it was about five years before the polo team was a reality.

Colonel Young was also present when the first discussions dealing with dropping compulsory military training at Iowa State occurred. On the national scene as early as 1922 there had been some agitation about dropping compulsory military training. All the land grant colleges maintained military training on a compulsory basis for their physically fit male students until 1923. In that year, the Wisconsin legislature passed a statute eliminating the compulsory feature of military training at the University of Wisconsin. The University of Minnesota followed suit eleven years later. At Iowa State the agitation to make ROTC voluntary was never very severe and the agitation was from outside organizations rather than from the students and faculty on campus. According to Ross:

At Iowa State the sentiment never reached large proportions. The high caliber of the officers detailed, the strong support of the work by the administration, as well as a full opportunity for discussion, and a rational provision for the relatively few "C.O.s" largely accounted for this lack of the extreme demonstrations that were made in some colleges.¹

One of the keys to the above statement is the fact that there was plenty of opportunity for discussion. The debating


societies were still functioning at Iowa State and the first mention of a debate dealing with military training during this time period was in November, 1924, when the Bachelor Debating Society debated the question, "Resolved that Military Training should be abolished at State Institutions."\(^1\)

Colonel Young did his part to keep the students and faculty informed of the importance of having an ROTC unit by releasing information to the college paper. \textit{The Student} published more articles that supported the military training program than those that opposed the training. A typical example was on March 6, 1925, when a brief early history explained that the college had long had military work. It was also explained that at present (1925) Iowa State had been paid $85,000 by the Government and that all the military equipment and instructors were furnished. The equipment was valued at $236,000 and there were nine Regular Officers on duty with the College.\(^2\) One of the last events of Colonel Young's one year tour was the annual military inspection during the spring. The 1925 inspection at Iowa State resulted in General Lincoln's

\(^1\)The Student, November 28, 1924, p. 1.
\(^2\)The Student, March 6, 1925, p. 1; the $85,000 payment to Iowa State could not be verified. It appears this might have been the sum paid the College for commutation of uniforms. It is known that Iowa State College had received some funds from the Federal Government as the annual budget for ROTC had averaged about three million dollars per year since World War I.
long cherished dream finally coming true. The Iowa State College Military Department was placed on the "Distinguished List" as one of the twelve top schools out of forty-four in the Third Army Area.¹ The Iowa State administration was probably quite happy that their school had been selected as a distinguished school, especially after furnishing so much financial and moral support to the initiation of the new ROTC program. However, the selecting of schools for the "Distinguished List" was dropped in the 1930's since it created so much ill feeling at the schools who were not selected. Iowa State did get more than its share of the distinguished ratings before the rating system was dropped.

Major John E. Mort 1925-28

Major John Mort had already served two years at Iowa State as the head of the artillery unit when he was selected to replace Lt. Colonel Young and become the fourth Professor of Military Science and Tactics since the World War. Major Mort's five year assignment at Iowa State made him have the longest tenure of all officer personnel who have been associated with the College excepting General Geddes and General Lincoln.

Major Mort headed the Military Department at a time when the Coolidge economy was affecting the nation and the Iowa State

¹Alumnus, July 1925, p. 331.
campus. The financial support on the national level had more of an impact than the funding for the Military Department on the local level. The Military Department was required to restrict the number of students taking the advanced ROTC course because there were limited funds available from the Federal Government to pay the normal commutation of rations the advanced cadets had been receiving. It was possible for the students to continue taking the advanced military training for college credit without pay from the government. The Iowa State College units were restricted to 120 in the advanced artillery, 49 in the engineers and 14 in the veterinary unit.\footnote{The Student, September 25, 1925.} It was rather ironic that ever since the ROTC unit had been established at Iowa State, one of the main efforts was to try to increase the advanced enrollment. Now a restriction on the advanced corps was being implemented. The artillery unit was eleven below its maximum number of 120, the engineering unit had three over the maximum of 49 and the veterinary unit had seven over its maximum number of fourteen authorized to receive the small payment for participation in the advanced corps. Probably the main reason the artillery unit was below its authorized maximum number is that the unit had just been authorized to expand to make up for the loss of the infantry unit at the end of the 1924-25 school year.
The College financial support of the ROTC unit can be judged as adequate. The cancellation of the infantry unit and expansion of the artillery unit necessitated some additional facilities to support the program. The College built a new military stable to house the additional horses that were needed to maneuver the large artillery pieces.\footnote{Some state funds were also available for furniture. The average inventory of furniture in the Military Department owned by the College increased from about $1,000 in the early 1920's, to $3,986.76 during the 1928 school year. The $1,200 inventory of state equipment remained fairly constant throughout the 1920's. The current expenses of the Military Department in 1920-21 was $690.17 and increased to over $1,000 per year. The overall expense of the college (other than facilities) for the Military Department averaged over $7,500 per year for the 1922-30 time period. The majority of these expenses were for the salary of the property clerk, stenographer and armorer.\footnote{Naturally these expenses were considerably lower than almost all other departments in the College since the major portion of the military personnel salary and the equipment was furnished by the}}
Government. However, it does appear that the Military Department had more than adequate financial support from the College, especially during this period of extremely tight financing.

Major Mort was the only Professor of Military Science and Tactics at Iowa State (other than General Lincoln) to serve under three college presidents. Serving under three different college presidents could have been an area for concern especially when President Pearson a firm supporter of military training at Iowa State, resigned in 1926. However, this was not the case since Herman Knapp became acting president for one year. President Knapp's strong support for military training at Iowa State had been evidenced from the time he was a cadet under General Geddes throughout his continuous employment by the college which included his service as acting head of the Military Department during the Spanish American War. When Raymond M. Hughes became president of the College in September, 1927, the Military Department had a person who understood some of the problems of military training in higher education since Hughes had served as a district director of the ill-fated Student Army Training Corps during the World War.¹

The Military Department continued to participate in much of the pomp and ceremony of the College which included: firing of the French 75 guns to open the Veishea ceremonies, annual

¹Ross, The Land-Grant Idea at Iowa State College, p. 188.
military parade during Veishea, military ball, rifle team
intercollegiate matches, annual military circus, Armistice and
Memorial Day services, and the annual military inspections.
Iowa State was rated as a distinguished school during all
three years of Major Mort's tenure as Professor of Military
Science and Tactics. The total value of the military equipment
increased from $200,000 to over $450,000 during the same time
period.¹

Major--Lt. Colonel Phillip W. Booker 1928-34

Major Phillip Booker reported to Iowa State College as the
Professor of Military Science and Tactics during the summer of
1928 and served for a period of six years. Major Booker was a
1905 graduate of Virginia Military Institute (VMI) and entered
the Regular Army one year later. His military duty had
included assignments in the Philippine Islands where he made
captain in July, 1916. During the World War he was promoted
temporarily to colonel. After the war he reverted to his
previous rank of captain but a short time later he was promoted
to major. His previous teaching experience at the Officers'
School at Camp Knox, Kentucky, and his attendance at the Staff

¹The Student, May 10, 1926, May 21, 1926, May 27, 1927,
December 3, 1927, March 3, 1928, May 18, 1928, September 29,
1927, December 2, 1926.
and Command College put him in good standing with the Iowa State faculty. Major Booker's six year assignment to Iowa State surpassed Major Mort's five year tenure and Booker had for the time being, the third longest tour as a Professor of Military Science and Tactics.

The most succinct way to summarize Major Booker's accomplishments (he made lieutenant colonel in 1930) during his six year tenure is: continued growth and stabilization of the ROTC program, more military events, maximum publicity to counter rising pacifism, and continued acceptance of the Military Department on campus. The College enrollment continued to increase until the 1930 depression years. Consequently the numbers in the compulsory military training during the first two years, also increased. It is important to note that the number of cadets elected to go into the voluntary advanced course remained fairly constant even during the worst years of the depression. The fewest number enrolled in the junior and senior years was 152 in 1929 and the average enrollment from 1928-33 was 171. The number of reserve officers commissioned climbed from fifty-six in 1928 and averaged seventy-two per

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1The Student, September 24, 1928; Alumnus, November 1930, p. 150.
year for the six year period Colonel Booker was PMS&T.¹ This is significant in that the tight Federal budget continued to reduce funds available for the payment of the small fee that was supposed to be paid to all advanced ROTC cadets.

Colonel Booker, his staff, and the cadets continued to be involved in much of the pomp and ceremony in which the Military Department always took part, such as Armistice day, Memorial day, military circus, military ball, rifle team matches, Scabbard and Blade meetings, Cadet Officer Association functions, annual inspection, and the annual parade during Veishea. New events that attracted favorable attention to the Military Department were the starting of the Drum and Bugle Corps, the College Cossacks, polo team, and the conducting of a sham battle in lieu of the annual Veishea parade which was too expensive to put on during 1933.

The Drum and Bugle Corps was formed in 1928 when the military personnel found some old drums and bugles in a store-room that had been used by cadets before World War I.² The College band had become a separate organization and was no


longer sponsored by the Military Department. Consequently, the Drum and Bugle Corps (which was claimed by the Student and the Bomb to be the only one of its kind in the country) was a welcome addition at the regimental parades and the military circus.\(^1\) Another of the "one of a kind in the country" organization was the College Cossacks which was formed in 1928 and became operational in 1930. The original College Cossacks was a daredevil riding and acrobatic unit composed of twelve men who performed stunts on the backs of several horses. These stunts were similar to a monkey drill on horseback. Military horses and equipment were used but the organization was open to any student. It appears that most of the participants were ROTC cadets. The size of the Cossacks grew until thirty-six riders were used in a twenty-six minute routine that added much to the annual military circus and garnered some favorable publicity for Iowa State. The College Cossacks even gave one performance at Fort Des Moines in early 1934.\(^2\) The competition to be a cossack was so great that the organization was increased to eighty performers and the first forty were the primary team. However, someone from the second group was always ready to step in to take the place of anyone who dropped

\(^1\)The Student, September 29, 1932.

