td>
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<td>1898</td>
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<td>1899</td>
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<td>Elbert B. Tuttle</td>
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<td>1902</td>
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<td>1903</td>
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<td>R. J. Lewis</td>
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<td>C. B. Wilson1</td>
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*F. H. Lincoln was listed in both 1897 and 1898. He didn't actually graduate either year but left school early in 1898 to serve in the Spanish American War. He definitely did have special aptitude for the military since he attained the rank of Colonel later on.

**A. E. Elder was listed in both 1901 and 1902.
Three of General Lincoln's sons who are listed above became Regular Army Officers. The exact number of graduates who went on to serve in the Iowa National Guard is unknown. Nevertheless, one can assume that some of them did, since most of the early graduates of the College remained in the state.

General Lincoln's teaching duties in Mining Engineering were pursued with the vigor that he applied to all tasks which he accepted. He had gained field experience to teach Mining Engineering when he had been the Superintendent of the Northwestern mines in Boone, Iowa. General Lincoln took advantage of these neighboring mines and used them as laboratories for his students.\(^1\) The general would remain as the Professor of Mining Engineering until his departure for the Spanish American War in 1898. After the war he would be assigned to be an instructor for a couple of years in the Mining Engineering department, which in 1900 had three staff members.

It would appear that General Lincoln was well read on all military matters and especially alert to adopt any new technique that was developed by the Regular Army. In the 14th Biennial Report of Trustees it was reported that "the new drill regulations of the United States Army have been used during the entire year, and fourteen officers in the class of

\(^1\)History of Reminiscences of Iowa Agricultural College, Class of 1897, p. 298.
'91 leave our institution throughly drilled and capable of instructing in the new system."¹ The General also explained that Iowa Agricultural College was the first institution in the United States to use the new drill regulations and he was quite proud of being at the forefront.¹ These new drill regulations and the military training the College graduates received did get put to use quickly. In April, May and June issues of The Student of 1892 one can see that four graduates had become military instructors.²

Special Events in the Early 1890's

There were several special events that the Iowa Agricultural Cadet Corps participated in during this period of time. Typical would be the annual inspection, drill competitions, guard duty at the Iowa State Fair, sham battles, and the officers receptions that have been mentioned. Other events were the annual field day of the Military Department where the students demonstrated all of the techniques that they had learned in the classroom and drill periods.³ A funeral of a student of the College could almost be termed a special event

¹Iowa Agricultural College and Farm, Fourteenth Biennial Report of Trustees (Ames, Iowa, 1891), p. 54.
²The Student, April 9, 1892, p. 45, May 14, 1892, p. 69, June 4, 1892, p. 81.
³The Student, October 8, 1892, p. 160.
for the Military Department. Invariably the uniformed cadets participated in the funeral procession, playing of taps and the firing of weapons in a salute to the deceased. These funerals sounded almost like a complete military affair.\(^1\) Another special event that attracted considerable attention for the military was the dedication of Morrill Hall in 1891. The opening exhibition drill and dress parade of the cadets actually started the ceremony. A considerable part of the remarks during the ceremony dealt with the necessity of teaching military training in colleges.\(^2\) This would be expected since the Morrill Act actually was the impetus that started military training on an expanded scale in institutions of higher learning.

The most significant event of the early 1890's for the Military Department would be September 21, 1893, when the entire cadet corps, ladies' battalion, band, General Lincoln, the College President and the Governor of Iowa represented the State on Iowa day at the World's Fair. Preparation for the event was extensive and by July 21, 1893, over fifteen hundred dollars had been raised for the trip. The Board of Trustees had voted a week's vacation to allow participation.\(^3\) Several

\(^1\)The Student, May 13, 1893, p. 62.

\(^2\)The Student, June 17, 1891, pp. 67-69.

\(^3\)The Student, July 21, 1893, p. 1.
college papers for the months of August and September devoted considerable space to the extra preparation the whole college was going through to insure a successful representation of the state.

There are several reports of the trip, events of the fair and, of course, the Iowa Agricultural College's military participation. An objective analysis (with good publicity for the College) was in the Chicago Tribune. The Student and the Alumnus gave a detailed report from start to finish and concluded that the Iowa Agricultural College cadets and gals had truly represented the college and state in outstanding fashion. The 1894 Bomb has the cleverest description capitalizing on some funny happenings. A reading of all these accounts puts the whole affair in perspective.

