and the decorating committee from the central campus ceremony to the college cemetery where the graves were decorated.\textsuperscript{1} The annual officers' reception was expanded to include the juniors as well as the seniors. Rather than just General Lincoln telling about his war experiences, Major Herman Knapp and Lieutenant Rush Lincoln also told of some funny experiences of camp life. In 1916 the cadets turned the tables and entertained General Lincoln, Lt. Lincoln, and their families.\textsuperscript{2}

The military ball was proclaimed an annual affair and included much more than dancing. There were skirmish battles, officers drill, escorts for the honored guest, and for the dancers special favors of small American flags which followed the overall theme of respect for the Star Spangled Banner.\textsuperscript{3}

The annual military inspection took on a more important significance due to the war in Europe and the Mexican border problems. The active duty officer who served as inspecting official usually brought the campus up to date on the effectiveness and efficiency of the other ninety-six colleges that were offering military training and concluded that Iowa State cadets were better trained than most.\textsuperscript{4}

\textsuperscript{1}The Student, May 27, 1915, June 1, 1916, p. 1.
\textsuperscript{2}The Student, May 6, 1915, May 16, 1916, p. 2.
\textsuperscript{4}The Student, May 5, 1915, April 13, 1916.
Several new or special events brought the Military Department into the spotlight. The "special company" introduced a field meet, which included competition in bayonet, close order, squad and signal drills, and the manual of arms. As the size of the cadet corps continued to grow and more companies were available the cadets formed their own baseball leagues for company competition which was intergrated into school league play.

On May, 14, 1915, the College honored General Lincoln and five other professors by forming the "Twenty-Five Year Club" in honor of those who had served on the staff for twenty-five years. The speeches of the convocation pointed out that these men had their part in the building of Iowa State: "General Lincoln is one of the great campus characters, a man, who has made students feel that right discipline is a beautiful thing, and that manliness and character are well worthwhile." All of the men who were the first to be honored had accomplished much more than just putting in twenty-five years in the employ of the College. Each man had made significant contributions to his field. General Lincoln was no exception; he was

---

3 The Student, May 13, 1915, p. 2; Ross, History of Iowa State College, p. 276.
considered a giant in the field of military tactics and officers training in the state of Iowa. Based on the evidence at hand, not one person is known to have served as the head of a Military Department as long as General Lincoln did at Iowa State.

The most significant new innovation for the military training at Iowa State in 1915-16 was a required summer camp.¹ This idea had been advanced by the cadet officers and their General several times in the past. Therefore considerable planning had taken place which helped insure the camp's success. General Lincoln had also conducted or inspected summer camps for the Iowa National Guard over a twenty year period. He and the cadet officers took advantage of his experience to make "Camp Pearson" (named after the College president) a success in every way. General Lincoln pointed out that "Drilling does not make a soldier. Camp life, where actual problems are encountered does. This is what the boys will get in camp. A practical application for the theory they have learned in eight months of classroom work and drilling."² Some of this practical application consisted of camp duties,

¹The Student, January 12, 1915, p. 1; Iowa State College General Catalog, 1914-1915, p. 223.

military regulations, personal hygiene, guard duty, scouting, trench digging, inspections, target shooting, maneuvers everyday, sham battles and the general problems of maintaining a group of fighting men at their best under varied conditions.\textsuperscript{1} The 1916 camp also included a trip to Des Moines where the cadets marched in the preparedness parade.\textsuperscript{2} It wasn't long until some of the Iowa State cadets were required to show their preparedness. There had been rumors on campus in the spring of 1916 of the possibility of the guardsmen being called to active duty to serve on the Mexican border. By the fall of the year this had become a reality and the Iowa State cadets served as police for a week at the State Fair. This duty was normally accomplished by the regular militia, but it had been called to active duty.\textsuperscript{3} The border problem with Mexico in which the United States tried to capture Poncho Villa resulted in sixteen Iowa State cadets being mobilized with their respective guard units, eleven as officers and five as privates. Lt. Rush Lincoln, who had served as an assistant in the Military Department, had been promoted to Captain in the Regular Army and was now serving on the Arizona border.\textsuperscript{4} General Lincoln was quick


\textsuperscript{2}The Student, June 1, 1916, p. 1.

\textsuperscript{3}The Student, March 14, 1916, p. 1, September 11, 1916, p. 3; Alumnus, October 1916, p. 18.

\textsuperscript{4}The Student, September 11, 1916, p. 1.
to request that the Iowa State cadets be allowed to return to school as soon as the border situation had settled down. The General needed some of his top cadet officers back to lead his ever increasing "prep Army," which now had six hundred freshmen and four hundred sophomores divided into four battalions of infantry, one signal company, one hospital corps, one engineering company and one artillery detachment. The engineering company and artillery detachment had been added in the fall of 1916.  

The tempo of military activities rapidly accelerated on the Iowa State campus. Drill was required for sophomores, it had been voluntary or at least physical training could serve as a authorized substitute since 1906. On December 6, 1915, the general faculty had adopted a resolution requiring two years of military tactics. This was not to support any particular policy but rather to meet the requirement that all land grant colleges must offer military tactics for two years.  

The cadets were beginning to feel the power of strength in numbers and organization. In February, 1915, the cadets formed a "Cadet Officers' Society" to promote the Military Department. The honorary Delta XI Military Fraternity was

---


2 The Student, December 7, 1915, p. 1; Iowa State College Faculty Minutes, December 6, 1915, p. 2.

3 The Student, February 17, 1915.
notified in April that its petition for a charter of Scabbard and Blade (a national military society) had been accepted and the Iowa State unit would be designated as Company A, Second Regiment.¹

The Scabbard and Blade organization was installed on May 8, 1915, with eighteen charter and three honorary members. The honorary members were: General James Rush Lincoln, U. S. Volunteers; Lieutenant Rush B. Lincoln, U. S. Army; and Major Herman Knapp, Iowa National Guard. One of the charter members of the first Scabbard and Blade Society at the University of Wisconsin, A. W. Foster had pointed out how necessary it was to have honorary members so the society could get recognition through these important people. Scabbard and Blade at Iowa State was no exception. Only seven months after its original charter the Society initiated the President of Iowa State R. A. Pearson and Dean R. E. Buchanan. President Pearson had served as a Cadet Captain at Cornell and Dean Buchanan as a First Lieutenant at Iowa State. In 1917 the society initiated Lieutenant W. G. Langwell (who was stationed at Iowa State as an active duty officer), a Brigadier General, and Lt. Colonel of the Iowa National Guard, and the Adjutant General of the Iowa Guy E. Logan.² The cadets at Iowa State made good use of

¹"A Brief History of Scabbard and Blade, 1905-1930" (Silver Jubilee Convention, Minneapolis, n. p., 1930), p. 51.

its honorary members and in December, 1915, the Scabbard and Blade Society had already found its place in the life and activity of the College.¹

In January, 1916, the cadet officers started testing the newly gained power by requesting pay for cadet officer duties. The cadets mentioned that cadet officers at some institutions were receiving from fifty to one hundred and seventy-five dollars per year. Using a plea that should have hit right at the heart and purse strings of the Board, the cadets admitted that in those institutions where the cadets received pay "the cadet corps were admitted to be better officered and better trained than at Iowa Statc."²

In April, 1916, the cadets petitioned Cardinal Guild, the student governing body, for representation on the body. The two reasons given were: (1) Cadets have several activities that are of student interest, i.e., military ball, competitive drill, summer camp and pay for officers; (2) Cadets have organized teams that compete in intercollegiate activities, i.e., rifle team and special competition. The petition closed with the plea to help raise the standards of military training.³

¹The Student, December 20, 1915, p. 1.
²The Student, January 18, 1916, p. 1; Iowa State University, Special Collections, World War I Records, Newspaper Clippings 1915-1917.
Exactly one month later the cadets were granted membership in the Cardinal Guild.¹ This success and the appropriation of $800.00 by the State Board of Education (in the fall of 1916) to pay the officers of the cadet corps enhanced the acceptance and prestige of the cadet officers on campus.²

As the academic year 1915-16 was drawing to a close, one could see that the campus was being motivated towards the idea of all-out military preparedness and the possibility of the United States entering into the war in Europe. From 1912 until 1916 General Lincoln had been interviewed several times by The Student about the necessity of preparedness, the implication of the Mexican border incidents, and the possibility of victory or defeat in Europe.³ Ex-President Taft gave three speeches on the campus dealing with military preparedness for war. He applauded the military training at Iowa State and made a strong plea for a larger army and navy.⁴ The students and faculty did get both sides of the situation by having a speaker from "The League to Enforce Peace" who spoke a few days after

²The Student, September 16, 1916, p. 4.
ex-President Taft.\textsuperscript{1} However, the majority of speakers were largely in favor of more military preparedness.

The National Defense Act of 1916

As America approached involvement in World War I, interest of both the government and school officials increased in the military training programs. Pollard describes the series of conferences between land grant college educators and the War Department and how the resulting recommendations became part of the National Defense Act of June 3, 1916. This act represented the most far-reaching military preparedness measures that had taken place to date. It allowed for a reorganization of the Army into a Regular Army, a National Guard, a Officers Reserve Corps, and, most important for military education, authorization of the creation of the Reserve Officers' Training Corps (ROTC).\textsuperscript{2}

The new act and subsequent regulation offered the opportunity for commissions, more and better equipment, standardization of training and an increase in the number of officers who could serve as Professors of Military Science and Tactics (PMS&T) to 300. The regulations implementing the ROTC portion of the act came too late in September, 1916, to implement the

\textsuperscript{1}The Student, March 30, 1916, p. 1.

\textsuperscript{2}Pollard, Military Training in the Land-Grant Colleges and Universities, pp. 64-74.
ROTCA program effectively. Some units were organized but were curtailed when America entered the war.

The Iowa State Campus—Late 1916

The first mention in The Student about the possibility of forming an Officers Reserve Corps on campus was an article that reported General Lincoln and President Pearson were taking the plan under consideration but would not decide until the plan was worked out at other schools.¹ This time of consideration (or delay in making a decision) probably was the smartest move the college administration could have made. It seems that some schools which had quickly launched ROTC programs were later disheartened when the units were virtually disbanded and the active duty officers were called back for duty in the War.

The faculty at Iowa State in December, 1916, voted unanimously to petition the War Department for immediate establishment of an officers' corps. It also voted to constitute the Military Department as a major department of the college, the same as any other department, under the Industrial Science division.² The Student reported the possibilities for different units such as infantry, engineering, artillery, or cavalry. A ROTC unit would be authorized at Iowa State and a

¹The Student, November 21, 1916, p. 1.
retired officer would report to head up the unit. However, several problems would prevent the ROTC unit from being a success at this time. The new unit would be started again after the war.

The military training at Iowa State continued with little change prior to the entry into the war. General Lincoln did get a small auxiliary armory at a cost of $2,500.00 which contained a rifle range and storage facilities for the 600 new rifles from the Rock Island arsenal.¹ The old cadet officers' rank insignia, identical to "old army" shoulder straps were replaced by the present day Army ROTC "pip and diamond" type insignia.²

Summary of the Early Years

Military training was interpreted to be required by the Land Grant Act of 1862. Consequently, the Iowa Agricultural College (a land grant institution) formed a Military Department in 1870 which grew apace with the College.

The first fifty years were dominated by two military leaders, General James L. Geddes, 1870-1882, and General James Rush Lincoln, 1884-1918. Both men had been educated in military academies and had been exposed to actual combat. They fought

¹The Student, September 19, 1916, p. 2.
on opposite sides during the Civil War and the transition between their employment as Professors of Military Tactics was stormy. Nevertheless, they both had considerable impact on Iowa Agricultural College far surpassing the normal duties of Professor of Military Tactics.

General Geddes, the first Professor of Military Tactics, implemented the Military Department one year after the college opened its doors. Scholarly, much traveled, and having considerable military experience, Geddes was held in high regard by his students and fellow faculty members. General Geddes also held several other important positions with the college. Captain (later General) Lincoln, though not as scholarly, was also well-qualified to serve as Professor of Military Tactics. He had to prove himself as a military officer and also as a person since he had fought for the Confederacy during the Civil War. A man of lesser talents and motivation would have given up under the conditions he endured, but once past that first controversial year he remained the head of the Military Department for over thirty-four years.

Both General Geddes and General Lincoln felt that military instruction was more than just drilling under arms. They included instruction in ballistics, gunnery, ordnance, military engineering and tactics. In each area an attempt was made to apply the students' theoretical knowledge learned in other academic courses, i.e., mathematics used in ballistics and
gunnery. The early college presidents and faculty at Iowa State supported the military training which helped considerable in its acceptance by the students. The most serious deficiency, for the Military Department during the early years was the lack of an appropriate armory to conduct its drill and other practical training exercises. Therefore, much of the practical work had to be accomplished out-of-doors and was controlled by the weather.

In evaluating the effectiveness of the early military training at Iowa State, it appears that the Military Department was training officers who could serve as instructors in "the school of the soldier and the company" and also as officers in the Iowa State Militia. In fact, the Iowa National Guard units reaped the benefits from the service of several Iowa State military training graduates. The Iowa National Guard also profited from the services of General Lincoln for over thirty years. Much of the early success of the Iowa Guard up through World War I is often credited to General James Rush Lincoln, the "Dean of Iowa fighting men."