\(^2\)Bomb, 1932, p. 146; Alumnus, December 1939, pp. 90-91; The Student, October 5, 1933, p. 1, September 25, 1934, April 7, 1934.
out for any reason.  

Another feature of the military training program that made it popular was that the horses were also available for polo. At Iowa State the polo team was started strictly by the Military Department and the coach was one of the officers assigned to the College. Actually few players were involved since only four men made up the team. The first polo team became outfitted in 1930 even though there had been plans for the sport in the late 1920's. Evidently the team was progressing satisfactorily in 1932 under the guidance of Lt. John Lewis Jr. who had arranged for the polo team to practice during the winter inside the armory. In 1933, the team had graduated three of its top four players and went through a period of rebuilding. The games were played on the 13th street field and were enjoyed at least by some spectators. The 1933 schedule included games with the University of Missouri, Oklahoma, Oklahoma Military Academy and two games with Fort Des Moines. In the middle and late 1930's the polo team of Iowa State was a contender for the championship as a full-fledged sport under the Cyclone athletic council.

Colonel Booker's six year tenure at Iowa State saw the most active period of agitation against compulsory military

1 Interview with Jesse Thornton on March 9, 1972.

2 The Student, September 20, 1930, p. 3, November 1, 1932, October 17, 1933; Bomb, 1932, p. 146.
training. However, as Ross pointed out it never created too much of a problem at Iowa State. On the national scene during the 1925-1935 time period the Committee on Militarism in Education had published a pamphlet (1925) written by Winthrop Lane which warned that ROTC was militarizing the youth of the country. Some bills were introduced in Congress to remove the compulsory feature of ROTC, but none passed. Lane's pamphlet was somewhat countered by a study in the early 1930's by Ralph C. Bishop entitled "A Study of the Educational Value of Military Instruction in Colleges and Universities." Bishop's questionnaire was sent to 16,416 ROTC graduates of the 1920 to 1930 time period. Of the 10,000 answers received, almost all had high praise for ROTC: 97.1 per cent said military training had definite educational value; 80 per cent of the respondents credited their military training with favorably affecting their ability to supervise and to cooperate with others; 93.6 per cent stated that ROTC courses of instruction did not produce a militaristic attitude; and 81.2 per cent favored two years of required training.


A close look at the discussion of the topic of compulsory military training at Iowa State reveals that there was some debate. The Student reported that there was a meeting in November, 1930, to form a society to oppose compulsory military training at the same time a guest speaker from the National Committee on Militarism appeared on the campus. The group was not allowed to meet in the newly opened Memorial Union since the union management felt the talk should not be held in a building that was built as a memorial to the 103 young people (some sources say up to 118) who died during World War I. When a conflict of this nature arises on a college campus it envoques quite a bit of attention and a meeting place was arranged at the Collegiate Methodist Church for the speaker from the National Committee on Militarism.\(^1\) The Student reported that a petition was circulated around campus opposing military training and 755 students (less than one-sixth of the student body) signed the petition. The conclusion drawn by The Student was that generally the student body felt the military training should become optional.\(^2\) The Iowa State Alumnus in November, 1930, probably presented the conservative and majority point of view of the Iowa State students and faculty when the discussion of "peace and preparedness" and

\(^{1}\text{The Student, November 20, 1930, p. 1, November 22, 1930, p. 1, December 9, 1930, p. 1.}\)

\(^{2}\text{The Student, December 16, 1930, p. 14.}\)
"military training" was presented. It seems the Iowa State administrators and members of the State Board of Education still felt that every able-bodied young man who had availed himself of the opportunity to go to college at Iowa State should take military training. The editor of the Alumnus Harold Pride, '17, reported that the State Board of Education had held a public hearing on the subject of compulsory military training and that no one from Iowa State had appeared since they refused to get excited about the matter and had gone about attending the military class and other classes as they should. Pride concluded: "Judging from the number of them who are preparing themselves for reserve commissions in the army, there is still a wholesome feeling of willingness to serve the State and Nation in return for the bountiful and numerous education advantages enjoyed at Iowa State." The issue of compulsory military training at Iowa State continued throughout most of the thirties, but was in the form of an occasional debate, a questionnaire, or an article in The Student rather than any organized protest movement. 

In reading The Student during Colonel Booker's six year stint at Iowa State, it appears that the Military Department

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1 Alumnus, November 1930, pp. 152-53.
had an outstanding information officer and he was not the least inhibited by the protest movement and the discussions of making ROTC voluntary. In addition to publicizing all the old and new events already mentioned, there were numerous lists of Iowa State cadet promotions, biographies of new officers being assigned to the College, many announcements of the cadet corps awards and decorations, reports on cadet activities at summer camp, and articles about new uniforms. There was one article about the cadet officers demonstrating military law by holding a practice court martial. The Student also reported that the Iowa State cadet corps took over the responsibility of conducting a sham battle in lieu of the more expensive annual Veishea parade. The idea of conducting a sham battle during Veishea did not go unnoticed by the opponents of military training, but Colonel Booker very quickly side stepped the issue and passed it on to the Veishea central committee which had requested the military participation instead of the regular parade. The Veishea central committee politely explained that they did not believe the sham battle would unduly influence the high school guests and that the battle was an inexpensive substitute for the parade. Therefore the sham battle was held as planned.1

1The Student, May 9, 1933, April 28, 1934, January 10, 1933, April 24, 1930, p. 1, May 23, 1933, p. 1, June 1, 1933, April 20, 1933, p. 1.
Evidently the academic portion of the Reserve Officers' Training Corps continued with little change from the program that was implemented in the early 1920's under Colonel Shaffer. The first analysis of the ROTC program on a nationwide basis occurred in a 1931 Military Education survey. This survey included statements by presidents of universities and colleges dealing with the value of ROTC as an educational component.

President R. M. Hughes of Iowa State stated:

The R.O.T.C. is a part of the educational work of Iowa State College at Ames, Iowa. The work is required for freshmen and sophomores and is elective for juniors and seniors. We have a fine group of officers here and the work has been handled in a very effective way. I believe the educational value is about par with other courses. We are graduating each year a considerable number of officers and I have reason to believe they are quite well trained in comparison with graduates of other college units.  

President Hughes statement was one of the most subdued of the fifty-one published in the report. However, when one understands the normal conservative nature of Iowa State, President Hughes's statement appears to indicate that he supported the program and that the Military Department is accepted on campus.

The Military Department continued to function effectively through the depression even though the College suffered a drop of 25 per cent in enrollment in the 1932-34 period and a 27

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per cent decrease in state appropriation for the 1933-35 biennium. ¹ This decrease in state support had less impact on the Military Department than other departments since the salaries for the military staff and equipment were furnished by the government. The Iowa State Military Department was also in an outstanding position as far as facilities were concerned. In the "Iowa State College Twenty Year Program Survey" conducted in the 1930's Colonel Booker and his successor Major H. R. Odell both concluded that present Military Department facilities were more than adequate and that the department would not have any problems if there was to be a large increase in enrollment after the depression years.²

Major--Lt. Colonel--Colonel Herbert Odell
1934-1940

In early 1934 there had been two articles in The Student telling about Major Herbert Odell being considered as a replacement for Lt. Colonel Booker who was completing his sixth year at Iowa State. Major Odell did visit the campus on January 30, 1934, for an interview with President Hughes of Iowa State. The Major was a 1910 graduate of West Point and

held the rank of lieutenant colonel in the World War. Major Odell was familiar with ROTC since he had served as the Professor of Military Science and Tactics at Oregon State College after the war.¹ A large portion of the Major's military career would be on a college campus. In fact eleven years would be spent at Iowa State. The first six years were from 1934-1940, during which time he was promoted to lieutenant colonel in 1934 and colonel in 1939. The Colonel was away from Iowa State for the 1940-41 school year and then returned to serve as the PMS&T from 1941-1946, during the World War II time period. Colonel Odell's total tenure as head of the Military Department was only two years less than General Geddes. The Colonel had the third longest time of service of any PMS&T at Iowa State during the first one hundred years of military training.

Under Colonel Odell the Military Department made the only major change in the ROTC course of study during the time period between the World Wars. The 1934-35 Iowa State College Catalog showed that the curriculum included more subject matter content aimed at citizenship training, especially during the freshman year. Some of the subjects listed were: the National Defense Act, military obligations of citizenship, and current international situations. Military history and policy which had

only been taught in the last two years of the four year program
was now introduced briefly during the freshmen and sophomore
years. The branch courses (i.e., artillery and engineers)
which had been taught in the junior and senior year were now
taught at the sophomore levels.¹

During the time period between the wars the Military
Department had often expressed the idea that the military
training was good citizenship training and now they had some
lessons devoted specifically to citizenship subjects. Also by
moving some of the branch material, e.g., the organization and
duties of engineers, down to the sophomore level, the cadets
could gain a better idea of what an officer in the Corps of
Engineers, U.S. Army, might be doing. It was hoped that the
better knowledge of the engineer's duties might motivate a few
more cadets to enter the voluntary advanced corps. Inspection
of existing records did not indicate that the change in course
content affected the number of engineers who graduated from the
ROTC program since the College continued to commission about
20 engineers per year throughout the between-the-war years.