It was back to school for the College cadets. After dominating the student paper before and during the big trip to the World Fair, the military at Iowa Agriculture College took a back seat for five weeks and little mention of military activities was made until the "military" column was restarted. In October of 1893 one can see that General Lincoln had his annual reception and the editors of The Student got a dig in at

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1 Chicago Tribune, as quoted in the 1894 Bomb, p. 137.
3 Bomb, 1894, pp. 180-182.
West Point. It seems a news release reported that the new regimental parade had just been introduced at West Point (1893), whereas, the new drill regulations had been carried out for three years at Iowa Agricultural College.\footnote{The Student, October 28, 1893, p. 6.}

1894 - 1897

If the years between 1884 to 1893 were considered the growth years, then 1894 and 1895 would be characterized as the slowdown or start of a four year period of decline. This could be attributed to several factors. One of the most important factors was General Lincoln's seven month illness.\footnote{The Student, October 23, 1894, p. 1.} The senior cadets gamely attempted to carry on but they needed the General for guidance and motivation. Other contributing factors could have been the natural tendency to let down after the 1893 World's Fair. There was just nothing to do that could possibly top the 1893 trip. Also we see the growing interest in athletics tended to detract from the limelight of the Military Department. It was also inevitable that the additional teaching load accepted by General Lincoln as the Professor of Mining Engineering took a considerable amount of time. He was falling into the same position that General Geddes found himself. The Sixteenth Biennial Report of the Trustees lists General Lincoln
as also teaching a course in farm drainage, commercial law and bookkeeping.\(^1\) Finally, General Lincoln did not get the armory he had so often requested for the Military Department. One must remember he had been requesting an armory for over ten years with no success and that was bound to have an effect on his motivation and attitude.

Probably the most significant thing that happened in the Military Department in 1894 to 1895 was a week trip to the State Fair in September, 1895. While there the cadets participated in sham battles, regimental drill and conducted a retreat ceremony that was supposed to have originated with General Lincoln.\(^2\) The General was also triumphant in raising a 126 ft. wooden flag pole on the campus which could be seen for miles.\(^3\)

A student of General Lincoln's during this period, became a famous IAC graduate, but not in the military. That student was George Washington Carver. George knew that he could never become an Army officer—Negroes simply did not. Nevertheless, since military training was required, he did participate. He went from cadet to Captain [one of] the top student ratings. General Lincoln's tribute to Carver was: "This most gentlemanly and efficient cadet has risen to the rank of Captain

\(^1\)Iowa Agricultural College and Farm, Sixteenth Biennial Report of Trustees (Ames, Iowa, 1895), p. 59.

\(^2\)The Student, September 24, 1895, p. 6.

\(^3\)The Student, October 8, 1895.
through personal determination and merit alone, and I couldn't be prouder of him."

If the previous two years were slow years for the military, then 1896 to 1897 were even slower. General Lincoln conducted the Iowa National Guard Officers school at the College in January and February of 1896 with 150 officers attending. The military band evidently became a rag tag outfit with about twelve members and was dropped some time during these years. In the fall of 1897 military drill conflicted with football practice two days a week. It appears the military was definitely taking a back seat to athletics as the military column of the ISC Student (name change from the IAC Student and hereafter called The Student) was dropped and was included under the coverage of an assistant editor of athletics and military. The result was a lot of information on athletics and little on the military. General Lincoln's reports did not reveal any new tactics or techniques during this time period. He kept repeating his request for an armory and occasionally it would be included in the President of the College request to the Board of Trustees.

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2 The Student, September 15, 1896.
The class of 1897 supported the military training during this time period. It was pointed out by the class of '97 that the Armies are made strong by its officers and officers were what General Lincoln was training. It was also emphasized that considerable time was spent on extended drill (which is vastly different from close order drill which is most often associated with military training), advanced and rear guard services, scouting and reconnaissance, administration, engineering, military law, small arms regulations and unlimited artillery instruction.¹

General Lincoln U. S. Volunteers

In 1898 the Spanish American War brought the military back into the spotlight at Iowa Agricultural College. The spotlight was focused mainly on General Lincoln rather than the military training or the Military Department. In the early part of the school year there were articles dealing with the possibility of going to war over the Maine affair.² Since there was more interest in the military, the idea of forming a new military band was discussed. General Lincoln was against it at first for fear it would be second rate, but when Professor Resler decided to head it up, General Lincoln whole-