Iowa State College was most fortunate to have had only three Professors of Military Tactics during these first forty-six years. The military training was therefore assured of continuity of effort, growth, acceptance and effectiveness. In comparison with several other schools that offered military
training, Iowa State was superior. The college could very easily feel it was meeting the intent of the Land Grant Act by "including military tactics" in its curriculum.
CHAPTER III: WORLD WAR I YEARS 1917-18

Earle Ross, the Iowa State College historian, described
the entrance in World War I.

Then came the Great War...the land-grant colleges with
their obligations of military training and their
diversified programs of instruction, research and
extension were challenged to "do their bit" which with
the paramount demands of technical military training,
adaptation and conservation of resources, and increased
food production loomed as a major service. The world
struggle was to provide the first real test of the
military provisions of the Morrill Act; the Spanish-
American War had not made sufficient demands upon the
system to give adequate demonstrations of its
possibilities.¹

Iowa State Prepares for Mobilization

Prior to the actual entry into World War I, the Iowa State
campus continued to work towards self-mobilization. In January,
1917, 5,000 dollars was raised at Iowa State for the relief of
college students in the war prisons of Europe.² The drive was
the first of many fund raising campaigns at the college.
During February The Student interviewed General Lincoln about
the capability of his cadets to serve as officers. The General
felt they were more than ready and that he would also go if the

¹Ross, A History of the Iowa State College, p. 303.
²Iowa State University, Special Collections, World War I
Records, Newspaper Clippings 1915-17.
Government would give him half a chance. Other Student articles point out that the cadet officers association had formed a special company of officers to receive additional instruction so they would be better prepared to assume Regular Army Commands. The services of over 1,000 Ames cadets were volunteered to the President of the United States by the Ames Chamber of Commerce.

The month of March, 1917, saw the patriotic spirit running stronger on the campus at Iowa State. General Lincoln was asked to speak at a campus convocation dealing with the possibility of war with Germany. The General fully expected us to be at war very shortly. He deplored our state of military preparation and predicted there would be a call for volunteers. He advised the ranking cadet officers not to look for positions better than lieutenant in a volunteer corps', they could start low and rise to the higher ranks as they gained more experience.

There were several articles in The Student dealing with patriotism and topics associated with the cadet corps and military training.

1The Student, February 8, 1917, p. 1; The General knew that he had little chance of going off to fight a war at the age of 72. Nevertheless he was honest in saying he would go if given the chance. He did get the chance to serve his country again as an Active Duty Major, unassigned, with the military training at Iowa State.


3The Student, March 1, 1917, March 6, 1917, p. 1.
Typical themes of articles were: The Iowa State coeds discussing the possibility of forming a Red Cross school under the guidance of Lieut enant Langwell; Plans were started on the military ball; Lt. Langwell successfully passed the War Department examination for Captain; General Lincoln has been journeying to Des Moines to put in a special appeal before the military committee for the construction of a new armory; General Lincoln drilled the largest number of cadets (800) ever assembled on this campus on March 28, 1917; Sixty-one faculty men form a military training company; A special faculty meeting declared the faculty was in favor of universal military training and that a full holiday would be observed during the coming Federal inspection, and a committee would be appointed to survey the College's military resources.¹

All of these previously listed events had some impact on the Iowa State Campus. The two that were most significant for the Military Department were the formation of the faculty military company and the granting of a school holiday on the occasion of the annual Federal inspection.

The faculty military company which was formed by sixty-one members of the Iowa State staff was later to grow to almost two hundred. The company included the College President R. A. Pearson in the number one position in the rear rank of squad

number six. Dean Anson Marston was a corporal in the fourth squad; Registrar Herman Knapp was First Lieutenant; and General Lincoln was Captain. The President of Iowa State College offered the services of the company to the President of the United States should the country need volunteers.¹ These faculty men started out with the basic rudiments of military training. Actually, the idea of the unit was to educate the college staff so they would have a fundamental knowledge of the way an army works. Then should these individuals be called into the service they would be able to apply their educational expertise much more effectively. This voluntary training by the College staff should have convinced the most skeptical that Iowa State would be prepared to do its part if war should come. It also helped to demonstrate to the faculty the type of training General Lincoln had been requiring of his cadets. The faculty members who had not paid very close attention to the military training in the past were probably quite amazed at the capabilities of the seventy-two year old General who was known as the "Dean of Iowa fighting men."

In a special faculty meeting on March 28, 1917, the faculty showed their zeal for military preparedness by endorsing compulsory military training, whereby the burden of military

¹The Student, March 6, 1917, April 10, 1917.
service would be fairly distributed. They voted a full holiday for the coming Federal inspection of the Cadet Corps; in the past the cadets had been excused from other classes only during the hour that the final inspection parade was held. In the same meeting, the faculty also initiated a survey to determine the military resources of the college.\(^1\) It was very interesting to see that the preliminary report of "facilities of Iowa State that were available for training of men in a mobilization camp" was fairly comprehensive and almost identical to the facilities that the College actually did contribute during World War I.\(^2\) Each of the faculty members and students were asked to evaluate their own capabilities as to how he could best serve the country in the armed forces.

By the end of March the campus was ready to be mobilized. The drilling of 800 cadets and eighty-six faculty members added a lot to the spirit of mobilization. The editor of *The Student*, Harold E. Pride (who took his military training under General Lincoln, served during World War I and later attained the rank of Colonel during World War II) vividly described what it was like observing the drill, "Eight hundred armed men marching to the martial music is a sight to stir the patriotism of the most

\(^1\)Minutes of Iowa State Faculty, March 28, 1917, p. 2; *The Student*, March 29, 1917.

\(^2\)Iowa State University, Special Collections, World War I Records, SATC Folder.
phlegmatic. Our regiment of trained infantry is a vivid example of national preparedness and the increasing interest in this activity here is indicative of the sentiment of our college community. Certain it is that in case of dire necessity, Iowa State will not be found wanting in numbers of trained men to offer in defense of American rights and liberty.\(^1\) The interest in military preparedness was not confined to the campus; several Iowa State Alumni were writing to General Lincoln asking for their certificates of military training and recommendations for commissions in the Army.\(^2\) Iowa State was well motivated and prepared for mobilization when it came.

The Iowa State campus kept track of the events in Europe during this time of terrible conflict. When the Germans returned to their unrestricted submarine warfare in early 1917, it became evident that the United States would be drawn into the war very soon. On the evening of April 2, 1917, after several American ships were sunk by the Germans, President Woodrow Wilson told congress that German submarines were waging war "against all nations." The President asked for a declaration of war saying: "the world must be safe for democracy."

---

\(^1\)The Student, March 29, 1917, p. 2.

\(^2\)Iowa State University, Special Collections, World War I Records, Newspaper Clippings 1915-1917.
Congress declared war on April 6, 1917.\footnote{Richard N. Current et al., *United States History*, p. 521.}

The campus became fully mobilized in early April, 1917. It was a hectic time for all. The campus radio station was closed down by the government and everyone knew the U.S. was at war. Of the fifteen articles on the front page of *The Student* in a given day, thirteen were about Iowa State and the war effort. There was considerable information on how the students could serve as civil engineers, marines, and (as coastal artillerymen). The women became active in Red Cross work. Many students left school early to enlist for active duty and special rules were adopted by the College to allow them to complete their college work early.\footnote{Ross, *A History of the Iowa State College*, Chapter 13. This twelve page analysis of the World War I years is a must reading for anyone interested in the war effort at Iowa State during this time period.} *The Student* kept the campus up-to-date on the events of the war throughout the conflict.

This was the first time that colleges and universities were faced with a rapid loss of enrollment. Some stop-gap measures were recommended, such as trying to persuade the students to stay in school and not to enlist immediately. President Pearson sought the aid of the Adjutant General of Iowa Guy E. Logan, who wrote a letter advising the students to
stay in school and to take advantage of the military instruction of General Lincoln. The Adjutant General stated:

...I am very well acquainted with the line of instruction which General Lincoln is giving and it is the best that can be given to equip them [the students] for service in the coming trials of this nation. If I may take the liberty, I would suggest that in so far as it is consistent, that it would be of greater benefit to our nation at this time, to give the military department of your school all the latitude possible in training the young men of that institution in military tactics, thereby equipping them to secure advance positions in the military duties for their government which would be much more valuable than duties of a private soldier.

Adjutant General Logan went on to explain that by continuing their military training the students would be able to secure a more important position in the service of the country at the end of the year, especially if they applied themselves strictly to the study of military science and tactics.\(^1\) Adjutant General Logans appeal to the student and to the college probably did have some effect, even though five hundred students did depart the campus with about two hundred leaving for active service.

The President of Iowa State R. A. Pearson took the Adjutant General's advice and on the same day issued a letter to the instructing staff which announced a meeting to arrange more military drill for those looking forward to active duty. The

\(^1\)Letter, Adjutant General Guy E. Logan to President R. A. Pearson, Iowa State College, April 11, 1917, Iowa State University, Special Collections, World War I Records, SATC Folder; The Student, April 14, 1971, p. 1.
last paragraph read: "In view of the national emergency before us we should do all in our power to prepare ourselves to render the best service possible to our country. This is a patriotic duty and I trust the men of the student body will be unanimous in their response."\footnote{1}{Letter, R. A. Pearson to the Iowa Agricultural College Instructional Staff, April 11, 1917, Iowa State University, Special Collections, Military File.} Probably because of Adjutant General Logan's recommendation, President R. A. Pearson's letter to his staff, and the other events of the time, General Lincoln received additional appropriations from the Board of Education. The General was authorized to employ additional officers to assist in his training. These officers selected were from the higher ranking cadet officers.\footnote{2}{Ames Times, Ames, Iowa, April 13, 1917.} These officers were in addition to Lt. Langwell, an active duty officer (and an Iowa State graduate), who had replaced Lt. Rush Lincoln in 1916.

The Military Department was allowed more convenient hours for drill 11:00 to 12:15 each day. All of the college classes were shortened to forty-five minutes and physical training classes were dropped so the extra time could be applied to military tactics in addition to the required drill. The students and faculty voted to drill in battalions by college, "ags", engineers, scientists, "vets", post graduate and faculty. With the increased size and number drilling (virtually the
whole male population of the campus) there was a shortage of uniforms. When General Lincoln was asked what he would do about this situation, he explained that uniforms would not be required for drill duty, but students would show a distinct patriotic spirit if they did wear uniforms. The General said, "I don't care what kind of uniforms are worn, just so they are neat and are not German or Mexican."\footnote{Iowa State University, Special Collections, World War I Records, Newspaper Clippings 1915-1917; The Student, April 14, 1917, p. 4, April 17, 1917, p. 1.}

On April 19, 1917, the College President was called to Washington, D.C., as an assistant on special agricultural problems, and in August he was appointed Assistant Secretary of Agriculture. President Pearson also served on the advisory committee of the "Committee on Education and Special Training" which drew up the plans for the Student Army Training Corps. Naturally Iowa State had such a unit.\footnote{President Pearson's Service Record, Iowa State University, Special Collections, World War I Records, June 11, 1919; The Student, April 19, 1917, p. 1.} A considerable number of the Iowa State faculty members followed President Pearsons example of serving the country in some capacity away from the campus.

If April of 1917 was a hectic month, then May was even more so. Early in the month the idea of the war getting closer...
to Ames was dramatized by the Board of Deans at Iowa State: they decided it would be necessary to post men for police duty on campus. General Lincoln and some cadets were sworn in and posted around key locations, such as the power plant and water tower. The Student explained that if one heard an order to halt, he had better do it because the guards were armed and lawful officers. Less than five days later the cadet guards fired upon and wounded a person attempting to break into one of the important college buildings.¹

The Military Department gradually saw the "College Army" grow until two thousand two hundred men were formed up on the central campus during the first formal review of the spring. There were thirty-six companies in all.² General Lincoln continued to give his annual examinations to the cadets who desired to be officers in the fall. In an attempt to keep some students interested in coming back the next year General Lincoln and the faculty made it possible for a student to major in the Department of Military Science.³ The effectiveness of General Lincoln's training of his cadets was surely standing the test of reality since many students who had left school

² The Student, May 3, 1917, p. 3.
early to attend the Officer Training Camps of the Army wrote back saying how much the previous training was helping them. There was a lot of speculation about a special camp during the summer and General Lincoln did make plans to offer his military course during summer school. It could be taken in addition to the regular course work or as a special course by itself.\(^1\) This was the first time that the Military Department had offered the course during the summer term. General Lincoln was keeping as many options open as possible.

Four events affected the military training at Iowa State during the remainder of the school year. One was the Selective Service Law passed by Congress on May 18, 1917, in which the President was authorized to recruit the new army by drafting.\(^2\) The impact of the Selective Service Law at Iowa State could not be evaluated accurately. It probably caused some students to leave school early, to enlist, or to apply for one of the several Officer Reserve camps that the War Department was using as its major source of officers. The Selective Service Act also caused General Lincoln and the college staff to consider the options that it might present for the College. Evidently this did stimulate consideration of forming an ROTC unit in

\(^1\)The Student, May 19, 1917, p. 1.

addition to the regular Cadet Corps. Also, to insure having some male students the next fall, the possibility of different types of war training were further evaluated.