Colonel Odell was fortunate that the tide of anti-
compulsory military training was slowly turning. According to
Pollard, in his analysis of the Proceedings of the Association
of Land Grant Colleges during 1937 and 1938, the American

¹Iowa State College Catalog, 1934-35, p. 260-262. The
entire course description for the Engineers and the Field
Artillery is included in Appendix C.
sentiment was going in the direction of approving—even demanding—more effective defensive military preparation and ROTC was considered a part of this necessary preparation.\(^1\) Colonel Odell knew how much it meant for the Military Department to be, as much as possible, an integral part of the College. The Colonel, like his predecessors, capitalized on some of the resources that the Military Department had available, mainly the horses used in the artillery unit. The horses had been used for the military circus, the cossacks performance and the polo team. Now women were given the opportunity to take riding lessons under the tutelage of Captain Jesse Matlack and Lieutenant John Lewis. The cost was $15.00 per quarter and the money went to the people who had to do the extra work to care for the horses. Any funds left over went into a cadet fund. The women's riding classes were limited to forty members with two sections of twenty each.\(^2\) Another use of the military horses that helped attract the interest of the women of the College was the opportunity for the young ladies to go on Sunday rides with the advanced ROTC cadets. No one will ever know if any young man was enticed into the advanced ROTC program just so he could take a lady for a Sunday ride. However, this special opportunity came to a sudden halt late in

\(^1\)Pollard, Military Training in the Land-Grant Colleges and Universities, pp. 96-97.

\(^2\)The Student, October 2, 1934, p. 1, October 18, 1934.
1938 when an Iowa State coed was seriously injured in a riding accident.\footnote{The Student, November 23, 1938.}

The Military Department polo group soon developed into quite a team and became a full-fledged Cyclone sport under the athletic council. The team went on to win the Midwest conference championship in 1935 and 1936. The sport was attracting so much interest that Colonel Odell arranged to have the polo coach's term extended one year past the normal four year assignment to keep the team going. It also seemed appropriate that a well-qualified polo coach should replace Captain Lewis. Consequently when Captain Lewis's five year assignment at Iowa State was up, it was more than just a coincidence that one of the four new officers assigned in 1937 included a Captain Potter who had coached polo in Oklahoma, Texas, the Philippines and in China.\footnote{Alumnus, October 1935, p. 88; The Student, April 3, 1937, September 30, 1937.} Colonel Odell felt the horses were such an integral part of the ROTC program at Iowa State that in 1938 he turned down the opportunity to have a partial motorization of the artillery unit. The Colonel realized that the unit would someday be motorized (as other college units were also being motorized) and if it was accomplished all at once it would be just fine but not half and half. A partial motorization could have created considerable scheduling problems each
quarter if for some reason a person had had all his training in horse-drawn artillery and a schedule conflict only allowed him to be in the motorized section. Colonel Odell also pointed out that Iowa State could very easily be the last ROTC unit to be motorized since the stable equipment built by the state was the best available anywhere.\footnote{The \textit{Student}, December 5, 1936, p. 1.} If the Iowa State artillery unit had become motorized the Military Department would have lost its horses which had been used extremely effectively in the past to promote and publicize the military activities.

The artillery unit at Iowa State was always much larger than the engineering unit since only engineers were in the latter unit. There was considerably more information about the artillery unit just by virtue of its size. Another possible reason for more information on the artillery units might be that all the PMS&T at Iowa State, except Colonel Shaffer and Colonel Young were field artillery officers. In fact ten of the twelve PMS&T from 1919-1965 were field artillery officers. However in the late 1930's the engineers found ways to publicize their unit. First they formed a crack drill team early in 1937 to represent the engineers in the military circus and other special events. Then, an honorary engineers' society called the Pontoniers was organized in late 1937. It is assumed that the name "Pontoniers" was chosen since the
engineers used pontoons in building military bridges. Major
H. A. Skerry, the engineering officer assigned to Iowa State,
was adviser to both units. In the fall of 1939 the Pontoniers
applied for acceptance into the Society of American Military
Engineers (SAME) which was a national organization formed in
1920. The application was accepted and the local unit of SAME
was organized on October 11, 1939.¹ The Society of American
Military Engineers was organized strictly for engineers in the
advanced corps and served to bring the cadet officers of the
engineers' corps closer together and to enhance better coopera-
tion. The Iowa State chapter is still operational in the 1970's
and is now the second oldest military honorary on campus,
second only to Scabbard and Blade which was formed before World
War I.

The Student continued to give more than adequate coverage
to all the annual events, quarterly inspections, and promotions
of both cadets and active duty officers. Articles also
publicized the value of the vast amount of government equipment
available for the ROTC students to use. The Student explained
the awards and decorations which included shoulder cords for
making an "A" in ROTC and a blue star which indicated the Iowa
State unit had been rated excellent in the previous year's
inspection. The production of reserve officers continued at

¹The Student, January 12, 1937, October 6, 1939, p. 6,
October 13, 1939, October 19, 1939; Bomb, 1937, p. 154.
an optimum pace as it seemed that the maximum number of advanced cadets allowed by the government was always attained each year at Iowa State.

Two other military events associated with the Military Department that occurred during Colonel Bookers tenure at Iowa State included the first Governors' Day which was held on May 18, 1933, and the selection of a young lady as an honorary cadet colonel at the annual military ball on April 27, 1937. Governor Clyde L. Herring of Iowa served as the reviewing officer on Governors' Day and also presented a trophy to Lt. Colonel Harold Pride who was the commander of a reserve anti-aircraft regiment.\(^1\) This was the first formal Governor's Day at Iowa State, however, it was not the first time that a Governor of Iowa had served as the reviewing officer. Before the war, General Lincoln had occasionally invited the Governor of the state to act as reviewing officer. Having the governor of Iowa serve as a reviewing officer is in marked contrast to the situation during 1933 in the State of Minnesota. Governor Floyd B. Olson of Minnesota opposed compulsory military training in his message to the state legislature in 1933. It was not too long before voluntary military training was in effect at the University of Minnesota.\(^2\) In later years (1965-66) when


legislature of Iowa authorized a Governor's days awards it seems that Iowa State University was not very successful in arranging for the Governor of Iowa to be on campus to make the presentation. The president of the college or a representative of the Iowa Adjutant General's office usually did the honors. In 1970 when the campus was subjected to anti-military protest the Governor awards were presented in the Governor's office in Des Moines.

The other event during this time (1937) that created some publicity for the Military Department was the decision and announcement to select honorary coed cadet colonels. It seems Scabbard and Blade was always looking for different ways to promote the military ball and the honorary coed cadet colonel idea was just the thing. The first four honorary coed candidates were announced in early April, 1937, and the final selection was made at the annual military ball. Miss Beth Cummings was selected the first honorary cadet colonel of Iowa State. Her duties included appearing at the military ball, military circus and other special events. Miss Cummings had quite a thrill at the 1938 military circus when her horse got excited and fell down during the playing of the National Anthem. However, Miss Cummings jumped clear and quickly came to attention and saluted.¹ The honorary cadet colonel selection in

¹The Student, April 1, 1937, p. 1, April 27, 1937, p. 5, February 24, 1938, p. 3.
later years always occurred at the annual military ball and resulted in the young lady serving as the queen of the ball. Having an honorary cadet colonel did add another dimension to the ROTC program at Iowa State. Coeds had helped promote the military department by forming their own drill unit under General Lincoln many years before. A sponsor corps of young ladies was started after World War I and now the honorary cadet colonel was just another step in which women figured into the plans of the military program at Iowa State. In later years there were other groups of young ladies who helped promote the military training at Iowa State such as Angel Flight and the Dress Blues. Finally, in 1970 women were allowed to enroll in Air Force ROTC for credit and to complete the advanced course which qualified them for commissions as reserve officers. All of the activities associated with the military training had some impact on the acceptance of the Military Department at Iowa State. The actual impact of each event or activity could not be estimated but the sum total of their effect definitely helped present a positive influence on the acceptance of the military training at Iowa State. As has been pointed out before, the faculty and administration generally supported the military training both financially and morally during the between-the-war years.

Another possible reason for the military training acceptance could have been the conservative nature of the campus and the ability for all concerned to keep things in perspective.
There was a "good sense of humor" at Iowa State and the military training was subjected to its share of jokes and stories. The Green Gander, the College good humor magazine, and The Student printed several jokes about the military, particularly about the fit of the uniforms. A typical example was in October, 1937, when The Student reported on how the cadets had to wait in long lines to get badly fitting uniforms. One cadet was supposed to have remarked that only his military tie fit and it was frayed.\(^1\) Other articles from The Student included crazy ways of how to tell a student officer from an enlisted man. One article explained funny incidents about the cadets learning to ride horses with the conclusion that Iowa State had very few Paul Reveres since it was not uncommon to see some of the sophomores fall off during every riding class.\(^2\) The Green Gander commented on the cadets new uniforms and how the women threw more keys to the cadets.\(^3\) It was assumed the keys were supposed to be to the girls dorms. Another article in a 1930 Gander was supposed to be a debate on the subject of war involving two former Green Gander editors who were brothers. The article made some wisecracks about compulsory military training. The funniest part of the article gave a cadets'

\(^1\)The Student, October 12, 1937.

\(^2\)The Student, October 20, 1934.

\(^3\)Green Gander, October, 1930.
possible point of view of the armory fire in 1922:

I was sailing along in my fifth quarter when the armory burned down. Boy! What a bonfire that turned out to be! Shells exploding, gas tanks blowing up, walls bulging, cadets cheering--what more could a patriotic American desire?¹

One might conclude that had the above statement been published immediately after the armory burned in 1922 it might not have gone over so well. However, the Iowa State campus was pretty broad-minded. Many people at the College had become more concerned about military preparedness after Hitler had invaded Austria in the spring of 1938. This desire to be militarily prepared grew even more after Germany invaded Poland on September 1, 1939. Still the Green Gander could make jibes at the compulsory training in 1939. In an anonymous original poem a cadet gave his views of compulsory ROTC.

(1) I are new college student
    Take physical exam
    I make round shoulders
    Stand flat foot
    Read chart backwards
    Cough
    No can hear
    Doctor say I have excellent health
    I must take ROTC

(2) I drill
    In rain
    In sun
    In mud
    Man behind Rush gun in my back
    Officer spit at me
    I decide
    I must get out
    Gym are better.

¹Ibid., p. 6.
(3)
I play sick
I play dead
It no help
Maybe they like me too much
I ask captain
He look up my record
He say mistake are been made
My name are mixed with other
But he say he are sorry
No can change record
I begin to cry.