¹History of Reminiscences of Iowa Agricultural College, Class of 1897, p. 303.
²The Student, March 8, 1898, p. 1.
heartedly gave his support. The band would serve as an adjunct to the Military Department but would be available for concerts, banquets, picnics and other occasions.\textsuperscript{1}

In late April 1898, by the order of Governor Shaw of Iowa, General Lincoln at the age of fifty-three departed the campus and took command of the Iowa troops. He was given a rousing send off at the railroad station in Ames. The band and the cadets marched to the Lincoln house and escorted the General to the station. As the train pulled away they gave three hearty cheers and the college yell to assure the soldier that the confidence and best wishes of the College went with him.\textsuperscript{2}

For the next month \textit{The Student} kept track of the General and quoted the \textit{Des Moines State Register} and the \textit{Chicago Record} of May 2, 1898, about the possibility that General Lincoln [General of the Iowa National Guard] might be appointed Brigadier General or Major General of the U. S. Volunteers to command the Iowa troops at the front. General Lincoln was held in very high regard in Iowa. This regard caused the newspapers to report: "If Virginia has her General Lee, Iowa has her General Lincoln...and he is styled as the Lee of Iowa."\textsuperscript{3}

\textsuperscript{1}\textit{The Student}, March 15, 1898.

\textsuperscript{2}\textit{The Student}, April 26, 1898.

\textsuperscript{3}\textit{The Student}, May 10, 1898, p. 8, as quoted in the \textit{State Register} of May 2, 1898.
The good news of General Lincoln's appointment as Brigadier General did arrive and The Student reported it to the hilt:

We don't want to crow, but we wish to say that is just what we expected. The General is undoubtedly the most popular military man in the state considering the fact that he was a Southern commander during the Civil War his present position could not have come unmerited. It takes something more than a mere braggadocio to overcome the prejudice against a man in his former position.\(^1\)

The war was short-lived and General Lincoln was the last U. S. Volunteer Brigadier General to be mustered out of service.\(^2\) The Iowa State campus was not mobilized as it would be in later conflicts. There were several graduates who did serve in the Spanish American War but no actual record was kept. There was considerable patriotic feeling on campus and the Bachelor Debating Society passed a resolution that they appreciated their brothers' heroic actions and hoped they would return safely.\(^3\)

The Military Department was under Major Herman Knapp during General Lincoln's absence from the campus. Evidently drill was the main event for the freshmen and sophomores with the juniors and seniors conducting the training. The cadets did participate in an "Iowa Day" in Omaha, Nebraska, and the

\(^1\)The Student, May 31, 1898, p. 1.


\(^3\)The Student, May 10, 1898, p. 5.
first "Excursion" at Iowa State (which was the forerunner of Veishea) where the dress parade was attended by approximately six thousand people who were on campus.¹

General Lincoln came back to campus in March, 1899, and was reinstated as Professor of Military Science and Tactics. He was also to lecture to the classes in Mining Engineering.²

The 1899 Bomb (actually written in 1898) gave a brief history of the Military Department: thirteen years under General Geddes, a Union General; one year under Colonel Scott, a Union Colonel; and fifteen years under General Lincoln a true soldier who in youth fought on the Southern side. The Bomb went on:

During these twenty-nine years, thousand of young men have drilled in the cadet corps and attended the officers' school. These thousands have drilled other thousands, and thus the effect of our department upon the Volunteer Army during the war with Spain can scarcely be estimated. In the war of 1898 we count among our Patriots, Privates by the score, Corporals, Sergeants, Line, Staff and Field in the Volunteer and Regular Army. We also count one Naval Officer, Louis B. Craig, First Assistant Engineer Cunboat Wilmington. ...In the Volunteer Army we have one Field officer with Iowa troops, one Field officer with Louisiana troops; Soldiers with Iowa, Soldiers with Georgia, Soldiers with Pennsylvania, Soldiers with Nebraska, Soldiers with Grigsby's Cavalry, Rough Riders with Roosevelt - Alumni, Undergraduates and Students. Soldiers in Cuba, Soldiers in the Philippines, ten thousand miles apart, serving one country and one flag.³