Another event that hindered or at least handicapped the Military Department was the notice to General Lincoln on May 21, 1917, that his active duty assistant Lt. Langwell would be leaving Iowa State. The mobilization of the Armed Forces resulted in the recall of all active duty officers assigned to college Military Departments. The colleges and universities were advised to put the military work under the supervision of a faculty member or cadet officers.¹ Fortunately, Iowa State had General Lincoln to carry on with the aid of his cadet officers. It appears that the military training at Iowa State continued on virtually unchanged until the end of the school year. If General Lincoln had not been in charge there is a good chance the program would have come to almost a complete halt as it did in other schools who only had active duty officers conducting their training.

Other events of May, 1917, that had implications for the Military Department, mainly affected the College and the patriotic atmosphere of the campus. Dean Buchanan received word that Iowa State College had been assigned one of the

¹Letter, War Department, The Adjutant Generals Office to PMS&T, Iowa State College, May 21, 1917, Iowa State University, Special Collections, World War I Records, SATC; The Student, May 26, 1917, p. 1.
thirty-six units of ambulance workers which would be raised and sent to France.\textsuperscript{1} When the announcement was made that an Ambulance Unit would be formed over eighty volunteers were received immediately. The Ambulance Unit would be the first and only distinct organization to be recruited and sent from the college.\textsuperscript{2} General Lincoln was somewhat involved with the unit and participated, as the whole college did in a rousing May 31 convocation which sent the Ambulance Unit on its way.

The final event of the school year of 1917 was the War Commencement on June 6, with the spirited Ex-President William Howard Taft as the speaker. President Taft had spoken on the campus a year earlier. His previous three talks in 1916 did much to create a patriotic atmosphere in Ames. The commencement address was a rousing patriotic appeal and the ex-President was supposed to have held the audience "spell-bound." The enthusiasm created by Taft would carry through the many stresses and strains of these hectic times.\textsuperscript{3} The June 6th commencement was the first of two commencements. The second was held at Ft. Snelling, Minneapolis, Minnesota, on June 9th and was a unique

\textsuperscript{1}\textbf{The Student}, May 12, 1917, p. 1.

\textsuperscript{2}\textit{Alumnus}, July, 1917; Iowa State University, Special Collections, World War I Records, Iowa State Ambulance Corps biographies; \textbf{The Student}, May 12, 1917.

\textsuperscript{3}Iowa State University, Special Collections, World War I Records, Newspaper Clippings 1915-1917; Ross, \textit{A History of the Iowa State College}, p. 306.
commencement. This ceremony was conducted by Acting President Edgar W. Stanton, Dean Anson Marston and Dean R. E. Buchanan for the men from Ames who had departed the campus early to attend the officers training camp from which they would receive commissions in the Army.¹

During the summer of 1917 General Lincoln did conduct a small summer camp with only thirty men enrolled. The low attendance was credited to the short notice of actually having such a military camp.² Other departments started teaching courses that were directly related to military training. The Civil Engineering taught military topography, and mapping, military bridges, military roads and railroads, and field fortifications. The Electrical Engineering Department taught telegraphy and wireless, while the Mechanical Engineering Department taught work and repair of motor cars.³

The fall term of the 1917-18 school year found the College offering the same war courses taught in the summer with the addition of courses in farrier work, horseshoeing and auto truck driving. The College had also started in an all-out campaign to advertise its Military Department. One 1917-1918 publication featured the Military Department - "Military

¹Alumnus, July 1917, p. 438.
²Ibid., p. 474.
³Alumnus, June 1917, p. 407.
Science and Tactics, Physical Training and related subjects." Other special publications contained information about the military "the verdict on going to college" and "the way to opportunity." The College Catalog also listed several options available in the Military Department.¹ Military training was required for all students, whereas in the past it had been required for only freshmen and sophomores. The venerable General Lincoln was still in charge and students could major in military science subject to the commandant's approval of certain courses. Juniors and seniors could be classified in two ways; those who wanted to take Reserve Officer Training which involved two hours of drill and three hours of theoretical work for three credit hours. And those who did not want to pursue the Reserve Officers Training and who would be required to take two hours of drill and one hour theoretical work for one hour credit.² (Actually the Reserve Officer work did not really start until early 1918).

In October General Lincoln received a set back to some of his future plans for the Military Department. Earlier in the year the General and Captain Mumma, the Professor of Military

¹Iowa State College. "Military Science and Tactics, Physical Training and Related Subjects" (Ames, Iowa, 1917-18); "The Verdict on Going to College" (Ames, Iowa, 1917-18); "The Way to Opportunity" (Ames, Iowa, n. d.), These documents are in the Iowa State University, Special Collections, World War I Records, SATC Folder; Iowa State College Catalog (Ames, Iowa, 1917-18), p. 300.

Science and Tactics at Iowa City, made several trips to appear before the legislators to convince them of the need for an armory at both schools. The thirty-seventh General Assembly (1917) was properly convinced and on April 10 appropriated $250,000 for two armories.\(^1\) One-half of this was to go to Iowa State and the other half to Iowa City. However in the fall the building of the much needed armory was postponed due to the high price of steel and the scarcity of labor. Wood could have been used instead of steel to stay within the cost but even this idea was rejected.\(^2\) This was an especially hard blow for General Lincoln since he probably felt that for the first time he would finally get the armory he had been requesting since 1884.

The Student kept the College well informed on its faculty, students and alumni who were serving in the armed forces. Dean Marston had resigned his post in favor of army service and was a Major in command of three Iowa companies of Engineers. There were numerous reports from the Officer Training Camps with some information about the mammoth guns they were using in the Coastal Artillery. President Pearson kept in close touch

---


\(^2\)The Student, September 15, 1917, p. 1; Letter from Acting President Stanton to Supt. Sloss and General Lincoln, October 4, 1917, Iowa State University, Special Collections, World War I Records, SATC Folder.
with the College and visited the Ambulance Unit in Allentown, Pennsylvania, where it was undergoing training.\(^1\) In November The Student reported that over 700 Iowa State people were off serving their country with ranks from Private to Brigadier General. This number would grow to 1,055 in less than three months.\(^2\)

Ross explains that there was remarkable unanimity of sentiment at the College and in the community in support of the war. Ames was spared the suspicions, espionage, and coercive demonstrations which estranged and embittered many college communities.\(^3\) About the only coercive demonstration occurred when a dozen college students bodily ejected a fellow student from his rooming house and marched him down town where he publicly retracted his previous pro-German remarks.\(^4\)

**ROTC at Iowa State**

On the national scene the Reserve Officers Training Corps (ROTC) had been left floundering when the active duty officers who were serving as Professors of Military Science and Tactics


\(^2\)The Student, November 15, 1917, February 7, 1918.


\(^4\)The Student, November 27, 1917, p. 4.
(PSM&T) had been recalled from the college campuses. At Iowa State College no ROTC unit had been started since the administration had elected to wait and evaluate its success at other schools. Once again we see the Federal Government attempting to revive the ROTC program by hiring retired officers to serve as PMS&T. The first discussion of an ROTC unit in the fall of 1917 occurred in October when the Secretary of War authorized the College to establish an Infantry Unit of the Senior Division Reserve Officers Training Corps. The retired officer assigned to start the unit was Lieutenant Colonel Charles B. Byrne, who had received his commission in 1877 and had retired after thirty-one years of service.\(^1\)

Lt. Colonel Byrne did arrive on campus and working with General Lincoln began to lay the groundwork for the ROTC program. The possibility of the ROTC program created some excitement since this appeared to be a way to insure that the College could have some students deferred from the Selective Service Act and this just might help bring a little stability to the junior and senior year male enrollment.

Dean Buchanan gave a detailed report to the College faculty quoting extensively from the General Orders No. 49, War Department, dated September 20, 1916, which was the first ROTC Regulation that described the instructions governing the

establishment, administration, maintenance and training of the Reserve Officers Training Corps.\textsuperscript{1}

Technically ROTC was a four year program, but due to the world conflict the government elected to implement the senior or advanced portion at the same time. General Lincoln asked for a clarification of Section 50 of the basic National Act of 1916 which explained that a member of the ROTC had to complete the first two basic years of ROTC to be eligible for the senior program. The General was advised by a message that since the College was founding a unit during the 1917-18 school year the cadets could graduate in the Spring of 1919.\textsuperscript{2} This meant that the War Department felt that the two years of required military training received under General Lincoln were more than adequate to meet the requirements of the first two years of ROTC.

ROTC at Iowa State finally got started on a very limited scale in the spring of 1918. The program required five hours per week for the juniors and seniors, two hours of which had to be spent as officers conducting the freshman and sophomore drill. The remaining three hours were devoted to lectures and


\textsuperscript{2}Message, Adjutant Generals Office, to General Lincoln, December 18, 1916, Iowa State University, Special Collections, World War I Records, SATC Folder.
class work. Some of the benefits to the participants were free uniforms, a small monthly pay for rations which would amount to from nine to fifteen dollars per month, and the opportunity to be granted a commission in the United States Army. The cadet was required to sign a contract stating he would continue his ROTC course at Iowa State, devote the five hours per week, and attend a summer camp if prescribed.¹

ROTC at Iowa State had little chance to get going and attract a large number of cadets. Technically, a school was supposed to have at least 100 cadets signed up in order to have a ROTC unit. Actually only thirty-eight signed up at Iowa State. In early 1918 when the program was implemented the lure of more active war participation drew heavily upon its potential members. Also the College shortened its academic year allowing early graduation on April 19 for those who could complete all the academic requirements.² There was just no room to include the five hour per week workload of ROTC if a person hoped to complete his academic work a full six weeks early. The potential advanced cadets could see that they probably would not be able to remain on campus long enough to finish the last two years of an ROTC officer program. Most felt it was

¹ The Student, January 10, 1918, p. 1; U.S. War Department, General Orders No. 49, p. 9.
² The Student, January 24, 1918.
best to accelerate their graduation and try to attend one of the officer training camps.

One might speculate that the poor working relationship between Lt. Colonel Byrne and the Iowa State faculty could have contributed to the lack of initial acceptance of ROTC. Colonel Byrne had been assigned to Iowa State with the idea that he would be the head of the ROTC department. He arrived in late 1917 and found General Lincoln firmly entrenched as the head of the Military Department which he had been running for over thirty-two years. The College had made a unique interpretation of the instructions for implementing ROTC and assigned General Lincoln as the head of the Department of Military Science and Tactics in all matters dealing with the college requirements, and Lt. Colonel Byrne would be in charge of the ROTC and responsible for all matters dealing with the War Department.

Evidently the Colonel did not like this arrangement and one could hardly blame him for feeling the ROTC program was being slighted. Colonel Byrne countered this arrangement by refusing to even accept the military department in the Industrial Science Division and insisting that he should deal directly with the acting president. This conflict necessitated a letter from the acting president explaining in writing the previous arrangement of the military department existing in the
Industrial Science Division.\textsuperscript{1} Colonel Byrne once again refused this arrangement and the acting president carried his case to the Commanding General of the Central Department, who was responsible for the Iowa State ROTC unit within the War Department administrative structure. Acting President Stanton carefully documented Iowa State's case for the special administrative arrangement allowing General Lincoln to head the department and to hold the normal position in the Industrial Science Division. Other Administrative matter and interpretations on which the College and Colonel Byrne disagreed were also mentioned. Finally, the President of Iowa State stated, "Colonel Byrne is not mentally equipped to handle the executive work of a large department in all its detail."\textsuperscript{2}

There is no correspondence available to indicate the answer from the War Department. However, a letter from Colonel Byrne dated April 25, 1918, to the Adjutant General of the Army does shed some light on the subject. The Colonel explained several of the problems he was facing at Iowa State. It seems there had been a vast amount of correspondence between the college, Colonel Byrne and the War Department dealing with the

\textsuperscript{1}Letter, Acting President Iowa State College to Member of the Staff of the Department of Military Science and Tactics, March 27, 1918, Iowa State University, Special Collections, World War I Records, SATC Folder.

\textsuperscript{2}Letter, Acting President of Iowa State College to the Commanding General, Central Department, April 3, 1918, Iowa State University, Special Collections, World War I Records, SATC Folder.
many administrative matters of accepting an ROTC unit. There had been honest differences of interpretations in the implementing of regulations and instructions at several schools, so Iowa State was no exception. It seems that in the previous differences the War Department had accepted the Colonel's interpretations, especially dealing with the commutation of rations, furnishing of uniforms and other minor matters. Evidently Colonel Byrne felt he could convince the War Department of his right in refusing to accept the administrative setup at Iowa State.¹ There is no information on the final outcome. Nevertheless it can only be concluded that the quibbling over the administrative arrangement of ROTC within the structure of Iowa State probably created some roadblocks in getting the ROTC program accepted.