(4)
I walk in street
I stop runaway horse
On it are general's daughter
But I not know her
She ask
What you want most
I say
Want to get out of ROTC
She sore
She like army

(5)
Next day I go to school
I are told I now take Gym
I faint.....

There are inaccuracies in the content of the poem: as there was no general on campus, and the opportunity to substitute gym for ROTC was not allowed. Nevertheless it does convey a message in light-hearted form.

The latter part of the 1930's sounds much like the years leading up to World War I. The cadet corp enrollment continued to grow until 1939 when the total ROTC enrollment finally surpassed the previous high of 1,621 which was in the pre-depression days. As the situation in Europe continued to gain the attention of the campus, more interest in the military training developed. In 1939 over 200 cadets were in the advanced program and by 1940 the total enrollment for the entire cadet corps was 1,900.\[1\] It seemed only natural that the

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\[1\] Green Gander, Valentine Issue, 1939, p. 22.

\[2\] Iowa State University, Army ROTC Report of Enrollment, 1922-40.
ROTC enrollment should increase some after the Selective Service Act of 1940 was passed and ROTC students were allowed to be deferred from the draft.

On the national scene President Roosevelt announced in October, 1938, that he was going to devote a special sum of 300 million dollars to armaments. In President Roosevelt's January, 1939, annual message to congress, he pointed out that he had given up on the idea of neutrality. At Iowa State the idea of the necessity for military preparedness was slowly coming into focus. There had been an article in The Student on January 18, 1939, about Naval ROTC starting up at other schools and two days later there was an article about Air Training ROTC being implemented on an experimental basis at seven schools. The results of a nation-wide survey was also published on January 20, 1939, which showed that seven-tenths of the American college students approved the plan to train 30,000 civilian pilots a year in colleges and universities. In early February, 1939, the discussion of military training brought a flurry of letters to the editor and articles in The Student about ROTC but the writers were not as outspoken against compulsory ROTC as they had been in the early 1930's.

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2The Student, January 18, 1939, January 20, 1939, p. 5.
By late February, 1939, the letters to the editor and articles had switched from the few anti-compulsory ROTC articles to more discussions favoring military preparedness. In April, 1939, the first announcements appeared in The Student about traveling boards of the U.S. Army coming to campus to conduct examinations for students interested in army flying training.\(^1\) By the fall of 1939 these announcements appeared more frequently. The Army Air Officers flew into Ames in one of the latest Army Air Corps bombers and one of the newest attack planes to give physical examinations for prospective military pilots. Forty-one of the Iowa State men out of the one hundred ten who took the physical exam passed. This was the highest number who took the exam and the highest percentage who had passed from any college.\(^2\) These men did not go to active duty immediately but definitely saw service in the early part of the war. Two names out of the forty-one who took the physical stand out to an observer of military training at Iowa State. One future Army Air Force officer on the list was Henry Schwane who became the second Professor of Air Science of Air Force ROTC in 1950. The other conspicuous figure was Charles O'Neil who lost his life during World War II. The local Chapter of Arnold Air Society at Iowa State was named the O'Neil Squadron

\(^1\)The Student, April 22, 1939, p. 1.

\(^2\)The Student, November 10, 1939, p. 1, November 18, 1939, p. 1.
in honor of Charles and his brother James O'Neil. It appears that the military services were going to rely once again on the college campus to obtain their supply of officers, especially in the early part of the war.

The last year of Colonel Odell's first tour at Iowa State saw the ROTC program continued to increase in size. The number of Reserve Officers commissioned approached 100 per year. One of the last events of the 1939-40 school year was the 50th class reunion of the 1890 class and it was duly publicized that General A. E. Kreger, the highest ranking military officer to graduate from Iowa State (who took his college military training under General Lincoln), would attend the reunion with his wife, who was also a '90 graduate.¹

Colonel John E. Hatch 1940-1941

It had been announced in April, 1940, that Lt. Colonel John E. Hatch would replace Colonel Odell during the summer of 1940. The Lt. Colonel was promoted to Colonel prior to him becoming the seventh PMS&T at Iowa State since World War I.² By the time Colonel Hatch arrived in 1940, President Friley of Iowa State had already offered the services of the College to the Government and had pledged full cooperation in defense

¹The Student, May 25, 1940.
²The Student, April 18, 1940, p. 1.
training. It was not long before the College was called upon for several types of military training.

Colonel Hatch had little time to make any impact on Iowa State. The Colonel's senior ROTC cadets helped conduct the student draft sign up on campus, once the rules for the national conscription were defined. All the regular military events were continued and the normal news releases about promotions, awards, and activities were printed in the Iowa Daily (hereafter referred to as The Daily). None of the special military events were canceled or dropped during the 1940-41 school year. However, the annual military circus was held for the last time in the spring of 1941 because in 1942, the world events necessitated more time and preparation be devoted strictly to military training. An addition to the armory was completed under the sponsorship of the W.P.A. during Colonel Hatch's one year tour. Two-thirds of the cost for the west side addition to the armory was from the W.P.A. funds and one third supplied by the College. Shortly before the armory addition was scheduled to be completed, Colonel Hatch was ordered to the headquarters of the Third Army and was succeeded by Lt. Colonel Peyton Winlock (an assistant to Colonel Hatch)

1 Ross, The Land-Grant Idea at Iowa State College, p. 212.
2 The Daily, October 16, 1940, p. 1.
who was named as acting head of the department for the remain-
der of the school year. In the summer of 1941 Colonel Herbert
R. Odell returned to serve his second tour as PMS&T at Iowa
State. This tour included the World War II time period.

Summary and Conclusions of the "Between-the-War-Years"

Following the cessation of hostilities of the World War in
1918, the Student Army Training Corps was demobilized and the
venerable General Lincoln started making preparations for the
ROTC program. The General had the course content already
printed in the College Catalog when the first active duty
officer arrived at Iowa State to implement the ROTC program.
The modern day ROTC training was required for the first two
years and included two hours of drill and one hour of classwork
for one credit towards graduation. The advanced course was
voluntary and involved five hours of work for three hours of
college credit. At Iowa State all twenty-four hours of ROTC
credit counted towards graduation. The advanced cadet also
received a small monetary payment, free uniform, pay for summer
camp, and in return accepted a commission as a reserve officer
in the United States Army.

During the "Between-the-War Years" seven men served as
Professors of Military Science and Tactics:

1The Daily, May 13, 1941, p. 1.
1919-1920  Lt. Colonel John K. Boles
1920-1924  Lt. Colonel--Colonel Pearl M. Shaffer
1924-1925  Lt. Colonel Frederick S. Young
1925-1928  Major John E. Mort
1928-1934  Major--Lt. Colonel Phillip W. Booker
1934-1940  Major--Lt. Colonel--Colonel Herbert R. Odell
1940-1941  Colonel John Hatch

Lt. Colonel John Boles implemented the ROTC program at Iowa State after the war in 1919 and did so on a creditable basis even in the face of many obstacles. One year later Colonel Shaffer became the PMS&T and Colonel Boles remained for three years as the head of the artillery unit. Colonel Shaffer and his staff overcame many problems and secured the cooperation and help of the faculty and administration in putting the Military Department on an equal and firm basis. The lack of facilities required the extensive cooperation of several departments until the new armory was built in 1921. When the armory was completed this was the first time in the fifty-one year history of the Military Department that it had adequate facilities. The State of Iowa and the College gave outstanding financial support to the ROTC unit by building the first armory and also by replacing it when the first structure was destroyed by fire in 1922. The College also furnished a budget for the Military Department that averaged over $7,000 per year during the 1920's and 30's.

Iowa State started its ROTC program with three units: Infantry from 1919-1924; artillery from 1919 throughout the between-the-war years; engineers from 1919 throughout this time
period. A fourth ROTC unit was added in 1921. This new unit was the veterinary corps and was active at Iowa State from 1921-1934. The curriculum of the ROTC program was designed to train officers for the reserve forces of the United States Army. Therefore, to insure a standardized military program on a nationwide basis the operation and control of the ROTC units was under the War Department. At Iowa State the Military Department was under the administrative structure of the Division of Industrial Science. This arrangement proved satisfactory and is still the same in the 1970's.

The between-the-war years saw the first real signs of agitation to make ROTC voluntary rather than compulsory. At Iowa State because of the high caliber of the officers assigned to teach, the strong support of the administration and the full opportunity for discussion, the sentiment for voluntary ROTC never reached large proportions. It was also important that the campus was able to have a sense of humor and keep the events of the times in perspective.

The ROTC enrollment at Iowa State steadily increased from 1,242 in 1920 to 1,621 in 1927 and then dropped to a low of 910 during the depression years. As the College enrollment proceeded to increase in the late 1930's the ROTC enrollment climbed to 1,900 cadets in the four year program. Naturally almost all of the ROTC cadets were in the basic or required program. However, the number of commissioned officers
graduating from Iowa State rose from the six in 1922 to a high of ninety-five in 1929 and then leveled off at an average of seventy-two officers per year during the depression. By the time World War II began Iowa State was producing almost 100 officers per year. The total production of Reserve Officers from the ROTC program from 1920 to 1941 was 109,847 and Iowa State commissioned 1,445 officers during the same time period.\(^1\) Considering that there were over 200 senior ROTC units during this time period, it can be seen that Iowa State produced more than its share of reserve officers.