¹_The Student_, August 17, 1898, p. 1, September 27, 1898.
²_The Student_, March 7, 1899, p. 1.
³_Bomb_, Iowa Agricultural College, 1899, p. 16.
The 1900 or Century Bomb was dedicated to General James Rush Lincoln and the fifty-six Iowa State College boys who left their homes and college to serve their country. ¹

General Lincoln 1900 - 1910

The 1900 to 1910 years for the Military Department could be characterized as better than the middle-late 1890's but not as effective as the early years under General Lincoln. The Professor of Military Tactics was out of the Mining Engineering Department except for an occasional lecture. The bulk of his time was devoted to the Military Department and his National Guard duties. The student papers carried the usual reports of the annual reception by General and Mrs. Lincoln during which he usually told the cadet officers and their ladies of his early military experiences. It cannot be over emphasized the importance the young ladies of the College placed on getting to attend one of the receptions of General and Mrs. Lincoln. The reception was referred to as the social event of the year many times. The 1903 cadet officers' reception was a little larger affair and was held in the dining room of Odd Fellows Hall. It was similar to what the modern day Air Force ROTC Corps' would call a Dining In, where toasts were made to General Lincoln,

¹Bomb, Iowa Agricultural College, 1900; The Student, May 22, 1900, p. 1.
the ladies, and the cadet officers. In the spring of 1908, General Lincoln saw to it that the new steel flag pole, which was presented to the College by the class of '06 and '07, was erected and dedicated with appropriate ceremonies.

General Lincoln would continue his special lectures on the "Battle of Gettysburg," "Old Glory", and he added a new one for the History Department on "Napoleon, the Military Genius and Statesman." The cadets would naturally march in the excursion day opening ceremonies and with twelve companies on the line they performed before a large part of the 10,000 persons on campus. Other activities included the formation of a special drill team called "Cummins Rifles" which performed at the dedication of Fort Des Moines, the Louisiana purchase exposition at St. Louis, Memorial Day exercises at Nevada, and engaged Simpson College and Company C of the 55th Iowa National Guard in competitive drills. It appears that the Cummins Rifles were named after Governor Albert B. Cummins of Iowa.

1 The Student, November 25, 1903, p. 1.
3 The Student, September 16, 1907, April 6, 1908, May 5, 1906.
4 The Student, October 11, 1902, p. 1.
5 Bomb, 1908.
General Lincoln's annual reports, the College Catalogs, and the Biennial Reports of the Trustees of the College reveal that the basic portion of the military training consisted of mostly drill for the freshmen with an occasional lecture on military tactics by General Lincoln. The sophomores attended non-commissioned officers school and received a few additional lectures by the General on leadership and military tactics. The juniors studied drill regulations, guard duty, and army regulations. The seniors ran the cadet corps' and did much of the cadet instruction. The officers' school, which was three hours a week in addition to drill, included a class in fencing with the broadsword and different subjects taught under the major headings of military engineering, military law and military tactics. In General Lincoln's 1901 report, we see particular attention was given to road-making in the engineering class. The General also requested additional funds to replace the military equipment that was lost in the December 1900 fire that destroyed Old Main.¹

¹J. R. Lincoln, "Report of Department of Military Science and Tactics 1901" (handwritten report, Iowa State College, Ames, Iowa, May 21, 1901), p. 1. This 1901 handwritten report is one of the few original documents dealing with the early Military Department and is included as Appendix E with eight documentary edited footnotes and comments.
In the Biennial Reports from 1900 to 1905 the College President and General Lincoln continued to use every appeal possible to convince the Board of Trustees of the need for an armory to no avail.\(^1\) According to the 1906-07-08 Catalogues, the sophomores could be excused from military drill if they were regularly enrolled in physical training.\(^2\) Now that drill was no longer mandatory for sophomores and the inclement weather caused the cancellation of much of the freshman drill, The College president felt he could conclude that the College was actually not meeting the requirements of the Federal Government in any adequate measure.\(^3\) The president's report went on to explain that the excellent results attained under the Commandant with these limitedational hinderances, no armory and no military drill requirement for sophomores, were due to his recognized ability as a tactician and instructor as well as his standing as a military officer.\(^3\) This must have been the leverage needed, since most schools were afraid of being brought to task for not meeting requirements of the original Land Grant Act. In the next Biennial Report of the College

\(^1\)Iowa State College of Agricultural and Mechanic Arts, Nineteenth Biennial Report, (Ames, Iowa, 1901), pp. 7-8, 1903, p. 34, 1905, p. 30.