General Lincoln sheds some more light on the conflict with Colonel Byrne when the General answered some questionable comments on a 1918 annual inspection report of the Military Department by the U.S. Army. Some of the information in the report had been furnished by Colonel Byrne; he explained that the faculty at Iowa State had little importance attached to military instruction; the faculty did not support the program; the military spirit at Iowa State has been developed and

¹Letter, Professor of Military Science & Tactics, Iowa State College to the Adjutant General of the Army, April 25, 1918, Iowa State University, Special Collections, World War I Records, SATC Folder.
nurtured very little; the military professor was not entirely satisfactory to the authorities of the institution; finally, the condition at Iowa State did not warrant the continuance of the detail of an officer as Professor of Military Science and Tactics. General Lincoln emphasized that the faculty and administration did support the military department financially, morally, and they also allowed additional hours for training. The General further explained that the so called annual inspection was an impromptu affair, with no prior notice given to the college as was custom in the past, so the lack of support could have been misconstrued by the inspector. General Lincoln concluded that Iowa State wanted to cooperate with the government in establishing the ROTC program on a high plane and that if someone was detailed who could cooperate with the institution it would work admirably.¹

Actually this conflict of personalities probably had little effect on the number of persons entering the ROTC program. The acceleration of the completion of the 1918 school year a full six weeks early simply left no time to add a five hour per week overload of military training in addition to the required outside preparation. The problem was solved after Lt. Colonel Byrne was transferred from Iowa State before the end of the

¹Letter, J. R. Lincoln to Acting President Stanton, May 15, 1918, Iowa State University, Special Collections, World War I Records, SATC Folder.
official school year. Also, President Pearson of Iowa State in his capacity on the Committee on Education and Special Training in Washington, D. C., kept the college informed on the forthcoming Student Army Training Corps (SATC) which would replace the ROTC program. Consequently, the effort of General Lincoln and the college administration would be devoted to the implementing of the SATC program.

Both the War Department and the college administration profited from their previous mistakes and conflicts when the ROTC program was reinstated in 1919. The War Department realized that it had made a mistake in using retired officers who were recalled to active service for ROTC duty especially if they did not have a working knowledge of higher education. In the future highly qualified and motivated active duty officers were used. Iowa State College also realized its thinking must be reevaluated on the organization of the Military Department and responsibilities the school incurred in accepting a federally run program.

The Student Army Training Corps--The National Scene

World War I was the first conflict during which educators were faced with serious enrollment problems because of the loss of male students to the military draft. Without some sort of government help, the campuses would have been depleted of male students. The Army at the same time was faced with a serious
shortage of technically trained personnel. It was only natural that the Army's needs could be met on the college campuses. The War Department issued General Order number 15, on February 10, 1918, which established the Committee on Education and Special Training. The Committee's duties were to evaluate the needs of the different services and to work out some plan for the use of the educational institutions. A special civilian advisory board composed of representatives from several fields of education was organized. R. A. Pearson, President of Iowa State College, was the land grant college representative.¹

The first plan submitted by the Committee on Education and Special Training dealt with the training of men in the technical or vocational trades in the shortest possible time. By April 1918, agreements had been signed with fifteen schools for approximately six thousand men.² Iowa State was one of these fifteen institutions. In addition to the vocational or technical training the Committee on Education and Special Training decided to establish a cadet reserve corps in collegiate institutions in which young men between the ages of eighteen and twenty-one might voluntarily enlist. College presidents were notified of the intention of creating comprehensive

²Ibid., p. 13.
military training in all colleges at the beginning of the 1918 fall term. This plan had to be changed just before school started because the draft eligibility was lowered from twenty to eighteen years of age. Under the Selective Service Act there was no way for the previously planned voluntary enlistment. This meant the new plan for the college training had to be voluntary induction rather than voluntary enlistment. Otherwise the college program would be a deferment haven.¹ It was still a ticklish situation and the Student Army Training Corps (SATC) was sometimes called "Safe At The College."

If some procedures for induction into a college unit had not been made, virtually all college students could have been drafted. The War Department simply did not have the facilities to carry out all the desired training, and the colleges were glad to offer their campuses since this would insure them the ability to stay open. The SATC was purely a military measure designed to utilize the colleges for the training and discipline of students prior to the time they would be called into service. The authors of the plan hoped to keep as many students in college as long as possible, and by giving them military status, they thought that indiscriminate volunteering would be discouraged. This plan resulted in the formation of the Student Army Training Corps (SATC) which would temporarily replace ROTC.

¹Ibid., p. 13.
It appears that the United States was preparing for a protracted war. The March 1918, offensive of the Germans and the delay of committing American troops to battle (as the first troops that went to France had to undergo additional training) further convinced the Allied countries that the duration of the war might be extended for some time. ¹

SATC at Iowa State College ²

It was fortunate indeed for Iowa State that President R. A. Pearson was on the civilian advisory board of the Committee on Education and Special Training. When the call from this committee went out for colleges to train soldiers in vocational-technical programs, it was only natural that Iowa State would be one of the fifteen schools selected. The first discussion on the campus about the soldiers arrival for training appeared in The Student on March 7, 1918, with subsequent reports until the arrival of five hundred men on April 15, 1918. ³ These


²Ross, in his book A History of the Iowa State College, gives an outstanding report on the Student Army Corps at Iowa State College, pp. 308-312. The analysis by this writer adds little that is new to the Ross information since the same sources covering the same period of time were used. However, more details are given on the actual happenings as they affected the military training at Iowa State.

³The Student, March 7, 1918, April 2, 1918, p. 1, April 16, 1918.
military students in the mechanical training program were the responsibility of Professor W. H. Meeker of the Mechanical Engineering Department. They were at Iowa State for eight weeks, training as auto mechanics, blacksmiths, machinists and were separate from the regular collegiate work. A new group of 500 men arrived to replace the preceding class every eight weeks. By the time the Armistice was signed over two thousand had been trained in the mechanical programs.

The Fifth Biennial Report of Iowa State Board of Education (1918) was very frank when it said there would have been few students at Iowa State (and the other State schools) if it had not been for the Student Army Training Corps.¹ The report on the SATC by the chairman of the War Issues course at Iowa State in 1919 reported that the collegiate attendance declined from 2,561 in 1916-17 to 2,091 in 1917-18.² This was a drop of almost 500 students but the additional 500 soldiers in the "non-collegiate" or mechanical program made the overall enrollment about the same. The SATC would make its most significant impact on the college campus during the fall of 1918.

General Lincoln and Lt. Colonel Byrne continued the regular military program until the end of the school year 1918.


There was little change from the past "officer type" training because the ROTC program only had eight people signed up for the advanced course. General Lincoln was interviewed occasionally on the war in Europe and was of the definite opinion that if the United States did not speed up its mobilization we would lose the war. He went on to comment, "It's too bad we don't have the officers for the Army that General [Leonard] Wood states we need." A new special unit was formed and called "Lincoln's Rifles" in February, 1918. This unit was fully armed, outfitted and trained by the time of the annual inspection in late March. Another change in late May saw Lt. Colonel Byrne, the retired Army officer who had been assigned to head up the ROTC program at Iowa State, reassigned to the Mexico Military College. Once again General Lincoln was the only person assigned to the Military Department at Iowa State.

During the summer of 1918 the mechanical training of the five hundred soldiers continued. General Lincoln started preparation for the collegiate portion of the SATC that would be implemented during the fall. The collegiate training was separated from the technical training which was under Professor Meeker. A letter to all college presidents from the War

1 *The Student*, March 7, 1918, March 26, 1918, p. 1.
3 *Waterloo Courier*, May 31, 1918.
Department Committee on Education and Special Training, dated August 5, 1918, provided the information on the future status of ROTC and SATC. The committee explained that ROTC and SATC would both be under the committee's control and that the War Department preferred everyone operate under the SATC arrangements. It was also emphasized that SATC would cease its operation at the end of the War and ROTC could be continued or resumed with no implication drawn as to whether ROTC had been dropped or continued by the college during the war.¹

Iowa State had been advised that the collegiate portion of the SATC program would be implemented on October 1, 1918. The college administration realized the opportunity that the SATC program offered and sent letters to all high school graduates in Iowa explaining that Uncle Sam wanted men and that the opportunity existed to enter Iowa State on October 1, 1918, in the SATC.² Evidently this letter and other means of advertising the Student Army Training Corps did have some effect on the number of people who attended college primarily because of the SATC. At Iowa State it was estimated that 800 of the total 1,600 students who served in the collegiate

¹Letter to all College Presidents, from War Department, Committee on Education and Special Training, Washington, D.C., August 5, 1918; Iowa State University, Special Collections, World War Records, SATC Folder.

²Letter, Dean R. E. Buchanan to all High School Graduates, September 11, 1918, Iowa State University, Special Collections, World War I Records, SATC Folder.
section did so because of the SATC.\footnote{Iowa State College "Report on Collegiate Section "A" of the Student Army Training Corps," p. 1.} At Iowa City, it was estimated that only 150 to 250 of the 1,478 inducted into the Student Army Training Corps came solely because of the SATC program.\footnote{Frederick G. Davis, "History of the State University of Iowa: The College of Liberal Arts 1916-1934," p. 369.}

The inauguration of the Student Army Training Corps program increased rather than eased the financial burden of the Board of Education. There had been an expected drop in enrollment during fall 1918, consequently not enough money was appropriated to handle even the normal enrollment, much less an increase in students. Even though the Government was obligated to pay the per diem cost of room, board, and tuition of the inducted men, there was the additional expense of caring for some men between the time of their arrival on the campus and their actual induction date of October 1. Additional instructors were needed for special courses required by the War Department with no expected additional charge to the Government other than the normal per diem payment. These extra instructors resulted in a considerable amount of state funds being used to take care of the large initial expenditures. The State Board of Education actually authorized these extra expenditures without any legal sanction but took it for granted that the
board must do the best they could in this emergency situation.\footnote{Fifth Biennial Report of Iowa State Board of Education, pp. 8-9.}

General James Rush Lincoln at the age of 74 was once again called on by the college and his country. He was restored to the active service list of the U.S. Army with the rank of Major, and he assumed command of the Student Army Training Corps. The General (now a Major on the active duty roster) had fourteen officers to assist him in the command of the 1,200 soldiers whose numbers grew even greater later on. According to several reports the swearing in of the 1,200 men into the national army was an extremely impressive ceremony. There were speeches by the acting president of the college, the Governor of Iowa, and General Lincoln administered the oath. Iowa State was one of 525 units with a total membership of approximately 140,000 that were inducted on October 1, 1918.\footnote{The Student, October 1, 1918, p. 1, October 11, 1918, p. 1. Iowa State University, Special Collections, World War I Records, SATC Folder.} The General was in charge of the SATC until in late October when he was succeeded by his adjutant, Captain A. L. Lane. General Lincoln still had considerable contact with the SATC, but his primary duty in the later part of 1918 was with the cadet corps which now numbered only 150 cadets since most of the men were in the SATC.\footnote{The Student, October 25, 1918, p. 1.}
The SATC program had just been launched when the campus and the city were hit with a "flu" epidemic. The October 11, 1918, Student (which was published just ten days after the SATC started) reported that five deaths had already occurred and a strict quarantine was put on the fourth ward.\footnote{The Student, October 11, 1918, p. 1.} Everyone was refused admittance to the campus unless they had a signed pass from General Lincoln. Four days later there had been twenty-five deaths and about 630 cases of the flu were being treated.\footnote{The Student, October 15, 1918, p. 1.} Before the epidemic subsided there were fifty-one deaths at Iowa State.

An appraisal of the Student Army Training Corps was compiled by Professor L. B. Schmidt, the Chairman of the War Issues Course at Iowa State, and forwarded to President R. A. Pearson on February 1, 1919. Professor Schmidt was extremely familiar with the SATC since he taught the War Issues course "[which] helped to relieve the soldiers of much perplexity and mis-information that they had when the war opened in 1914 or even when the United States entered the war in 1917."\footnote{Iowa State College "Report on Collegiate Section 'A' of the Student Army Training Corps," p. 4.} Some people might interpret Professor Schmidt's report to be an indictment of the program; however, it was not. He was very honest and pointed out some very serious problems that occurred
in all programs nationwide. Most of the problems at Iowa State were of less intensity than those at other institutions.

Professor Schmidt reported that one of the most serious problems was caused by the influenza epidemic when classes were adjourned for one week and there was excessive absences from later classes. Other problems that created difficulty were: not enough time was allowed for the war issues course; the "supervised study" was a failure since it was implemented after the signing of the armistice; the amount of interest shown by students in their academic work was considerably less than in peace time; extra military duties caused considerable interruption of academic work. Probably the most frustrating problem was the unsatisfactory relations between the academic and military authorities: "There was too much conflict of authority due to the lack of a definite coordination of their powers and the conflicting instructions received from the War Department." Professor Schmidt explained that a two-headed system of administration would not work and that if an administration was to be efficient it must be centralized in the hands of one governing authority.¹

Evidently there had been considerable conflict between General Lincoln, the Military Commander, and Acting President Stanton, the academic or educational leader. Ross reports,

¹Ibid., pp. 2-6.
that the dual authority had caused an open rupture of civil and military relations in other schools but was avoided at Iowa State. However, feeling at times became so tense that it took mutual friends to mediate and reestablish harmony between the experienced executive Stanton and the veteran commander Lincoln.\(^1\) Lyons and Masland characterized the nationwide SATC program as "disastrous" and explained that "College administrators gave over their institutions to young military officers who, for the most part, had little experience in directing large-scale activities and no appreciation for the educational process."\(^2\) This simply was not the case at Iowa State as General Lincoln was not a young man and he very definitely had vast experience directing large scale activities of the College and the Iowa National Guard. Further the General had considerable appreciation for the educational process since he had been associated with Iowa State for over thirty-four years. It appears the difference between Lincoln and Stanton were amplified by the two headed administration, but a part of the problem was an honest conflict over establishing priorities. General Lincoln had studied military tactics all his life and he knew from first hand combat experience that the academics

\(^1\)Ross, *A History of the Iowa State College*, p. 311.

the students would learn during their forecast short stay at Iowa State would not be nearly as important as the military training.