Throughout this time period 1919-1941 cadets were encouraged to participate in extra curricular activities. Many of the organizations within the corps of cadets offered leadership opportunities, built *esprit de corps*, increased the level of ROTC prestige on campus, and helped to integrate the Military Department with the Iowa State campus. In fact this period could very easily be called the highest pinnacle of success of the Military Department. Many Ames, Iowa, residents still remember the polo matches, the cossack riders and military circuses even more than they recall the military training that

\(^1\)George E. Lynch, "The Post-War Senior ROTC," ROTC Branch, G-3 Section, Headquarters Army Ground Forces, Washington, D.C., 31 March 1947; Iowa State College, Report of Enrollment—Reserve Officers' Training Corps, 1921-41; The total enrollment and commissioning information for Iowa State from 1920-41 is presented in Appendix H.
took place at Iowa State. It appears that the Military Department would never again be able to attain the stature and favorable attention it received at Iowa State during the 1920's and 1930's.

One can conclude that during the between-the-war-years Iowa State College accepted the provisions of the National Defense Act of 1916 and 1920 and established a viable ROTC program. This program was furnished with outstanding facilities, more than adequate financing, and good cooperation from the faculty and administration, all three of which helped to insure the success of the ROTC program. Iowa State did more than its share to produce commissioned officers for the Officers Reserve Corps. Thus the College could feel that it was meeting the intent of the recent National Defense Acts and the original Land Grant Act of 1862 which had the requirement of "including military tactics."
CHAPTER V: WORLD WAR II 1941-46

The National Scene

The armed forces of the United States had undergone an almost continuous decline between World War I and World War II. In the thirties, when the war clouds were mounting over both Europe and Asia there was ample time for the military force to grow but there was little money. When the war did break on the nation in 1941, almost unlimited amounts of money were given to the military, but the precious element of time was gone. The developments of World War I and World War II followed almost the same cycle; American's felt that the war would not come to America. When the war did come there was a belated rush for arms, equipment and men to overcome the nation's demonstrated military weakness. Between the wars the military had to fight for its life. The Regular Army had been authorized 280,000 men but only had 118,750 officers and enlisted men in 1935. The Reserve Officers' Training Corps, was producing approximately 6,000 junior officers every year who would provide the backbone of the country's military might during the coming war.²

¹Even though World War II ended in late 1945 it took the Iowa State campus until well into 1946 to conclude its special military programs. ROTC programs were not restored until 1946-47 school year.

Pollard describes how the Association of Land Grant Colleges and Universities was active in the late 1930's and early 1940's to insure that another unsuccessful program like the Student Army Training Corps of World War I would not be thrust upon the colleges during these critical times. In the Association's meeting of 1941, just four weeks before Pearl Harbor, there had been hopes that the ROTC program would be able to expand and meet the country's needs for officers.¹ However, when the war really did get underway, ROTC was not able to meet the rapidly increasing demand for more officers. Ross quotes I. L. Kandel to explain the unsettled and precarious times of World War II: "The story of the relationship between the Federal Government and the institutions of higher education in the country in the years immediately preceding and during the war is one of confusion and uncertainty."² There is no doubt that there was unprecedented demands made upon institutions of higher education during World War II that exceeded any previous demands. Once again the colleges responded with all their resources.

¹Pollard, Military Training in the Land-Grant Colleges and Universities, pp. 97-103.
Iowa State College was well aware of the world situation and was prepared to give full support and participation in the war. The Daily published several articles in the fall of 1940 and early 1941 that lead one to believe the College was better prepared for mobilization in World War II than in World War I. Ross, also came to the conclusion that Iowa State was in the forefront in awareness of the crisis and in readiness to participate fully in the conflict.\(^1\) Colonel Odell had returned to head up the ROTC detachment when Colonel Hatch was recalled from the campus.

Colonel Odell and his staff attempted to keep the ROTC Department operating normally and to also serve as a point of contact and source of information for the many different special military programs for which students could volunteer for. It is doubtful if anyone on campus really knew what was going on as the information received was contradicted or changed a few days after the original release. The campus was also the scene of many conflicting rumors but this was true of most campuses. Nevertheless, the Colonel interpreted the selective service regulations and the many special programs as fast as they came out of the nation's capital. Plans were made

\(^1\)Ibid., p. 210-212; The Daily, October 23, 1940, p. 1, November 15, 1941, p. 2, December 9, 1941, p. 1.
in early October to start practice for the annual military circus. However, two weeks later Colonel Odell announced that because of the world conditions the Military Department felt the circus should be dropped and the time devoted to more serious training.\(^1\) There were numerous advertisements in *The Daily* from all the services detailing how the students could enlist for special programs and become officers. However, the advice to the students from the College and, the Adjutant General of Iowa was to stay in school and wait until they were called to service. General Rush B. Lincoln, who was an Iowa State graduate and had served at Iowa State under his father prior to World War I, was on campus in late October and was a good advertisement for the Army Air Corps, especially when he circled the campus in his large silver plane before landing in Ames. Actually the General was on campus to visit his daughter Miss Virginia Lincoln of the Household Equipment Department. However, with all the recent publicity on the aviation cadet program it seems the General was doing a little unofficial advertising for the Army Air Corps.\(^2\)

\(^1\) *The Daily*, October 9, 1941, p. 4, October 25, 1941, p. 1; *Alumnus*, January 1942, p. 134. Anyone interested in the early military circuses should study the military circus folder in the Iowa State University, Special Collections.

If there were any doubts about Iowa State's need to prepare for mobilization, they were completely removed on December 7, 1941, when Pearl Harbor was bombed by the Japanese. The reaction on the Iowa State campus was immediate as the students and administration formed a "War Council" which enabled students to do their part in winning the war while continuing their academic work. The War Council served many purposes such as instigating war stamp and bond drives, red cross drives, and scrap iron drives. The War Council also formed an education committee to educate the people on the background of war, progress of the war and student responsibility in the war. The patriotic spirit was evident on campus and the College made many significant contributions to the war effort.

ROTC at Iowa State

ROTC continued throughout the active war years of 1941 to 1945 but with significant changes made in 1943. During the early part of the war, Colonel Odell and his ROTC cadets continued to participate in many of the special events held by the Military Department. It had been previously announced (October, 1941) that the military circus was dropped. However, the polo

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1 "History of the Iowa State College War Council 1941-1945," Iowa State University, Special Collections, World War II Records.
team continued to play as an intercollegiate sport until 1943 and the Cossacks gave their final performance in March, 1943. The Trumpet and Drum Corps continued and the cadets won their divisional basketball tournament title in the Physical Education Department. Scabbard and Blade, the Society of American Military Engineers, the pontioneers, and the military ball also operated until the 1943 time period. The only special activity to continue throughout World War II was the rifle team. The rifle team was only moderately successful in its matches until in early 1945 when the Iowa State team won the William Randolph Hearst Trophy which is symbolic of the national champion.

The facilities of the ROTC unit were expanded when school started in the fall of 1941 as the new west wing of the armory was completed as a W.P.A. project. The curriculum of the Military Department had one change in early 1942: An additional lecture was added to replace the normal two week camp that a reserve officer usually attended sometime after graduation while he was serving in the reserves. This additional lecture was required since it could easily be seen that the ROTC graduates in 1942 were going on active duty immediately rather than participating in a reserve summer camp. ¹ Other changes in

¹ The Daily, September 23, 1941, p. 6, January 15, 1942, p. 2.
1942 saw the Military Department move its annual graduation parade and inspection from the end of the school year up to the Veishea time period (Veishea is the all-college carnival and exhibition). Previously the cadets had participated in the Veishea events but had held their graduation and inspection parade separately. Colonel Odell and the College administration felt that in view of the present world situation the military graduation parade and demonstrations would be well received and more people would be able to gain some insights into the military training at Iowa State. The military parade of 1,500 cadets and the "Review Militaire" in which over 200 men of the Military Department demonstrated the many aspects of the military training were all well received.\footnote{The Daily, January 23, 1942, p. 1, May 13, 1942, p. 1, May 14, 1942, p. 1.}

During the fall of 1942 the cadet enrollment was 2,128, two hundred and forty-six of whom were in the advanced corps.\footnote{Iowa State College, Army ROTC Report of Enrollment, 1942.} A new ROTC unit of the signal corps branch was added to the previously offered field artillery and engineer branches. However, the new signal corps unit was just started when it was announced in early 1943 that all of the advanced ROTC students would be called to active duty at the end of spring quarter.\footnote{The Daily, August 4, 1942, p. 1, January 15, 1943.}
The 1943 Iowa State military graduates were allowed to finish their senior year and then rather than being commissioned they went to Officer Candidate School (OCS). By this time the need for commissioned officers in the Army was so great that the advanced ROTC program was virtually dropped and all future officers in the Army went through OCS.

Throughout the war years the Iowa State Catalog carried a full listing of course descriptions for the field artillery, engineers, and signal corps. However, only the new modified war time program, sometimes called "branch immaterial," was taught in the ROTC training during 1943-46. This new branch immaterial program was one year long and consisted of three quarters' work of five hours per week in which the essential portions of the old two year basic program were compressed into one year's work. This one-year accelerated course was intended to prepare the students more adequately for active military service should they be called into the armed forces. Those students who had completed one year of the basic ROTC program were excused from the new branch immaterial; otherwise it was mandatory for all physically qualified male freshmen at Iowa State. All students were taught the same course material because there was no separation into different branches. Colonel Odell and his staff (which was reduced in size)
continued to be the instructors in the ROTC program. The enrollment in ROTC dropped from 2,128 in the four year program in 1942 to 505 freshmen in 1943; 218 during 1944; and 280 in 1945.

The closing down of the advanced ROTC program and the different branches called for removal of the military horses from campus and marked the end of the Iowa State polo team, the Cossacks, and the military circus. These three special events never made their appearance again on the Iowa State campus. The military horses had served the Military Department in many ways, not the least of which was the favorable publicity from the many special events that were made possible by using the horses. Evidently there was considerable competition to be in the Cossacks. According to Jesse Thornton (who served from 1923 to 1943 as an enlisted man in the Iowa State Military Department) there was more competition to be in the Cossacks than there was to be on the College football team. The military stables and military barracks (next to the stables) had been built by the College for the Military Department, and the stables and barracks were turned over to the Veterinary Department in the fall of 1943.