\(^2\)Iowa State College Catalogue, 1906-07, p. 288, 1907-08, p. 293.

\(^3\)Iowa State College of Agricultural and Mechanic Arts, Twenty Third Biennial Report, (Ames, Iowa, 1908), p. 112.
mention is made of the approval of a gymnasium, auditorium and armory. However, it would be several years (1921) before the College would actually get its armory for the Military Department.

General Lincoln's association with the Iowa National Guard from 1900 until 1910 was extensive. On March 26, 1900, he was appointed colonel in the Iowa National Guard in command of the 51st Iowa Regiment with headquarters in Ames. This was one of only four regimental commands in the Iowa National Guard. His unit's name was changed from the 51st to the 55th, and he remained in command until July 4, 1909. On the following day the Iowa regiments were organized into a Brigade. Colonel Lincoln was commissioned as a Brigadier General, and he took command of all the Iowa troops. During these years General Lincoln always attended the annual encampments and reported on the training and its effectiveness.2

In the fall of 1909, a little publicized event took place on the Iowa State campus. A group of military cadet officers formed an honorary fraternity named Delta XI. Its colors were red, white and blue. This fraternity would become the fore-

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1 First Biennial Report of the Iowa State Board of Education (Des Moines, Iowa, 1910), p. 19. (Note the name change.) On July 1, 1909 the Iowa State Agricultural College along with the other state institutions in Iowa came under the Iowa Board of Education.

runner of Scabbard and Blade (a national military honorary founded in 1905 at the University of Wisconsin) on the Iowa State campus. This fraternity would have considerable impact on the military training over the next sixty-one years.

The National Scene 1889 - 1916

During the early years of military training at Iowa State, the Federal Government took very little interest in the college level military program nationwide. In fact at schools that did not have active duty officers assigned as Professors of Military Science and Tactics (PMS&T) the Government took even less interest. In 1889 the War Department, through the Adjutant-General's office, proposed measures which would include faculty status for the PMS&T with all the rights that went with the position.¹ This did not affect Iowa State in the least as the Professor of Military Tactics had been a full member of the faculty since the inception of the military program in 1870. The 1900-1910 era found the War Department more interested in military training in colleges but it was not able to do much about it. The Acts of 1903, "the General Staff Act" and the "Militia Act" had provisions that could have affected military training on the campus. Nevertheless, the

other major provisions took priority.¹

The 1910 to 1920 period saw the Government take an intense interest in military training on the college campuses. In the 1913 Land Grant convention Dean Edward Orton, Jr. of the Ohio State University presented a paper "The Status of the Military Department in the Land-Grant Colleges." Orton made one of the most effective pleas for a strong and viable military program on the college campus. He pointed out the advantages that accrue to the college and individual from proper military training, but he concluded that the colleges were not carrying out the intent of the Morrill Act. He then proposed a way to attain a viable Military Department within the academic framework of higher education. Orton concluded that the needs of the country and the colleges were identical in that if war should come the U. S. would need a large body of officers who should be college trained. He gave specific proposals for legislative acts that should be passed to implement his plan.²

¹Lyons and Masland, Education and Military Leadership, p. 33.

Dean Orton's talk was followed by an address by Major General Leonard Wood, Chief of Staff, United States Army in which he had high praise for the Dean's ideas and that the War Department would support his thesis. General Wood pointed out some of the problems the Army faced in manning and operating the Military Departments on college campuses, but he concluded they would have to be overcome because the need for a large reserve of officers was vital to the defense of the country.\(^1\) Pollard gives an extensive critique of Orton's paper and points out the impact it had on the discussion of military training in colleges over the next several years. He further concludes that many of Orton's ideas were basically incorporated in the National Defense Act of 1916.\(^2\) Another good analysis of military education in land grant colleges and universities up until 1914 was provided by Reeves.\(^3\)

As the storm clouds of war gathered in Europe, the Government took a much more active interest in military training on the college campus, at least to the extent of finding out how many college trained officers might be available in an emergency. A 1915 War Department study concluded that of the

\(^{1}\)Ibid.

\(^{2}\)Pollard, Military Training in the Land-Grant Colleges and Universities, pp. 63-72.