Professor Schmidt's report on the SATC mentioned several positive aspects of the program. Of the estimated 800 men who came to Iowa State strictly because of the SATC about one hundred stayed on in college when the program was demobilized and others were expected to reconsider and return at a later date. The professor explained that neither the late inductions nor the withdrawal of men for officers training caused serious work interruption.\(^1\) Evidently Iowa State was better organized at the start when the 1200 men were inducted on October 1, 1918, than Iowa City where only about ninety men were actually sworn in on that date. The report explained that the institution encountered no insuperable obstacles in meeting the requirements of the War Department committee. It seems the attitude of the faculty towards the combination of military instruction with the academic work was uniformly good. The staff recognized that the country was at war and for all practical purposes the school was a war college. The faculty made every attempt to make the academic work count and as a result most of it was later credited toward the requirements for a degree at Iowa State College.

\(^1\) Iowa State College "Report on Collegiate Section 'A' of the Student Army Training Corps," p. 2.
Professor Schmidt also reported that the military discipline upon the general morale and conduct of the student body was beneficial. Some of the critics in November later came around to their senses and later expressed their appreciation of what the academic and military authorities attempted to do under such trying circumstances. The effect of military training and discipline on the physical condition of the men was generally good. The overall general conclusions of the faculty were that the SATC did not have an opportunity to demonstrate its real usefulness and effectiveness since it lasted such a short time. Had the war continued, it was felt all the problems could have been solved adequately before the end of the school year.

Professor Louis B. Schmidt's final conclusion was:

When all of these [difficulties] are considered the S.A.T.C. was a good experiment. It demonstrated the place of the college as a constituent part in the scheme of military training and enabled the institution to feel that it had a definite work to perform in preparing the men for more efficient service and contributing something to the program of winning the war. The experiment was worthwhile and should our country ever again be confronted with a war, the colleges and universities of the country could be counted upon to render a real service to the Government. In short the S.A.T.C. has justified the college in the scheme of national military training and service.¹

When the Armistice was signed November 11, 1912, the Iowa State Campus generally went wild. The victory bell was rung at

¹Ibid., pp. 7-8.
10:30 a.m. for an extended period of time, the SATC men paraded, speeches were made by acting president Stanton, Professor F. W. Beckman and Major J. R. Lincoln.\(^1\) Everyone was glad the war was over. Several months would pass before the final report of the Iowa State war effort could be compiled. For instance the death notice of Major W. G. Langwell, who had served as General Lincoln's assistant from 1916 to 1918 was not received on campus until eight days after the Armistice had been signed. The Iowa State campus would be a long time forgetting World War I.\(^2\)

The SATC had been a "war baby", thus its termination followed the Armistice in November, and the ROTC program was implemented in early 1919. President R. A. Pearson returned to the campus in late November, 1918, after a one and one half year absence. He thanked the faculty for keeping the college going and was quoted in the *Ames Times* and *Des Moines Register* of November 25, 1918:

> Mr. Pearson declared there was perfect harmony between the Military authorities and the College Officials. Major Lincoln is to be commended on the manner in which he handled the huge task...

\(^{1}\)*The Student*, November 12, 1918.

\(^{2}\)*The Student*, November 19, 1918.
He further added:

there would be a swift return to a peace time footing. The students will be given more time for study. Instructors, I believe have understood the position of the haste caused during the war time; Major Lincoln appreciates the change and is working hand in hand with us.\footnote{Ames Times, November 25, 1918; Des Moines Register, November 25, 1918, Iowa State University, Special Collections, World War I Records, Newspaper Clippings, 1918.}

A circular letter from the Committee on Education and Special Training of the War Department dated November 23, 1918, to the heads of all the SATC units notified them that they should make plans for early demobilization. This process took about one month at Iowa State since the collegiate and the vocational sections had been demobilized by December 22, 1918.\footnote{Iowa State University, Special Collections, World War I Records, SATC Folder.}

The war record of Iowa State College was an impressive one. Students, former students, graduates and faculty members served in many capacities. There are several records that tell the story of service during the war. The total numbers who served in each report varies. It suffices to say that almost six thousand served and over one hundred gave their lives. The 1918 \textit{Bomb} devoted fourteen pages to the military activities and the 1919 \textit{Bomb} used thirty-three pages to tell the military story.\footnote{Bomb 1918, 1919.} Professor L. B. Schmidt in his report on the SATC
reported that about 1,600 served. President R. A. Pearson
sent a letter (March 18, 1920) to the State Board summarizing
the total of students and faculty who served and those that
were killed in action.\(^1\)

<table>
<thead>
<tr>
<th></th>
<th>In Service</th>
<th>Dead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular College Students</td>
<td>632</td>
<td>13</td>
</tr>
<tr>
<td>S.A.T.C.</td>
<td>1,536</td>
<td>25</td>
</tr>
<tr>
<td>Naval</td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>Mechanical training units</td>
<td>2,028</td>
<td>26</td>
</tr>
<tr>
<td>Alumni, ex-students and faculty</td>
<td>1,514</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,846</strong></td>
<td><strong>103</strong></td>
</tr>
</tbody>
</table>

The War Records Committee of Iowa State summarized the service
of the College in "A short record of Iowa State College in the
World War" (an undated sixteen page publication). It showed
that approximately 6,000 names appeared on Iowa States' service
roll and that the college had the honor of furnishing 2
Brigadier Generals, 3 Colonels, 14 Lieutenant Colonels, 33
Majors, 117 Captains, 224 Lieutenants, 430 Second Lieutenants
and 55 Ensigns. There were 103 Gold Stars on the Service Roll
indicating those that gave their life during the War. Of those
103, one was a woman. Miss Hortense Wind ('15, H.Ec.) died
while serving as Chief Dietitian of the Naval Hospital at
Norfolk, Virginia. She was buried with full officer's services
at Council Bluffs, December 17, 1918.\(^2\) General Lincoln's three

\(^1\) Letter, R. A. Pearson to State Board of Trustees, March
18, 1920, Iowa State University, Special Collections, World
War I Records, Miscellaneous File.

\(^2\) War Records Committee, Iowa State College, "A Short
Record of Iowa State College in the World War" (n. d.), pp. 4,
5 and 13.
sons who had attended Iowa State served, with two attaining the rank of Colonel and one of Lt. Colonel. It is reasonable to assume that most of the senior ranking officers from Iowa State during the war took the officer training under General Lincoln. There is a good possibility that even the majority of the junior ranking officers took the officer training under the General also.

In summary, it can be said that Iowa State College responded worthily to the national crisis of 1917-18, and that its sons and daughters acquitted themselves in a fitting and patriotic manner. The college accepted the suggestions of the War Department and conducted the Student Army Training Corps program. This land grant school and its military contribution to World War I was evidence that the often quoted phrase of the Morrill Act which refers to military training "and including military tactics." had been justified on battlefields of Europe.

Impact of World War I

The impact of World War I on the military training at Iowa State College was considerable. Before the war the entire male student body was required to take two years of military training and a few elected to complete the last two years of officer training. As the war approached more time was set aside for military training. The faculty formed a volunteer company and
the cadets volunteered for additional training. Shortly after the war started military training was made compulsory for all four years. Iowa State attempted to start an ROTC unit but with only limited success. The needs of the country became so great for trained military personnel that the campus was virtually mobilized with the Student Army Training Corps. After the armistice the College quickly returned to a peace time footing and plans were made to implement the modern day Reserve Officers Training Corps.
CHAPTER IV: BETWEEN THE WAR YEARS 1919-1941

The National Scene, 1919-1920 Reactivation and Reorganization

Following the cessation of hostilities and the signing of the Armistice, the demobilization of the Student Army Training Corps and the reorganization of the Reserve Officers' Training Corps (ROTC) was undertaken at once. During the war President Wilson had been granted emergency authority to make 1,000 commissioned officers available for ROTC duty. Consequently, by the close of the academic year June, 1919, units had been established in 191 colleges and universities.¹

The Committee on Education and Special Training of the War Department (to which Iowa State's President Pearson had been an advisor) issued its first Unit Memorandum on January 2, 1919, explaining that the ROTC program would be under its auspices and that Professors of Military Science would be assigned soon after January 1, 1919.² When the Committee was ordered demobilized on September 1, 1919, the ROTC program came under the newly formed Reserve Officers' Training Corps Branch of the War Department. The actual administration and supervision of the ROTC units would come under the twelve territorial inspection

¹War Department Annual Reports, 1919, pp. 21-22.

²War Department Committee on Education and Special Training, Unit Memorandum #1, January 2, 1919, Iowa State University, Special Collections, World War I Records, SATC Correspondence 1916-1920.
districts.

The National Defense Act of June 3, 1916, had stood a rigid test and evidenced some of its shortcomings. To facilitate the more rapid reactivation of Reserve Officers' Training Corps and to make it more attractive to the colleges and students, the National Defense Act of 1920 was passed. This act authorized summer camps for ROTC cadets, raised the number of officers who could be detailed for ROTC duty, and authorized the Secretary of War to set up uniform curricula, standards, and number of hours for all ROTC programs.¹ This required curricula and the specified number of hours made the military training much more uniform than in the earlier years.

Each school had a two year basic course that required an average of three hours per week. After completing the basic, or first two years, a student could apply for the advanced course and if selected by the president of the institution and the Professor of Military Science and Tactics, and if he signed a contract, he could then be accepted for further training. The contract stated that the student agreed to continue the ROTC program during his remaining two years in school and devote five hours per week to military training. He could also be required to attend a summer camp. The advanced student

would receive a small payment which would not exceed the cost of the garrison ration.

There were certain advantages to the sponsoring college since the Government was furnishing all the uniforms, arms, equipment, military staff and special ROTC insignia. This support specifically for military training was considerable and compared to what the colleges had received in the earlier years it was almost unbelievable. Nevertheless, the colleges still incurred numerous expenses. The land grant schools could justify their additional expenses by the very nature of their formation and the original requirement for teaching military tactics. These schools still continued to receive land grant funds and certain income from the original land grant endowments. However, it must have been difficult for private schools to justify the additional expense of the military training offering. Naturally patriotism and the feeling of helping the country entered into some justifications. Another practical explanation for incurring additional expenses might have been the realization that if another war should come an ROTC unit would be to the school's advantage in helping to retain its student population. Also a school which was offering ROTC might be in a better bargaining position to gain other

---

military education and training projects like those acquired during World War I.

The reactivation of the ROTC programs was well accepted throughout the United States. Schools which hadn't implemented programs before the war now requested permission to do so. This positive attitude toward military training in institutions of higher learning was indicative of the attitude of the students, the cooperation of the schools, and the material and financial support of the War Department. This idea of military training on the campus had evolved from the old "military tactics" instruction of the land grant institutions, through the brief introduction to the ROTC program in 1916, just before the outbreak of hostilities and through the mass accelerated collegiate and technical training of the SATC during World War I. The colleges had proved themselves to be a part in the scheme of military training. These early post war years contributed much to the future of the Reserve Officers' Training Corps and for all practical purposes could be considered the birth of the modern day ROTC program.

Iowa State College 1919-1920
Reactivation of Army ROTC

On the Iowa State campus the venerable General Lincoln (who was still holding his rank of Major on the active list, U. S. Army, unassigned) was called upon for the last time to head the Military Department and reactivate the ROTC program.
On January 3, 1919, General Lincoln reported some of the tentative plans for military training the following year. Two years of drill would be required of every male student just as it was before the war.\footnote{The Student, January 3, 1919.} The Iowa State College \textit{General Catalogue} of 1919-20 reveals that Iowa State had already requested an infantry and an engineering unit of the senior division of the Reserve Officers' Training Corps. The ROTC unit for all practical purposes, supplanted the old college cadet corps. Whereas the earlier school catalogues had referred to the training of officers for the State Militia, one now finds the training primarily directed to preparing officers for the United States reserve forces.\footnote{Iowa State College \textit{General Catalogue}, 1919-20, pp. 260-61.} The Industrial Science Division still reported that a person could major in Military Science and Tactics with the idea of being qualified to enter the Regular Army.\footnote{Ibid.} This entry remained in the College \textit{Catalogue} until the 1924-25 issue.

In addition to the preparations for the infantry and the engineers' unit there was considerable correspondence about the possibility of starting an artillery unit at Iowa State.\footnote{Correspondence from the War Department, Chief of Field Artillery, dated February 4, 1919, February 7, 1919, May 9, 1919, Iowa State University, Special Collections, World War I Records, SATC Folder.}
The Student had several news releases about active duty officers reporting for duty with the ROTC program. Major W. R. Grunow was the first Army officer to be assigned to the Iowa State campus after the war. The Major worked with General Lincoln but was discharged from service prior to school starting in the fall. There was lots of interest in April, 1919, when it was announced the Lt. Colonel D. P. Olson, a former student of General Lincoln would be coming to head the ROTC department.¹ Iowa State was probably more than happy to have one of its graduates to serve as the Professor of Military Science and Tactics (PMS&T). Two previous Iowa State graduates Lt. Lincoln and Lt. Langwell both served as General Lincoln's assistants and their service had been excellent. Also, the college administration had probably not forgotten it's sad experience with Lt. Colonel Byrne during 1918. Lt. Colonel Olson did report to Ames in April but left one month later when he received his discharge from active duty. It seems Colonel Olson had applied for his discharge from active duty earlier but he had been turned down. He took the job at Iowa State as a step towards getting his eventual discharge which he received in May, 1919.²

¹The Student, April 18, 1919, p. 1.
²Alumnus, June 1919, p. 296.
General Lincoln and Major Grunow saw to it that an article appeared in The Student frequently to explain the upcoming ROTC program which would be implemented in the fall. Naturally each of these men was available for personal consultation about the program. It was hoped that everyone who would be in the unit the next fall would become fully informed of the requirements and benefits of the ROTC program.