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2 Interview with Jesse Thornton, Master Sergeant U.S. Army (Ret.) March 9, 1972.

3 The Daily, August 13, 1943.
The elimination of the advanced course of ROTC at Iowa State was not the end of the ROTC program during the war years. The freshmen continued to take the branch immaterial and the rifle team still was functioning. The Iowa State ROTC unit continued to have its annual inspection, but rather than a team of inspection officers one man did the job. The College Catalog continued to explain that the ROTC program would be reinstated after the war.¹ The Military Department also kept records on its graduates. In 1942 there were 117 officers commissioned in the Army Reserve, 82 in 1943, and 113 in 1944. The officers commissioned during 1943 and 1944 had taken their advanced course training at Iowa State and were commissioned through the OCS program. The seniors who graduated from the Iowa State military training had to go through OCS training because the summer camp that they would normally have attended between their junior and senior year had been cancelled because of the war. In effect they were getting a three month OCS course to take the place of the summer camp and any other reserve camps they might have attended before going on active duty.

Some of the graduates of the 1943 class have said they were glad they had the opportunity to go through OCS training as they had much more confidence in their abilities to lead the

¹The Daily, April 29, 1944; Iowa State College Catalog 1945-46, p. 251.
troops into combat. The 1943 graduates pointed out that the ROTC cadets did much better in academics during OCS but were at somewhat of a disadvantage because they had not had their normally required summer camp or field training. Most of the other members of the OCS classes were enlisted men who had already had considerable experience in the field. Nevertheless, overall the ROTC graduates out-performed the other members of the OCS classes. The completion rate (meaning those who were commissioned) for ROTC graduates was from 75 to 85 per cent. Whereas, the other OCS graduates' (non ROTC) completion varied from 45 to 79 per cent.\(^1\) Iowa State's ROTC graduates who attended the Fort Sill Oklahoma Officers Candidate School from July 8, 1943, to May 13, 1944, were definitely an exception to the previous quoted statistics on the completion rate of OCS. Iowa State actually had a 100 per cent completion rate since out of the 126 ROTC graduates who entered OCS, 125 received their commissions and the one Iowa State graduate who was not commissioned actually completed the school successfully but was physically disqualified for a commission. Dean H. V. Gaskell of the Division of Science gave three reasons the Iowa State men did so well: (1) the highly functional military training they received at Iowa State; (2) the excellent background of

the men in technical course work; (3) and the men who enter Iowa State are typically serious students with above average appetites for hard work.¹ The junior class of 1943 was also called to active duty and most attended army basic training and then were returned to Iowa State on August 28, 1943, to complete their college work and to attend OCS in 1944. One of the main reasons the juniors were returned to Iowa State is that in late 1943 the requirement for officers in the Army had been reduced somewhat and the OCS camps were already overflowing with the 1943 senior ROTC graduates.² While the junior class of 1943 was at Iowa State they were attached to the ROTC unit.

Iowa State College War Effort During World War II³

Earle Ross, the Iowa State College historian, titles chapter five "A Mobilized College" in his book The Land Grant

¹The Daily, October 19, 1944, p. 1; Iowa State University, Special Collections, World War II Records; Alumnus, July-August 1943, p. 7.


³There is considerable information about the Iowa State effort during World War II. However, only brief mention will be made of this effort since it dealt with technical type training and the major thrust of this dissertation is aimed at the officer type military training. Several publications and documents about the Iowa State war effort are located in the four large folders of World War II Records in the Iowa State University Special Collections. The 1940 to 1947 Bomb, Alumnus, and The Daily devote an enormous amount of space to the Iowa State participation in World War II. The most significant publication dealing with the war effort is an eleven volume "War Training Program" compiled by Iowa State College in 1946.
Idea at Iowa State. This twelve page summary of the Iowa State war effort briefly explains the situation on the campus leading up to the war and devotes six pages to the military training programs. Ross explained that:

The College entered upon special war training programs as soon as contracts could be negotiated and the trainees brought to the campus. In June, 1942, a non-collegiate naval training program was organized for three groups of specialists—electricians, diesel firemen, and cooks and bakers—to which was later added amphibious firemen. The school was housed in Friley Hall which was given the time schedule and appointments of a ship. The course for the electricians and cooks and bakers was sixteen weeks, that for the diesel trainees eight weeks, and for the amphibious firemen five weeks. By the closing of the program in December 1944, more than twelve thousand had been trained in various skills.¹

Ross goes on to explain that, the College also trained eighty-four young women for the Curtiss-Wright Airplane Corporation. Two other groups that were trained included twenty-two aircraft machinist specialists and 220 veterinary students. A large contingent of students were trained under the Army Specialized Training Program (ASTP) which lasted from September, 1943 to March, 1944. Navy aviators were trained under the V-5 program at the newly constructed Ames airport from January, 1943, until July, 1944. The Navy collegiate V-12 instruction, which was to produce Navy officers, started on July 1, 1943, with 800 cadets. The V-12 students followed the regular collegiate engineering

¹Ross, The Land Grant Idea at Iowa State, p. 213.
curriculum and were not under military discipline while in the classroom. The V-12 officer candidates were encouraged to participate in all forms of student activities. Two V-12 students John Potter (1943) and George Gallaher (1944) became president of the Iowa State student body, and it is doubtful if Iowa State could have had a football team or any other sport if it had not been for the V-12 students participation.¹

It suffices to say that Iowa State was an almost mobilized college during World War II as the number of military students on campus outnumbered the civilian students during 1943 and up to the fall of 1944 when the total enrollment finally shifted just slightly in favor of the regular students.² In the fall of 1944, 4,375 students were on campus and 2,332 were civilian. All of the military services were on the campus at one time or another to explain the many active duty programs available (other than those already offered on the campus). There were numerous special bond drives, tin drives, and scrap iron drives. One of the scrap iron drives at Iowa State even took the old twelve pounder cannon that General Geddes and his cadets had used in 1871. The cannon had been remounted by J. S. McDowell, an alumnus of the class of 1872, and was retained on campus as a relic, but the pressing needs for metal overcame the symbolic


importance of the cannon.

President Friley kept the faculty and students advised during the changing times and emphasized that Iowa State was proud to be able to serve the nation through its many programs of technical training. He explained that all the facilities of the College that the military services needed to use would be made available and that the College would make any adjustments necessary to accommodate the services.¹ The College met the wartime challenges in many ways: several of the faculty and students departed the campus for active service. In 1942 the Physical Education Department even designed and built an obstacle course to improve the physical fitness of the Iowa State students being drafted for military service; women students of the College knitted sweaters, took ambulance driving courses, made "defense stamp corsages", and organized school "defense dances."² The Daily kept the faculty well informed on the overall effort of the Allied forces and gave a blow by blow account of the war as it progressed. There were numerous articles about former students and faculty and how they were serving.

Throughout the war the Navy had the largest contingent of troops at Iowa State; the many pictures available in the Iowa State University, Special Collections Files testify to the fact

¹ The Daily, April 18, 1942, p. 1, September 25, 1943, p. 3.
² The Daily, June 25, 1942, August 13, 1942.
that the College campus was almost a sea of blue or a sea of white depending upon which uniforms the sailors were wearing. The working relationship of the College with the Navy during World War II was much better than with the Army and the SATC program in World War I. The Navy also made a fairly smooth transition from the wartime V-12 program to the present day Navy ROTC (NROTC). The transition to a peacetime campus was given substantial thought on the national level starting as early as 1942 in the Association of Land Grant Colleges. The postwar discussions were carried on throughout the war and the member colleges were well informed on the different possibilities for ROTC training after the war.\footnote{Pollard, Military Training in the Land Grant Colleges and Universities, pp. 106-116.} The \textit{Daily} in a October 13, 1942, editorial explained that some thinking ought to be done on what the future peacetime Army should be like and where it would obtain its officers.\footnote{The \textit{Daily}, October 13, 1942, p. 3.} The College also planned ahead for its postwar military and civilian programs. In January, 1943, the College announced that it would grant up to twelve hours credit for military service in an effort to get students to return to college after the war.\footnote{The \textit{Daily}, January 5, 1943.} The College also saw that there was going to be a cut back in military training programs in early April, 1944, when the Army transferred 166 students
from campus and reduced the military staff to only Colonel Odell and two other officers to conduct the one year modified wartime ROTC program.\(^1\) One month later the Navy announced that it would start reducing its training requirements with the V-5 class that would arrive in the latter part of the month and that the program would close in August, 1944. In July, 1944 it was announced that all the students in the programs of diesel, electricity, cookery and baking would be leaving by November. At the start of the new school year in the fall of 1944 President Friley predicted the end of all special Army and Navy training programs during the 1944-45 school year.\(^2\)

Iowa State College was more than ready for the war to end when Japan agreeded to surrender on August 14, 1945. The following day classes were dismissed, there was liberty for the V-12's, and a special convocation was held to honor the 212 Iowa State students who were known to have lost their lives during the war. In November, 1945, memorial services were held in the Gold Star Room of the Memorial Union in which Major General Rush B. Lincoln (who had retired in 1944) spoke on "Patriotism and Preparedness" and paid tribute to the 228 who were known to have died during the war.\(^3\)

\(^1\) The Daily, April 8, 1944.