\(^{3}\)Reeves, Military Education in the United States, chapter 4.
44,529 military students trained between 1905 and 1913 only those graduated after 1912 (15,323) would be the ones anywhere near proficiency. Of these 15,323 only about 1,100 had been recommended for commissions in the Regular Army and Volunteer forces. The conclusion of the study was that enough officers would be available to man the Army, assuming it would not be increased to over 100,000 total personnel.\(^1\) Several other reports and studies on a national scale dealing with military training on the college campus were printed in the \textit{Congressional Record} as testimony dealing with the National Defense Act of 1916.

In 1913 a move was made in the campaign for national preparedness to establish experimental military camps for students who were attending institutions of higher learning. These camps were held in 1913, 1914, 1915 and 1916.\(^2\) None of these camps were attended by any Iowa State students from 1913 through 1915. According to General Lincoln, the prospects for anyone from ISC attending in 1916 was doubtful since the students had to pay the bulk of their own expenses.\(^3\)


\(^2\) Henry S. Drinker, "The Story of the Training Camps" (typewritten manuscript, Lehigh University Library, December 9, 1918), pp. 1-5.

\(^3\) The \textit{Student}, March 30, 1916, p. 1.
Iowa State 1911-1916 Before the War

This six year period were years of growth in size, interest, motivation and visibility of the military training. Most of the growth was due to the continued growth of the College and the interest created by national events. The Government's increased interest in military training had some impact, since an active duty officer was assigned to assist General Lincoln and more arms and equipment were made available to the College.

As the size of the student population grew and the lack of facilities remained the same, some of the sophomores were allowed to substitute physical training for military drill. This was the policy until 1916.¹ During the 1911-1914 time period the sixty-six year old General tried several techniques to keep up the interest in military training. His lectures on military tactics dealt with modern and scientific methods of warfare which the cadet used in the sham battles.²

In drill competitions the General offered an $8.00 saber to be given to the Captain of the winning company and this offer evidently created considerable competition for the prize.³

²The Student, February 10, 1912.
³The Student, December 10, 1912.
The General experimented with drill only once a week rather than twice a week as in the past. He used the "kicker" that if everyone performed faithfully the one hour drill might remain. It didn't last because General Lincoln overcame a complicated scheduling problem and went back to drill twice a week.\textsuperscript{1} Another innovation that was discussed often during this time period was an annual encampment in which the students would live under military discipline and use the tactics they were taught in the classroom.\textsuperscript{2} The cadets received new uniforms to replace the old blue that had the Corps looking somewhat like Kelley's Army. The new yellow and brown looked more in tune with the times.\textsuperscript{3}

Naturally the cadets continued to participate in Memorial Day Services, excursion day programs and in the annual military inspections, which were now conducted by active duty officers. The inspecting officer could select three cadet officers and recommend them for commissions in time of trouble or when volunteer companies might have to be raised.\textsuperscript{4} This was the

\textsuperscript{1}The Student, November 1, 1913, p. 4.

\textsuperscript{2}The Student, January 27, 1914.

\textsuperscript{3}The Student, October 12, 1912, p. 5.

\textsuperscript{4}The Student, May 13, 1913, p. 5.
gradual lead into a reserve of officers for the Federal Army as well as a ready supply of officers who were qualified to serve in the forces of the different states. This type of a recommendation for a commission carried more weight than the previous method of listing the names who had shown a special aptitude for military duty in the Iowa Adjutant Generals Report.

Four events occurred in 1914 that helped promote the Military Department to new heights of acceptance and efficiency. They were: (1) the war in Europe; (2) the first military ball; (3) the voting of the faculty to allow credit for drill and officers' school; and (4) assignment of Lieutenant Rush Lincoln, an active duty officer, to assist his father.

The war in Europe, though it would be almost three years before the United States would enter, did create an interest in the military training at Iowa State. A typical article in the September 1914 Student mentioned that militarism had been the topic of the hour since war began in Europe and there were more cadets in the program.¹ The article also stated that "the upheaval in Europe should cause all students of the state institution which requires military drill to regard the freshman cadets and their work with greater respect and esteem.