The most significant implications for Iowa State students was that every male (unless he was a veteran) would be required to take the first two years work of three hours per week (two hours of drill and one of classwork) for which one credit per quarter would count towards graduation. The granting of college credit for military training had started during the World War I time period at Iowa State. Prior to that time the first two years were required with no credit allowed.

It was originally planned that everyone take the same training during the first year and then in the sophomore year the students would specialize in one of the three units offered at Iowa State. Engineering students would mainly make up the engineering unit, with the remainder of the student body divided among the infantry and artillery unit. Immediately before the war, a summer camp had been required of the freshmen and sophomores, no such requirement existed during the basic course in the new ROTC program. The required summer camp took place before or during the junior year after the student had
volunteered for further training.

The advanced course or junior and senior year at Iowa State was similar to the old officer training; the advanced cadets served as the officers and noncommissioned officers of the cadet corps and conducted the two hours drill required for the basic course. Three extra hours of classroom work were required in the advanced course, which allowed more opportunity for an in-depth study of the subjects which were considered necessary to be a fully qualified officer in the Army Reserve Forces. General Lincoln was probably pleased to know the advanced cadets would have this extra time for practical and theoretical work, especially since he had been limited to only one hour per week for the earlier officer training school. The previous credit for officer training had been one hour per quarter, but now for five hours work each week, three hours of college credit were awarded each quarter, nine hours credit per year and eighteen hours total credit for the advanced course. The entire twenty-four hours for the four years of ROTC at Iowa State counted towards graduation.

There were several benefits of the ROTC program: the junior and senior cadets received a small reimbursement, which amounted to twelve dollars per month; the participants had the opportunity to be commissioned officers in the reserves; and they had the opportunity to serve as temporary second lieutenants with the Regular Army for six months; the cadet
uniforms and equipment were free and the expenses of summer camp were paid by the Government. Other benefits that were extolled by General Lincoln sounded like those he had claimed for his earlier officer training; possibility for increased leadership, discipline, and physical improvement; a feeling of service to country; and readiness to perform military duty in time of war.¹

By the time school had started in September, 1919, the rapid turnover of assigned officers stabilized somewhat. Major James Rush Lincoln had been discharged from the active duty list and was a civilian who was still in employ of the college as an assistant in the Military Department. Lt. Colonel J. K. Boles had reported in late spring to be the Professor of Military Science and Tactics. Captain J. H. Jones had arrived to head the engineering unit and Captain T. F. Hardin headed the infantry unit. The artillery unit (which had just been accepted in late summer) was headed by a Major L. N. Jones who was also on campus. Major Jones's situation was similar to the case of Lt. Colonel Olson and he was discharged from active duty in September. Since Lt. Colonel Boles was an artillery

¹This information was paraphrased from the Iowa State College General Catalogue, 1919-20, 1920-21; General Orders, No. 49, War Department Washington, D.C., September 20, 1916, Reserve Officers' Training Corps Regulations; The Student, March 11, 1919, p. 3; Alumnus, November 1919, p. 42.
officer he took on the duty of the artillery unit in addition to PMS&T. ¹ When The Student and the Alumnus commented about General Lincoln's retirement and service only in a guest lecturer capacity, one of the alumni commented:

I can hardly believe it possible. Whoever heard of General Lincoln retiring? He always advanced. No retrograde movement for him. He never taught us rearguard action. It was always advance guard tactics,—carrying the fight into the enemy's territory. It seems impossible he has retired from the Campus and turned over to other hands the command of the Iowa State College Cadet Corps.²

Nevertheless, General Lincoln virtually retired except for serving as a guest lecturer. The General no doubt took pride in the fact that Iowa State had been selected to have three different types of ROTC branches since the early years the training had been mostly in infantry. Iowa State had one of the 148 infantry units in the United States, one of the only 22 field artillery units and one of the only 19 engineering units in the country.³

¹The Student, September 22, 1919, p. 5, September 24, 1919, p. 4; Alumnus, June 1919, p. 308, October 1919, p. 11.
²Alumnus, December 1919. The two page letter to the Alumnus from D. A. Thornberg Class of '91 had much to say of General Lincoln's character, the effectiveness of the early military training, how the girls always looked forward to his annual officers reception, the method he used to help people get through school financially, the General's respect for the Flag, and what a change it would be to have a constant succession of officers after his almost forty years of service.
³War Department Annual Reports, 1919, p. 22.
Lt. Colonel John K. Boles 1919-1920

Lt. Colonel Boles is normally considered the first active duty officer to be the Professor of Military Science and Tactics at Iowa State College since Lt. Colonel Olson was assigned to Iowa State for such a short time in 1919 and only served in a planning capacity. He never really commanded the ROTC Unit since it was formally established when school started in September with Lt. Colonel Boles in command. Colonel Boles's military career included service in the New York National Guard prior to his entry into the Regular Army in 1912. He was promoted to first lieutenant in 1916, and in the following year made captain. In early 1918, he was promoted to major and in the latter part of the year became a lt. colonel. His previous service was in the artillery and he had just returned from over six months with the expeditionary forces.\(^1\) Colonel Pearl M. Shaffer described Lt. Colonel Boles's qualifications:

Perhaps no more competent and suitable officer could have been selected for the difficult task of reorganizing the military work during the immediate relaxation in Military preparedness and training following the War. Colonel Boles had just returned from distinguished service with the Field Artillery on the battle front in the Argonne Sector with the 89th Division. Young, prepossessing in Military appearance and bearing, an export rifle and pistol

\(^1\)The Student, September 24, 1919, p. 4; Alumnus, October 1919, p. 11.
shot, an athlete, he entered enthusiastically into the College life and at once became popular with faculty and students alike.\(^1\)

Colonel Boles as the head of the Military Department had the title of Professor of Military Science and Tactics with the academic rank of Professor at Iowa State. The PMS&T actually wore two hats, one as the commander of the military personnel assigned to the ROTC unit and the other as the department head of a regular college department.

Colonel Boles had many problems to resolve in implementing the ROTC program. Under General Lincoln the officers' course had actually been conducted during the evening and the mass college drill periods had been held late in the afternoon. The new ROTC course necessitated that classroom recitations be conducted in small sections like regular college courses. Evidently the college faculty and administration was most cooperative and the first year of the ROTC course was established on a creditable basis. Only the freshman level curriculum was taught during the 1919-20 school year since it was the first year of the new program and very few students enrolled in ROTC. This lack of interest in ROTC was a nationwide phenomenon in that most schools allowed credit for military service towards graduation and the veterans elected not to take military training. At Iowa State not one veteran elected to sign up for the

advanced course. The 1919-20 school year was a frustrating one for the PMS&T because the enrollment was below his expectations. Colonel Boles was not alone in his frustration. Iowa State President R. A. Pearson at the November, 1919, meeting of the Association of American Agricultural Colleges and Experiment Stations agreed with his other land grant college presidents that the interest in military training was "at low ebb" and there was "a reaction from the war itself." Another frustration or set back to Colonel Boles occurred when he was notified on January 20, 1920, that he was to revert back to the rank of captain which he had held prior to the war. Actually he had been expecting the demotion since it was in line with the national army depleting it ranks from 4,000,000 men during the war to 225,000 men during peace time. Nevertheless it was a blow as Boles knew a more senior ranking officer would be assigned the professorship of Military Science and Tactics at Iowa State.

The one year tenure of (the now captain) Boles as PMS&T had several highlights. He did implement the new ROTC and acquired a close working relationship with the college administration. He succeeded in getting the college to allow eighteen

---

1Ibid., p. 13.

2Pollard, Military Training in the Land-Grant Colleges and Universities, p. 77.

3The Student, January 21, 1919, p. 1; Alumnus, April 1920, p. 234.
hours of advanced course credit in ROTC as possible electives in all courses of the College. The College also furnished a female typist and a part time assistant in charge of the property records. He someday could look forward to the completion of an armory for the Military Department since the money had been appropriated and early in 1919 the announcement had been made that the armory would be built. The annual military ball had been held and was the greatest yet with General Lincoln once again leading the grand march. Captain Boles was inducted into Scabbard and Blade as an honorary member. The College also received some recognition when Captain Boles won the national rifle shooting contest.

Finally, Captain Boles helped coordinate the military portion of the 1919 semi-centennial of the College (which was actually held in June, 1920). Each division of the College had a symposium for every department as a part of the celebration. It was only appropriate that the Military Department, which was in the Industrial Science Division, should have Lt. Colonel Rush B. Lincoln speak on "Military Science and Tactics in Land-Grant Colleges". Colonel Lincoln was the Chief of Staff for General Pershing and was very familiar with the problem of the new ROTC program nationwide and especially acquainted with the situation at Iowa State. There was no record made of any of the semi-centennial speeches but one might speculate that Colonel Rush Lincoln spoke on some of the problems encountered
implementing the ROTC program and some of the implications for the future of the military training, especially since the National Defense Act of 1920 had been passed just a few days before his speech.¹

Captain Boles had accomplished about as much as could have been achieved by anyone during the 1919-20 school year. It was a massive undertaking to implement the ROTC program especially during the times when the nation and its colleges were ready to forget about military training and return to a peacetime footing. Many of the problems with the ROTC program had not been thought through and the National Defense Act of 1916 had inherent weaknesses which were just then coming to light. The National Defense Act of 1920 rectified most of those weaknesses and ROTC was established on a more stable footing. The Iowa State College administration, like those of other land grant institutions, was kept advised of the ROTC problems on the national level through the Special Committee for Military Affairs of the Association of American Agricultural College and Experiment Stations. The next PMS&T Lt. Colonel Pearl M. Shaffer reaped some of the benefits from Captain Boles' first year effort. Captain Boles remained at Iowa State, served as an Associate Professor of Military Science and

Tactics, and headed up the artillery unit for three more years.

The National Scene--1920-1930--
Rise and Stabilization

The reorganization and reactivation phase of the Reserve Officers' Training Corps was fairly well stabilized at the end of 1920. The total number of ROTC units varied only slightly from the 213 units in 1921 to the 218 units in 1930. The total enrollment of ROTC nationwide increased from 51,742 in 1922 to 73,030 in 1930. Likewise, the second year of the advanced course grew from 2,930 in 1922 to 5,734 in 1930 with the average number from 1925 to 1930 being 5,880. The most noticeable gains were made in the number of commissions granted; by 1922, 2,031 had been commissioned, whereas 5,028 new second lieutenants graduated in 1930. A total of 38,362 officers were commissioned from the Army Reserve Officers' Training Corps in the ten years 1921-1930.¹

Evidently the voluntary advanced ROTC course and the opportunity to gain a commission as a reserve officer did have some appeal for the college student. The Secretary of War Mr. Dwight F. Davis thought ROTC had a valuable resource to offer the country. In his June 30, 1925, annual report of the

War Department, he stated:

The Reserve Officers' Training Corps has quite aptly been termed the West Point of the Organized Reserves. The time is near when that splendid body of commissioned officers now enrolled in the Organized Reserves, by far the greater proportion of whom are veterans of the World War, will begin to decline steadily in numbers from year to year due to superannuation. Were the Reserve Officers' Training Corps not prepared to meet this future loss by graduating increments of lieutenants equal to the annual losses, into the Officers' Reserve Corps, the Organized Reserves would soon become so ineffective as a potential defense force that its continuation would be of little or no benefit to the nation.¹

Much of the success of the Reserve Officers' Training Corps in the 1920's on the national level can be attributed to the leadership, guidance and cooperation of the Special Committee on Military Affairs of the Land Grant Colleges. Each year at the annual association meetings the head of the ROTC Division of the War Department would appear before the Military Affairs Committee and discuss current problems and issues. During the 1920's the committee went on record as: opposing the voluntary ROTC that was introduced at the University of Wisconsin in 1923; recommending that officers be assigned at least for four full years and that more officers be made available for ROTC duty; changing the rules for selecting "distinguished colleges" or dropping the rating altogether; requesting that Congress appropriate more money for ROTC and that the commutation funds for uniforms be increased. The

¹War Department Annual Reports, 1925, p. 15.
efforts of the Special Committee on Military Affairs also had some impact in countering the pacifist or anti-ROTC movements in the late 20's and early 30's.\textsuperscript{1}

Colonel Pearl M. Shaffer 1920-1924

On July 24, 1920, Captain Boles was succeeded by Lt. Colonel Pearl M. Shaffer as the PMS&T at Iowa State College. Shaffer was promoted to full colonel in November, 1920, with an effective date of rank of July 16, 1920.\textsuperscript{2} Colonel Shaffer was a native of Iowa and an honor graduate of the Military Department of Iowa State Teachers College at Cedar Falls. He had served during the Philippine insurrection, the Mexican Punitive Expedition and the World War. The Colonel was eminently well qualified to head the Military Department at Iowa State. His experience before the war as the PMS&T at the State Agricultural College of Kansas was a very helpful at Iowa State. Colonel Shaffer studied the acceptance of the military at Iowa State as he prepared "A Brief History of Military Training in Iowa State College" which was forwarded to

\textsuperscript{1} Pollard, Military Training in the Land-Grant Colleges and Universities, pp. 76-90.