\(^3\) The Daily, August 15, 1945, p. 1, November 8, 1945, November 10, 1945.
In the fall of 1945 Captain R. B. Levin arrived and assumed command of the Navy military training program with the additional title of Professor of Naval Science (PNS). The Captain (which is equivalent rank to a Colonel in the Army) had several announcements in The Daily about the final disposition of the V-5 and V-12 students and the initiation of the first Navy ROTC (NROTC) at Iowa State.\(^1\) In April, 1946, Colonel Odell announced that the Army advanced ROTC program was to be reactivated beginning fall quarter, 1946. The same month it was announced that Colonel Odell would retire effective August 31, 1946, and would start his four month terminal leave immediately. The other members of Colonel Odell's staff retired or were reassigned and a complete new unit reinstated the postwar Army ROTC (AROTC).\(^2\)

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

The early part of the war was when ROTC graduates probably made their most important impact. General George C. Marshall, Chief of Staff of the U. S. Army has been quoted in several sources on the importance of the ROTC graduate in the

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\(^2\)The Daily, April 5, 1946, p. 1, April 11, 1946, p. 1, April 13, 1946.
early part of the war:

Just what we would have done in the first phases of our mobilization and training without the ROTC graduate I do not know. I do know that our plans would have had to be greatly curtailed and the cessation of hostilities on the European front would have been delayed accordingly.\footnote{Eddy, \textit{Colleges for Our Land and Time}, p. 224.}

The impact that ROTC graduates had in the later part of the War could not be determined but it must have been important.

According to \textit{The Army Almanac}:

Approximately 100,000 ROTC graduates served in grades from second lieutenant to brigadier general during World War II. They permeated the entire army, a sample analysis of the officer personnel of five combat divisions showed that 52 per cent of the lieutenant colonels, 83 per cent of the majors, and 70 per cent of the captains were Reserve officers. Of these, a large majority were ROTC graduates.\footnote{\textit{The Army Almanac}, p. 326.}

The advanced ROTC program nationwide went out of operation in 1943, and the ROTC class members of 1943 and 1944 gained their commissions through the Officer Candidate Schools.

\textbf{Impact of ROTC and the Military Training Programs at Iowa State}

ROTC training continued at Iowa State through the war years of 1941 to 1945 except no advanced course (junior and senior years) was taught from the fall of 1943 to the end of the 1945-46 school year. The freshman and sophomore course was compressed into a one year modified wartime program. This one
year program was an accelerated course that provided the necessary training to prepare students more adequately for active military service should they be called into the armed forces. The cadets who were in the advanced course were called to active duty and sent to Officer Candidate Schools. One hundred per cent of Iowa State's advanced cadets completed the Fort Sill Officers Candidate School from 1943 to 1944. There were 312 officers commissioned from 1942 to 1944 through the ROTC program at Iowa State. When the advanced course was dropped and the other special military training programs virtually took over the College, the ROTC Department definitely took a back seat to most of these special military programs.

The managing editor of The Daily (1945) summarized very effectively the impact of the V-12 Navy military training program on the Iowa State campus:

Certainly the presence of these men on the campus has increased student's awareness of the war. But at the same time it has made possible a far more normal functioning of the school. Without these men the Division of Engineering would have only a handful of students, the social program would be practically at a standstill. The success of the cyclone athletic teams during the past year may be attributed almost entirely to the presence of the V-12 players. The last two student body presidents have been members of the unit...Whether they wear gold [officers] or bell-bottomed trousers [enlisted] navy men who have been stationed at Iowa State have won the respect of the faculty and students alike.1

1The Daily, February 24, 1945, p. 3.
It is not known how many of the graduates from ROTC at Iowa State served during the war but it must have been a sizeable number of the almost 1,500 who had graduated from Iowa State since 1922. A quick look at the class notes in the Alumnus during and immediately before World War II reveals that some Iowa State graduates from almost every school year of the "between-the-war" years served as officers. In addition, there were some officers who served during World War II, who had completed their officer training under General Lincoln prior to and during World War I. Two most notable examples were General Rush B. Lincoln and Colonel Harold Pride. It appears that the graduates of Iowa State accepted the call to arms and served their country well during World War II. Once again the College accepted the fact that the country was at war and devoted the school's major efforts, facilities, and programs toward meeting the requirements of mobilization for fighting another world war. The College furnished hundreds of its ROTC program graduates who served as officers. It also provided 12,000 enlisted men who had completed the various technical training programs.

On November 15, 1945, President Charles E. Friley of Iowa State gave a speech entitled, "Higher Education and Universal Military Training" at the meeting of the Association of Governing Boards of State Institutions in which he paid tribute to the World War II contributions of the ROTC graduates and the
other wartime efforts of the nation's colleges and universities. President Friley also spoke on the pros and cons relative to Universal Military Training and urged that an exhaustive study be made before accepting or rejecting such training.\(^1\) Since Iowa State had a college president who was so well informed on the matters of military training in higher education, it seemed only appropriate that the postwar ROTC program expanded from the one Army ROTC unit before World War II until the College offered ROTC training in all three of the armed services.

CHAPTER VI: ARMY ROTC AT IOWA STATE 1946-59

Beginning with the school year 1946-47 at Iowa State the Army ROTC program was reinstated on a full scale basis, which included the normal two year required basic course and the optional advanced course. The advanced course was still branch oriented and Iowa State offered four branches. The same three branches that were offered before the war: engineers, artillery, signal, were now joined by a new branch of "air". This air unit was the forerunner to the formation of a separate Air Force ROTC unit which was gradually developed over a four year period. The 1946-47 school year also saw a new Naval ROTC unit activated at Iowa State. Consequently when the Air Force unit became a separate and equal ROTC program, Iowa State was one of the only thirty schools that offered ROTC in all three of the armed forces.

After a brief look at the background of the organization and implementation of the ROTC programs following World War II, one chapter will be devoted to each of the Army, Navy, and Air Force ROTC units from 1946-59. The chronological treatment of each of the ROTC programs at Iowa State will be based on the

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1 Iowa State College Catalog, 1947-48, p. 245.
2 Lyons and Masland, Education and Military Leadership, p. 96.
different Military Department head's and their length of tenure at the College.

The National Scene--ROTC and the Postwar Years

The postwar years which saw the rapid expansion of educational facilities to absorb the enthusiastic response of those entitled to the GI Bill also saw a resumption and rapid rise of the ROTC programs. During 1944 and 1945 national planning conferences were held to determine the future of ROTC. These planning conferences were joint sessions with representatives of the Army, Army Air Force and Navy. All of the services concluded that the service academies could not provide the required number of officers for the armed forces. The Army planned for a large citizen reserve program whereas the Navy desired to produce officers for the Regular or active duty Navy. The Army pursued the idea of a combination ROTC-Universal Military Training (UMT). The original UMT program was to require all male citizens to undergo a year of military training (not service) upon reaching the age of eighteen or after completing high school.¹ The UMT would take the place of the old first two years of the required basic ROTC program and only the advanced course would be taught on campus. The Navy, on the other hand, elected to have a small, four-year program

¹Maurice Matloff, American Military History, p. 529.
(completely independent of the UMT) that would produce Regular officers who would serve on active duty immediately and reserve officers who would be assigned to the naval reserve.

The Navy used the wartime legislation to convert the V-12 programs to Naval ROTC and in 1946 received legislation to implement the new Regular program under the "Holloway Plan."

Consequently, the Navy was able to make a smooth transition from a wartime V-12 program and duly impressed many college administrators. The Army, however, was at a distinct disadvantage because the Universal Military Training legislation was not enacted by Congress. Since the Army had no firm alternative plan from the original UMT program, an interim ROTC program was initiated. This interim program was almost identical to the prewar Army ROTC. About the only difference was that veterans who had served over one year of active duty could have the basic program waived. According to several sources, the reaction by the participating colleges and universities were much more favorable to the postwar plans of the Navy than of the Army.¹ During the first few years after the war the Army devoted quite a bit of effort to gain legislation that would

offer some of the benefits of the Holloway Plan which actually subsidized the education of the Navy ROTC candidate. The Army's requirement for a much larger number of ROTC graduates to man its reserve forces and severe budget limitations prevented getting legislation similar to the Holloway Plan. It was almost twenty years later before a ROTC Revitalization Act was passed and the ROTC programs were treated on an equal basis.

Colonel Charles M. Busbee 1946-49

Colonel Busbee, a 1915 West Point graduate, had held the rank of Brigadier General during World War II while he was the commander of the 102nd Division Artillery. Consequently, reverting to Colonel and being a Professor of Military Science and Tactics was quite a change for him. The ex-general set about the task of reactivating the Army ROTC program at Iowa State in the spring of 1946. Colonel Busbee relieved Colonel Odell and was in command when the annual spring inspection took place with only 120 cadets who were in the one year modified basic course. It took Colonel Busbee and his staff two full years to get the Army ROTC (AROTC) program functioning in its entirety. The first full year in 1946-47 saw the AROTC program with 453 freshmen and 58 juniors enrolled as of October 1, 1946.¹

¹Iowa State University, Army ROTC Report of Enrollment 1946; Interview with Jesse Thornton, March 16, 1972, interview with Rolland Knight, March 18, 1972.
There were no sophomores or seniors during the first year since only the freshman course was taught for the new entering freshman and the sophomore course was not implemented until 1947-48. The fifty-eight juniors were almost all veterans who were allowed to substitute their previous military service for the basic program. It is interesting to note that none of the Iowa State students who had taken the one year modified course during the war (which was really two years of the basic program compressed into one) were accepted into the advanced course. Technically they were supposed to have completed the equivalent of the basic course, but Army Regulations stated that no part of the basic course could be compressed. Therefore, the students who took the modified course during the war still had to complete one more full year of basic AROTC if they wanted to qualify for the advanced course.¹

The College Catalog points out that:

The four-year course is conducted by Regular Army Officers and selected officers of the Officers Reserve Corps, with equipment furnished by the United States Government, and consist of a two-year elementary course providing training in military subjects common to all branches of the army, and two-year advanced course providing training in the duties of a junior officer...[the] new program of instruction embraces the latest tactics and technique of our military science.²

¹Interview with Jesse Thornton, March 16, 1972.
²Iowa State College Catalog, 1947-48, p. 245.
Consequently, everyone in the basic program took the same course and the branch or specialized courses were taught in the advanced course. All of the equipment used by the Army ROTC unit was mechanized since the horse drawn artillery was practically obsolete. However, this did not keep Colonel Busbee from requesting some horses to be assigned to Iowa State since he realized how much the horses had added to the unit before the war. The Colonel also wrote a letter requesting that women be allowed to enroll in Army ROTC. According to Master Sergeant Jesse Thornton, U. S. Army (Ret.) the Colonel was turned down on both requests.\textsuperscript{1}

If one compared the new postwar AROTC curriculum (Appendix I) with the 1934-35 prewar curriculum (Appendix G) one can see they are very similar. In the postwar courses there appears to be a little more time devoted to the latest tactics learned during World War II. The most important changes in the AROTC course offering was the reinstatement of the signal corps (that operated for only one year during the war), the new air unit offering in 1946, and the addition of the veterinary course in 1948. The Army ROTC unit remained branch-oriented (field artillery, engineer and signal) in its course offerings up until the 1960's even though most colleges went to a general military science (or branch immaterial) curriculum in the 1950's.