¹The Student, September 20, 1914, p. 4.
For when the war which involves America does come, should it ever come, the people of this country will look to those fellows who this week are in the awkward squad to serve their nation as officers and men....\footnote{The Student, September 17, 1914, p. 2.} Iowa State College had gradually increased the numbers of weapons used by the cadets. In May 1914 one hundred and twenty new rifles arrived, yet five months later we find General Lincoln's prep army had grown to the point at which he needed 200 more rifles.\footnote{The Student, May 9, 1914, November 8, 1914, p. 5.}

Another event that attracted attention for the Military Department at Iowa State was the first military ball held on April 25, 1914, in the new gymnasium (State gym) and was attended by 300 couples. This dance caused considerable excitement and raised the patriotic spirit of the campus. The \textit{Student} reported how involved the whole campus had been in preparing for the first military ball. The gymnasium was decorated in red, white and blue crepe paper with large American flags hanging from the beams. General James Rush Lincoln, Major Herman Knapp, and the officers of the cadet corps led the grand march that introduced the campus to the pomp and ceremony of a military event that would be a part of the campus for many years to come.\footnote{The Student, April 11, 1914, April 14, 1914, p. 8, April 21, 1914, p. 4, April 28, 1914, p. 1.}
In December, 1914, the faculty of Iowa State College voted to give credit for military drill and the officers' school. In the past drill had been required with no credit given and the officers' school had just been a voluntary overload on those that participated. In the future one credit would be given for the officer's school which normally involved one hour of classroom work. One hour of credit would also be given for the two hours of drill and the attendance at special maneuvers and summer camp. This was similar to the credit given for regular laboratory periods in the other courses.¹

The war in Europe, the military ball, the allowing of credit for drill, and the officers school all had a significant impact on the College. Nevertheless, just as significant was the assigning of a active duty officer of the United States Army to assist General Lincoln in his work. This was the first time that two officers had been assigned to the Military Department. It was also the first time an active duty officer was assigned to the College. This new officer was not just any officer and he had been requested by the College president. He was Lieutenant Rush Lincoln, the son of General James Rush Lincoln, the present commandant. Lt. Lincoln was an ex '04

¹The Student, December 10, 1914, p. 1; Iowa State College General Catalogue, 1915-1916, p. 260; Iowa State College Faculty Minutes, December 7, 1914, p. 12; Alumnus, February 1915, p. 25.
of Iowa State who had practically finished the science course when he enlisted as a private in the Army. He rose rapidly through the ranks to Corporal, Sergeant, Second Lieutenant and attained the rank of First Lieutenant in 1907 while stationed at Fort Leavenworth. The Lieutenant had just returned from a tour in the Phillipines and was especially current on the modern techniques of warfare. At the age of approximately twenty-nine Lt. Lincoln was able to identify more closely with the College cadets than General Lincoln and served as advisor to a variety of activities. One group that he organized was a special drill unit that would compete with the University of Iowa.¹ Another was a rifle team that would gain considerable attention in national events of intercollegiate rifle matches. Iowa State definitely needed help in the Military Department. General Lincoln was over sixty nine years old and no man, not even General Lincoln could have stayed on top of the rapidly changing events. Lt. Lincoln was an outstanding officer and a valuable addition to the military staff. He would later attain the rank of Major General in the United States Army.

It was during this time period that General Lincoln was retired from the Iowa National Guard. He had seen almost continuous service with the Guard from the time he was first

chosen Captain of Company F. Third Regiment I. N. G. in October, 1876, until his retirement as a Brigadier General in command of the one and only Iowa Brigade on December 31, 1913.\footnote{Report of the Adjutant General of Iowa, 1914, p. 34.} His services to the Guard had been so valuable that he was permitted to retain his commission until he was almost sixty-nine nearly five years past the retirement age. Evidently the Guard did not want him to retire, but the War Department insisted. It has been said "that the Iowa National Guard is a product of General Lincoln and if it earned any credit in the Spanish-American and in the World Wars, [World War I] it was the result of his training."\footnote{Guy S. Brewer, "A Tribute to General Lincoln," Alumnus, 1922, p. 137, March 1919, p. 198.}

The last two years of the 1911 to 1916 time period saw considerably more changes in the Military Department and its training than the first five years. One could almost conclude there were more changes during 1915 and 1916 than during the first forty-five years of military training at Iowa State College.

The cadets continued to participate in several of the annual events, Memorial Day services, cadet officers reception, military ball and annual inspection. Memorial Day services at the flag pole on central campus attracted more attention than in the past. The cadets served as escorts for the old soldiers