\textsuperscript{2} The Student, November 10, 1920.
to the Army Corps Headquarters in August, 1921.\footnote{Shaffer, "A Brief History of Military Training in the Iowa State College." This report was quoted occasionally by Earle Ross in his book, A History of the Iowa State College. This writer referred to Colonel Shaffer's short history only briefly during the early years since the major portion of the information on General Geddes time period was from two Biennial Reports of the college. The data on General Lincoln's long tenure came from one year of the College Catalogue (1885), one year of the Bomb (1899) and was supplemented with less than one page of information derived from conversations with General Lincoln. Every bit of information that was used from Colonel Shaffer's report covering 1919-1923 time period was verified from some other source, with the exception of the numbers enrolled in ROTC during 1920 and the discussions with the Dean of Industrial Science and the College president over some of the administrations concerns involving problems dealing with ROTC.} This was an eighteen page historical account of the early military training at Iowa State and devoted almost half of the report to the 1919 and 1920 formation of the ROTC program at Iowa State. At the request of Dr. L. H. Pammel, the chairman of a committee to develop a history of Iowa State College, Colonel Shaffer also prepared a six page summary of the 1921-22 school year and a five page report on the 1922-23 academic year which were additions to his original 1921 brief history.

Colonel Shaffer's first year was similar to Captain Boles's one year as PMS&T since there were many problems to overcome to implement and conduct a growing and ever-changing program. Probably the most significant problems facing Colonel Shaffer and the Military Department were: the necessity to
change the 1920-21 military course of study just one day before school was to start; lack of centrally located classrooms and adequate storage facilities for the massive amount of government equipment issued to the College; the lack of a facility to conduct drill; the practical aspects of instruction for over 1,200 students enrolled; the high turnover of military personnel (some staying only three months); the lack of textbooks for the course work (the texts were really reference books or army manuals prepared for active duty officers and not college cadets). Unbelievable as it may seem, most of these problems and many more were solved in one school year. The solution of the several problems can be attributed to the hard work of the Military Department, the increased state funds, and the cooperation of the College faculty and administration.

Colonel Shaffer reports that the War Department revision of the course of study just the day before school started did not go over very well with the College. Nevertheless, the Colonel concludes that the change was for the best since the new curriculum was more progressive. The older course of study called for a repetition of the same subject matter content each year in the hopes that the principles "would soak in a little better".¹ The new course of study implemented in 1920

¹Shaffer, "A Brief History of Military Training in the Iowa State College," p. 15.
was finally printed in the 1921-22 College Catalog and with minor modification for the 1922-23 school year remained basically the same until the 1934-35 academic year.

Iowa State started its ROTC program with three units; infantry from 1919-1924; engineers and artillery from 1919 until 1964. A fourth ROTC unit was added in 1921. This new unit was the veterinary corps and was active at Iowa State from 1921-1934. Each of the ROTC units, some time called "branches" conducted a separate course of study and they are included in Appendix F. The freshmen and sophomores (basic program) spent considerable time on drill, military courtesy, fundamentals of military science, and map reading. The engineer basic cadets also did some elementary military bridge building, minor tactics and field fortifications. The field artillery basics devoted some time to ordnance and material, mounted instruction, topography and reconnaissance. The infantry unit basics had some work with the infantry weapons. The veterinary freshmen and sophomores naturally worked more with animals and had animal sanitation, equitation, administration and field regulations. The advanced course for juniors and seniors in all three units devoted more time to command and leadership, tactics, and problems dealing with their specific branch, in addition to studies of military law and military history.¹

¹Iowa State College General Catalog, 1922-23, pp. 182-83.
The lack of centrally located classrooms, adequate storage facilities, and an armory for drill presented several difficulties but also created an opportunity for the faculty and administration to show their interest in coordinating and supporting the Military Department. The space under the concrete bleachers which had served as the barracks for the Student Army Training Corps during World War I was adapted for gun sheds, and an abandoned cantonment building in another part of the campus housed the infantry rifles and gallery range. Stables were provided by the Veterinary Department and the basement of the men's gymnasium was used for drill during inclement weather. According to Colonel Shaffer, everyone was most cooperative, but he had the highest praise for General Lincoln and President R. A. Pearson on their foresight and perseverance in convincing the state legislature to appropriate the money (in 1917) for an armory which was finally completed during the fall of 1921. Thus, for the first time in fifty-one years, the Military Department had an adequate facility.¹

The problem of a high turn-over of officer personnel was solved with the persistent help of President Pearson through the Special Committee on Military Affairs in the Land Grant College Association. The result would be that the next five PMS&T's at Iowa State had an average tenure of four years.

¹Shaffer, "A Brief History of Military Training in the Iowa State College," p. 16.
The problem of not having an adequate textbook was partially solved by Colonel Shaffer and the heads of the three units working with their instructors to summarize the content of the reference books into a useable document for the use of the ROTC cadets. This summarizing of the textbooks was only moderately successful and would be a recurring problem until an adequate text was furnished by the United States Army.

Colonel Shaffer reported that the enrollment at the opening of the 1920 school year was 1,242 out of a total male enrollment of approximately 3,200. Four hundred were Federal Board students who were physically unfit for military service and 1,400 claimed exemption from ROTC because of previous war service. The enrollment gradually dropped throughout the year until 857 students remained on the Military Department rolls. Actually this drop was about normal compared to the loss of the regular college enrollment. During the 1920-21 year there were only eight cadets who were classified in the first year of the advanced course and fifty-five attended summer camp.¹

The Military Department received some favorable publicity from several events during the 1920-21 school year. The rifle team was consistently in the top five teams in intercollegiate competition and as a result, the team was authorized by the

¹Ibid.
Cardinal Guild to wear the school letter of "A" (for Ames).\textsuperscript{1} The military ball was also a success and was attended by over 600 dancers including Iowa Governor Nate Kendall, General Lincoln, and President Pearson who led the Grand March.\textsuperscript{2} The engineering unit was represented for the first time in the Engineers' yearly campfire event. \textit{The Student} reported that if noise was any criteria the Military Department part of the afternoon entertainment was by far the feature of the celebration.\textsuperscript{3} Evidently the artillery fire, the building of an emergency bridge, the retreating across the bridge and the resulting explosion in destroying the bridge got everyone's attention.

Other announcements throughout the year put the Military Department in a good light: Captain Boles, the well-liked former PMS&T, was promoted to major; it was announced that the Army had authorized enough equipment to start a seventy piece band the next year; during the annual military inspection, the inspecting officer had high praise for the cadets and said it was the best of the units he had inspected. Likewise, there was considerable praise for the College for placing the

\textsuperscript{1}Alumnus, June 1912, p. 300.

\textsuperscript{2}Alumnus, June 1912, p. 301.

\textsuperscript{3}The Student, October 13, 1920, p. 1, October 20, 1920, p. 1.
Military Department on the same plane with the other departments and special praise for the cooperation of the several departments which were sharing their facilities with the Military Department. Finally, before the inspecting officer departed the campus, he paid a visit to General Lincoln and expressed the view that the General had much to do with the acceptance of the ROTC unit at Iowa State.¹

The effective implementation of the Reserve Officers' Training Corps at Iowa State can be attributed to the high caliber of the military officers assigned and the cooperation and support of the faculty and administration. Colonel Shaffer's previous experience as a Professor of Military Science and Tactics was invaluable in knowing how to operate within an institution of higher learning. Captain Boles had accomplished much in his one year to lay the foundation for the successful growth of the Military Department. However, it can be concluded that virtually nothing of significance could have been accomplished without the complete support of the faculty. President Pearson's experience in Washington and his association with the Committee of Special Education and Training had given him insights into the problems of military training in colleges that few other administrators had gained. The presence

¹The Student, October 22, 1920, p. 1; Alumnus, March 1921, p. 198, December 1920, p. 92; The Student, November 26, 1920, p. 4.
on the Iowa State staff of several persons who had served as officers during the World War undoubtedly contributed significantly to the faculty cooperation and coordination. Finally, General Lincoln's long association with the faculty and the student body continued to give the Military Department that extra measure of bargaining power to meet its needs.

The next three years 1921-24 could very easily be considered the most important and successful years in the growth and development of the Military Department in the "between-the-war-years". This three-year period saw the State of Iowa spend more money on the Military Department at Iowa State than had been spent during the entire fifty-one years of the department's existence. The majority of the funds were devoted to building an armory in 1921 and replacing the armory when it was destroyed by fire in 1922. The original expenditure for the armory (which was appropriated in 1917) was $125,000.00. This amount however, did not cover the $40,000 additional cost that was spent for the extension of the steam tunnel to the armory, the necessary heating equipment, and fixtures for the office and classrooms. Another $8,400 was expended on the construction of horse stables, shoeing shop and guard house. The salaries of the Military Department for the 1921-22 school year which were paid by Iowa State totaled $5,810.00. The majority of the salary expense went to General Lincoln, who was still carried as an assistant, a civilian accounting officer who handled the uniform account, and a stenographer.
However, the PMS&T and the commanding officers of the three military units also received a small gratuity; $500.00 for the PMS&T and $300.00 for the different unit commanders. Four hundred and fifty dollars was made available for current expenses.¹

The small gratuity paid to the military officers serving on college campuses had long been in effect at other campuses and was necessitated by the low pay of the military and the added expense of living a considerable distance from an Army post. The total gratuity granted for all the officers assigned was less than the amount that required to hire just one full time civilian to head the Military Department. It is interesting to note that the Professor of Military Science and Tactics at the State University of Iowa was paid twice the gratuity as the Military Department head at Iowa State. It cannot be concluded that the total amount spent for the armory construction was specifically for the Military Department since the whole college made considerable use of the facility. Nevertheless, one can conclude that the legislature and the college did give liberal financial support to the Military Department in addition to the spendid faculty and administrative cooperation.

The fall of 1921 saw the Military Department located in the new armory with eleven acres of adjoining land set aside exclusively for the use of the military.\(^1\) The dedication ceremony and formal opening of the armory on September 30, 1921, was an impressive service. Colonel Shaffer and Dean Marston delivered the main addresses emphasizing the value of military training even in time of peace, in making men physically fit and inculcating principles of citizenship. A young lady read the "Fight Ames Fight" song and Professor W. F. Coover gave a general pep talk. There were some predictions on the future success of the Military Department such as expecting Iowa State to become an "Honor School" in the military ratings.\(^2\) This prediction would come true, but would take a little longer than expected. There were several other advantages that accrued to the Military Department and the College because of the new armory. Naturally, its size stood out and was visible proof of the support given to the Military Department. Also Iowa State and the State University (which built a similar armory) were able to claim, for several years, to have the finest facilities in the country. Another advantage of having a new armory put the military in such a


\(^2\)The Student, October 3, 1921; Alumnus, November 1921, p. 48.
position to almost never have to request any large amount of funds for facilities to support the military training program. As the size of the College enrollment increased, the number in the required military training also grew. The second armory, with later additions built mostly from Federal W.P.A. funds, kept the College financial support of the Military Department facilities at a minimum. At other schools as the size of the military enrollment grew, more facilities were needed and tight budgets subjected the Military Departments to considerable scrutiny, especially during the pacifist movements in the late 20's and 30's.

The Military Department continued to receive equipment from the government that attracted attention. What other department could claim ownership of a White reconnaissance car, a Dodge touring car, two motorcycles with sidecars, ponton bridge equipment, several horses, artillery pieces and weapons of all sizes. Other means of promoting the military activities found the cadets once again elected to the Cardinal Guild, the revival of the old Cadet Officers Association, the formation of a "Sponsor Corps" of girls to promote the different units, the establishment of a veterinary unit in January, 1922, conducting of the annual review and sham battle during the first Weishea, and the first annual military circus which

---

featured some of the work accomplished by the military units. The military circus also offered a lot of entertainment for the crowds which filled the armory.¹

Colonel Shaffer readily admitted the Military Department started a systematic publicity campaign to increase the interest and the popularity of the work with the faculty and students. Scabbard and Blade, the national honorary society, two rifle clubs, one among ex-cadets and the other made up of ex-servicemen under the guidance of Major Boles, served to develop some support from people not associated with the military training. The ROTC department also served as the point of contact for ex-servicemen to apply for their campaign badges from World War I and this helped make them more sympathetic towards what the military units were trying to accomplish.²

Based upon the considerable publicity and many activities one might think that all was well and there were no problems associated with ROTC in the early 1920's. This simply was not the case. Colonel Shaffer further reports that the total Military Department enrollment went up but the advanced course


now was ever so small. Out of the 1,160 total cadets only 28 were in the advanced course. Also another officer was transferred from Iowa State by the Army in mid-year and this brought a strong protest from the College. An effort by the military staff to enforce the required amount of outside preparation for ROTC classes brought an uproar from the students that was carried to the College president. After an investigation, it was concluded that the military courses required no more outside preparation than any other college course. It appears that the investigation, about outside preparation helped to raise the acceptance of the ROTC courses to the same scholastic plane as other college subjects.\footnote{\textit{Ibid.}, 1921-22, pp. 1-3.}

Colonel Shaffer requested more time to conduct the military training but was overruled since the classroom time and the total of twenty-four credits towards graduation was the absolute maximum the college would allow. The Colonel also requested a new method of commutation of uniforms where the Government would make a cash payment to the College which in turn would purchase new uniforms. This was disapproved because of the complicated accounting procedures and the feeling of the Board of Deans who favored the old army uniforms as a factor in instilling patriotism.\footnote{\textit{Ibid.}, p. 4-5.} Evidently the old army uniforms were
pretty bad in both fit and appearance. One retired faculty member at Iowa State, who took his military at Ames during this time period, elaborated at length on how bad his uniform fit. In fact he would walk several blocks out of the way enroute to his military drill period to avoid being seen and would take the same route back immediately after the class.\(^1\) The 1921-22 school year ended on a positive note since the first group of six cadets were graduated and commissioned from the Reserve Officers' Training Corps on June 10, 1922. This group of six officers, two in the infantry, one artillery and three engineers, was a small start but at least it was the start of Iowa State College doing its part to prepare officers for the reserve forces should they ever be needed to serve their country. Colonel Shaffer explained that sixty-two men had enrolled for the advanced course for the next year and predicted that the number of Iowa State military graduates would increase until a maximum production was reached.\(^2\)

---

\(^1\) Interview with Harry J. Schmidt.

\(^2\) Shaffer, "A History of Military Training in the Iowa State College," 1921-22, p. 6; The Student, May 29, 1922, p. 1, reported that there were five members of the first class of ROTC seniors to graduate. This writer would tend to believe Colonel Shaffer's report as he listed the six names. Other attempts to verify the actual number were futile since the Armory was destroyed by fire in 1922 and the only record of enrollments and commissioning that is now available starts with the school year of 1922-23.
The last two years of Colonel Shaffer's tenure as the Professor of Military Science and Tactics saw the program and course of study stabilized with little change. The enrollment in ROTC gradually rose resulting in an increase of advanced cadets and a larger number of Reserve Officers being commissioned. The faculty and administration continued to support the Military Department both financially and morally. Dean S. W. Beyer of the Industrial Science Division under whose supervision the Military Department was placed took an intense interest in the military activities. He visited the annual ROTC summer camps as the representative of the College president and thereby established a precedent that is still being upheld in the 1970's. Dean Beyer also attended a 1922 conference for college representatives and Professors of Military Science and Tactics at Fort Snelling, Minnesota. While at the conference, the Dean emphasized how important it was to assign military officers for a full four year tour on a college campus. He further voiced a policy which he would enforce at Iowa State, that no officer would be acceptable to the college unless he was a graduate of the Military Academy or a standard college and unless he had experience managing young men. This type of policy was not implemented on a nation-wide basis until after World War II. Iowa State administrators have never been reluctant to impose additional requirements for special qualifications of military officers assigned to the
College. The present Dean of the College of Science and Humanities has rejected Colonels who have been nominated to the college if it appears this assignment was the officer's last before retirement. The Dean had stated on more than one occasion that he would prefer a senior lieutenant colonel or a young full colonel who is still in there pitching.¹

On August 6, 1922, Iowa State College lost a long and faithful servant when General James Rush Lincoln passed away. He was buried with full military honors and is the only former Professor of Military Science and Tactics to be buried in the College cemetery. The 168th Iowa Infantry, one of his old units, acted as honor guard and formed a hollow square around the yard of the General's home at 1326 Lincoln Way. Soldiers detoured the traffic on Lincoln Way while the funeral was in progress. The funeral procession to the cemetery included his horse "King" who had been, presented to the General by the officers and men of the old 55th Iowa Infantry. The horse was caparisoned and the General's military boots reversed in the stirrups. As the procession proceeded through the campus the artillery fired a salute of eleven guns and the chimes played hymns.² The General was honored in many ways by the College

¹Interview with Dean Chalmer Roy.
²The Student, September 25, 1922; Alumnus, October 1922, p. 3.
he served for almost forty years. An Iowa State faculty
resolution in appreciation of the General's long and faithful
service was adopted shortly after the General's death and was
entered into the faculty minutes. The secretary of the Iowa
State Faculty was instructed to send a copy of the resolution
to each member of General Lincoln's family, to the Alumnus, to
The Student, to the Iowa Agriculturist, to the Iowa Engineer
and to the Ames Tribune. His portrait was later hung in the
Memorial Union and once again, he is the only PMS&T who has
been so honored. One of the most glowing tributes ever paid
a faculty member of Iowa State College was delivered by
Colonel Guy S. Brewer (class of '97) during the Armistice Day
exercises November 11, 1922. (It is included in slightly
condensed form as Appendix D.) General Lincoln was a great
soldier and was known as the "Dean of the Iowa Fighting Men."
The Iowa National Guard virtually grew up with the General
from the time he headed a company in 1876 as a captain until
his retirement while in command of the entire Iowa National
Guard. At Iowa State he trained 715 officers for the Army
throughout his long tenure. The General was always there to
take the reins of command no matter how many changes and
different programs were implemented at Iowa State. It was only
fitting that he should be the one to make the plans for
implementing the modern-day Reserve Officers' Training Corps
at Iowa State in 1919. By the time of the General's death it
was evident that the new Military Department was well on the
way to be becoming an accepted partner in the realm of higher
education.

Colonel Shaffer summarized General Lincoln's later years
by saying:

General James Rush Lincoln who had continued under
the employ of the College and whose age and health
would not permit his doing more active work than the
delivering of a few lectures a work for which he was
eminently fitted. Superseded in command by a younger
officer, he lent splendid support to the work by the
prestige which his military experience and education
and long association with the faculty and student
body had established, and by his magnanimous efforts
to revive the esprit de corps of prewar days among
Cadet Officers and popularize the work of his
successor. His faithful attendance at the meetings
of the "Scabbard and Blade", and his inspiring advice
to its members, is but an instance of the influence
he wielded. For many years it had been the custom
for him to lead the Grand March at the annual Cadet
Military Ball, and at great risk to his health on
May 5, 1921, he lent his presence to the opening of
perhaps the most successful annual ball ever given
by the Corps.¹

The Military Department suffered another great loss when
on December 16, 1922, the new armory was destroyed by fire with
loss of all government equipment and military records. The
damage to the building was over $100,000 and the total loss
including equipment was estimated at $260,000. Naturally this
was a severe blow to the Military Department and placed a
serious strain on the military staff, students, faculty and

¹Shaffer, "A History of Military Training in the Iowa
State College," p. 15.
administration. However, the loss of the armory served as a unifying force and once again the whole college was called upon to demonstrate its resourcefulness and ability to cooperate to the utmost. The military offices were set up in the hall of Central Building (now Beardshear Hall) just outside of the President's office. Military classes were conducted without interruption and there was a smaller percentage of absences for the remainder of the term. It was only a short time until news was forthcoming about the rebuilding of the armory and resupply of equipment. The Iowa legislature appropriated the money after much support was built up across the state by President Pearson, Colonel Shaffer, and the people of Story and Boone Counties.\textsuperscript{1} The mystery of how the fire started remained just that. It seems that John Cenic, a former custodian of the military property, was brought to trial on charges of larceny and arson but was found not guilty.\textsuperscript{2} The armory was rebuilt in 1923 as a fireproof building and with the exception of some additions and modifications is the same structure that is on the Iowa State campus today. Any visitor to the present


\textsuperscript{2}The Student, March 26, 1923, p. 6, April 2, 1923.
day armory should look very closely at some of the "still warped" beams that were salvaged and used from the first armory that was destroyed by fire.

In 1923 a young Army Private First Class Jesse Thornton (commonly called Jess) reported to Iowa State College for duty with the Army ROTC unit that began a forty-one year association with the Military Department. Jess served as the clerk in the artillery office from 1923 until 1943, when he became the Sergeant Major of the Army Student Training Program (ASTP) at Iowa State. He remained with the ASTP until it was terminated in late 1944 and then attended Officers' Candidate School and was commissioned a second lieutenant in June 1945. After the war Lieutenant Thornton was discharged from service and re-enlisted as a Master Sergeant and returned to Iowa State College as the chief clerk which is equivalent to the job of Sergeant Major. Jess Thornton served in this capacity until his retirement from active duty on August 31, 1951, and on the following day assumed the duty of chief clerk as a civilian in the same office of the Army ROTC at Iowa State. Jess then served for fifteen years in the ROTC office until his second retirement on August 31, 1966. Consequently, Jess Thornton

---

1 Interview with Jesse Thornton on March 9, 1972. Master Sergeant Jess Thornton, U. S. Army (retired) through his help and much friendly conversation (over the past eight years) has helped to humanize and verify the events and happenings in the Iowa State Army ROTC program from 1923 until 1970.
attained the longest tenure of service with the Iowa State Military Department, even surpassing the thirty-nine year mark which General Lincoln had held. Jess Thornton served under twelve different Professors of Military Science and Tactics from 1923-66.

During Colonel Shaffer's four years at Iowa State, the total ROTC enrollment averaged 1,259 per year with almost all the cadets registered in the required first two years of the basic course. The advanced program increased from twenty-eight in 1921 to one hundred thirty-three in 1923. The number of reserve officers commissioned from Iowa State was six in 1922, twenty-six in 1923, and fifty-one in 1924.¹

Under Colonel Shaffer's guidance the Military Department continued to make maximum use of The Student, the Bomb, local newspapers, speeches and activities to tell the story of military training and the ROTC program at Iowa State. Colonel Shaffer and Captain Boles spoke on several occasions before campus and local groups. The rifle team and its many victories were publicized almost as much as the military ball, military circus, and the annual military review which was held during

¹Iowa State College, Report of Enrollment--Reserve Officers' Training Corps, 1921-1924; Iowa State College, List of Graduates Commissioned from Reserve Officers Training Corps advanced course, 1922-1924. The entire enrollment and commissioning data for the between-the-war-years (1919-1941) is listed in Appendix H.
Veishea. New events included a banquet (similar to the modern day Air Force Dining-In) sponsored by Scabbard and Blade and the Cadet Officers Association in honor of Colonel Shaffer and the other departing military officers. This banquet was just one of several military events described on the front page of the March 5, 1924, Student which was devoted entirely to the Military Department.\(^1\) This was the only time that The Student ever devoted a full page to the Military Department during peacetime.

Lt. Colonel Frederick S. Young 1924-25

Lt. Colonel Young, an infantry officer, arrived at Iowa State during the summer of 1924 as the replacement for Colonel Shaffer. Like the two previous Professors of Military Science and Tactics, Colonel Young was well qualified for his new position. He had been in service since the Spanish American War, had served in the Philippines, had completed several tours in the Washington, D.C. area and was a distinguished graduate of the Fort Leavenworth Service School and the War College. In his most recent assignment before coming to Iowa State, he was the commander of the 12th Infantry in Maryland, and had directed the ROTC summer camp that was held there during the

\(^1\)The Student, March 25, 1924, p. 1.
previous year.\footnote{The Student, September 22, 1924, p. 6; Alumnus, October 24, p. 27.} Therefore he was very familiar with the ROTC program. This familiarity with the program was of little help to Colonel Young because his tour was only one short year. It seems that due to the overproduction of infantry officers nationwide, the Iowa State Infantry Unit (also the one at University of Iowa) and several others were dropped at the end of the 1924-25 school year.\footnote{The Student, September 22, 1924, p. 7.}

During Colonel Young's one year tour the normal ROTC activities continued in the department. The third Annual Military Circus was held with a little more emphasis on the military training program that was taking place at Iowa State, rather than simply entertainment. The theme of the circus was "A Day in Camp", in which the life of a soldier at an ROTC summer camp was demonstrated.\footnote{The Student, March 7, 1925, p. 1.} Probably the most significant importance of these early military circuses was the favorable publicity the Military Department received and the experience the cadets gained in planning, preparing, organizing and conducting such a large scale production. These events provided a practical lesson in leadership and management and were just one of the reasons the Military Department encouraged so many extra curricular activities.
Several new events occurred that helped publicize the Military Department. The cadets marched in the downtown Ames parade during the Ames Harvest Festival. Since the Military Ball was an all-college affair the cadet officers' association started having its own "Hop" at the country club since this type of a dance was becoming the fad at Iowa State. The advanced cadets were quick to publicize that they had received new uniforms. However, it was a few years before the whole cadet corp got away from the old World War I issue that didn't look much like a uniform.\footnote{The Student, October 6, 1924, May 4, 1925, February 9, 1925, September 24, 1924, p. 3.} The newest activity that created the most excitement was the discussion of starting a polo team. It was restricted to advanced cadets (so maybe it might motivate a few more to apply for the advanced course) and the military horses that were assigned to the artillery unit would be used. Thirty students signed up for the initial training under Lt. J. M. Bevins. Polo was a fascinating game but it required a good horseman, so it was said that only time would tell if Iowa State would develop any Paul Reveres. There was also some discussion on developing the competition into a "minor sport" at Iowa State and playing intercollegiate matches since other colleges were also introducing the game.\footnote{The Student, January 23, 1925, p. 1, March 4, 1925, p. 6.} However,