\textsuperscript{1}Interview with Jesse Thornton, March 16, 1972.
The air unit remained a part of the Army ROTC program until 1949 when it became a separate and equal Air Force ROTC (AFROTC) program. The veterinary program continued from 1948 until 1955 when the veterinarians were allowed to enter the Army through another program. It is interesting to note that all the heads of the veterinary ROTC units at Iowa State (even those from 1921-1934) were graduates of the Iowa State veterinary program.

Colonel Busbee finished his first year of AROTC with a staff of eight officers, twelve enlisted men, and an enrollment of 400 students. Plans were made for the 1947-48 school year when the enrollment was predicted to be 1,400.\(^1\) Also during the first full year of AROTC after the war, the Scabbard and Blade Society was reactivated; it had been deactivated when the advanced cadets were called to active duty during 1943. Scabbard and Blade revived the military ball which had been dropped during the war. The ball was attended by most of the AROTC cadets and several faculty members, including President Friley, Dean Helser, Dean Gaskell and the military staff. The Military Science Department (or Army ROTC Department) got back into the swing of things by having a large display of Army weapons during Veishea and having an "Army Week". It was also announced that the annual required AROTC summer camp was to be

\(^1\)The Daily, June 17, 1947.
started during the summer of 1947.¹

Colonel Busbee and his staff did get the AROTC program reinstated and somewhat stabilized on the Iowa State campus. The Military Science Department became just one of several different departments at Iowa State and tended to be involved with its own special problems and activities. These were the years during which the College experienced a steadily mounting enrollment which created emergencies in housing and taxed the instructional facilities to the limit. Other than a slight altering of some of the armory space to provide more classrooms in the fall of 1947, the problems of the Army ROTC Department seemed minimal, especially when compared to the problems Lt. Colonel Boles and Colonel Shaffer faced immediately after World War I. It appears that the military had good cooperation from the College and all reasonable requests were honored. Just scanning the several publications on the campus during the years immediately after the war leaves one with the impression that the Military Department's would never again have much of an impact on the College as a whole. Probably the most significant result was that the ROTC basic course was required for all physically qualified males. This basic course was the one common denominator for all freshmen males.

The last two years of Colonel Busbee's three year tour saw some more reviving of military organizations and events. The armory interior was altered slightly to provide more classrooms for the well over 1,000 cadets expected in the AROTC during 1947. The classrooms were added at the time that other changes in the armory were made so the College basketball team could play its games in the armory. Thus the Military Science Department got a chance to show its willingness to cooperate and share its facilities for other campus functions. Because of the increased enrollment the Military Science Department arranged to have some Iowa State veteran students who were in the Officers Reserves Corps voluntarily called to active duty for 90 day periods of time to serve as instructors in the Military Science Department. Thomas E. Hannum, a 1941 Iowa State graduate, who was commissioned as a reserve officer and served during World War II was back in Ames and more than glad to serve for 90 days as an ROTC instructor. During the same time Hannum taught Army ROTC and also carried five graduate credit hours. Hannum explained that the military was well accepted on campus and there were few complainers about having to take ROTC. In fact there were so many veterans on campus that the students wouldn't dare complain for fear that some of the veterans might give them a few words of wisdom on how it was much easier to be in ROTC than to serve in the war.¹

¹Interview with Thomas E. Hannum, March 18, 1972.
Several events did attract some attention on the campus. It seems that Army ROTC cadets received a different style or kind of uniform almost every year from 1946 to 1950. The engineers received a 16-1/2 ton bulldozer and a truck mounted air compressor unit while the artillery branch received a 90mm artillery weapon; the veterinary unit was reestablished in 1948; Pershing Rifles a national honorary named after General John J. Pershing made its first appearance at Iowa State when a new unit was formed on February 14, 1948. The Society of American Military Engineer (SAME) and the pontoniers were reactivated in 1948 and later combined into one unit in 1950. The cadets staged a mock battle during the 1949 Veishea. This mock battle was similar to General Lincoln's sham battles that attracted attention to the earlier Military Department and demonstrated some of the latest Army military tactics. One cadet accompanied by an active duty sergeant served as a flying forward observer in a light aircraft and circled the mock battle area relaying information to the artillery fire control officer. The Military Science Department promoted an Army Day and published a large ad in The Daily which was a message by General Omar Bradley on the importance of ROTC. President Friley did the honors of presenting the minor sport letters to the rifle team and the Deans were always ready to make
presentations of awards during annual inspections and spring review. However, the Military Science Department, even with its many activities and special events had to accept that it was just one of many departments in the College and the Department would carry on most of its activities within the confines of the armory and the nearby drill field with little attention from those not associated with the Army ROTC.

Several studies about Air Force ROTC right after World War II point out that the Army Air Corps officers were determined in their efforts to get out from under the wing of the Army and to become a separate service ASAP (As Soon As Possible). When the National Defense Act of 1947 was passed by Congress and signed into law the Air Corps personnel redoubled their efforts to pull away from the Army. However, it took a few years before complete separation of the Army and Air Force ROTC program occurred. At Iowa State a "petty" incident demonstrates the Air Corp's desire to be separate and the Army's determination to show who was boss at least until the final break was made. The Army ROTC offices were on the east side of the armory and the Air Corps offices were located on the west side. It seems

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that the Army staff had a coffee room on the east side of the armory and the Air Corps personnel opened up their own coffee room on the other side of the building. This evidently ruffled the PMS&T and he subsequently started conducting daily staff meetings at 9:00 am in the Army coffee room which was required attendance for the Air Corps personnel. It suffices to say that the Air Corps personnel attended but they also continued to maintain their own coffee lounge.\textsuperscript{1} Colonel Busbee was described by several persons as a little on the flamboyant side. Yet it was acknowledged that he did much to continue the \textit{esprit de corps} and traditions of the prewar days. However, the major disadvantage was that Colonel Busbee didn't have the artillery horses to help promote the Military Science Department.

\textbf{Colonel G. B. McConnell 1949-1954}

Colonel McConnell reported to Iowa State in late summer of 1949 to be the second PMS&T after World War II. This was Colonel McConnell's second tour in Iowa since he served from 1936-1940 as an instructor for the Army Reserve in Davenport, Iowa. The Colonel was a 1924 graduate of West Point and had served continuously on active duty. His five year tenure as PMS&T was followed by another sixteen years of association with Iowa State since he was employed in engineering graphics from

\textsuperscript{1}Interview with Jesse Thornton, March 9, 1972.
1956 until 1972. The Colonel retired from active service in 1954 upon completing his ROTC assignment and remained in Ames, Iowa, for the two year interim until his employment by the College in 1956. Colonel McConnell's five year duty at Iowa State covered the time period that saw the final separation of the Army and the Air Force ROTC and the period of the Korean War. Colonel McConnell also saw to it that the Army ROTC program remained branch oriented even when many other schools went to a general military science curriculum.

Colonel McConnell described the Air Force ROTC and the Army ROTC association as an "unhappy marriage" and that each was ready to terminate their association as rapidly as possible. The Army ROTC continued to operate a joint bookstore where the Army and Air Force cadets purchased their textbooks for the ROTC course. Colonel McConnell mentioned on more than one occasion how the Army and the Air Force cooperated successfully on joint ventures such as the bookstore and also in areas of supply at least until the Air Force supply channels were worked out. The Military Science Department continued to give up some of its space in the armory as the Air Force (or Air Science Department) expanded.1

1Interview with G. B. McConnell, Colonel, U. S. Army (Ret.), March 17, 1972.
The Korean War--The National Scene

The sudden attack on the Republic of Korea on Sunday, June 25, 1950, brought renewed interest in ROTC. The passage of the Universal Military Training and Service Act of 1951 was the first time in the history of our country we had compulsory military training during peacetime. The Act made every able-bodied young man liable for eight years of military service, two of which would be served on active duty. At first ROTC students received special deferment privileges but, these privileges were changed when the need for more active duty personnel prevailed. At the end of the sophomore year ROTC cadets had to agree to serve on extended active duty for at least two years after graduating and being commissioned. Those who did not sign the agreement were immediately dropped from the ROTC programs and were liable to be drafted as enlisted men. Therefore, several young men (including this writer) were highly motivated towards one of the advanced ROTC programs. The ROTC candidate takes two years to be available once he enters the advanced program. The results of the expanded Army ROTC program became available in 1952. Large numbers of second lieutenants were also available in 1955 and 1956 long after it was evident that Korea was not going to expand into World War III and the Army (like the Air Force) had very few active duty position vacancies for the many new officers. It
should also be noted that it takes two years to slow down or reduce the number of officers commissioned through an ROTC program. Consequently, the Army came up with a new six-month active duty program and seven and one-half years in the reserve. This short tour of active duty helped alleviate the over-production of officers in 1954 and 1955.

The Korean War and the Iowa State Campus

Iowa State College, like most of the colleges, was not ready for the Korean War. Ross described the situation:

The Korean conflict with the renewal of mobilization and the threat of general war was not only unsettling but constructively sobering. Henry A. Wallace's observation, in 1948, that Iowa State College students were not aware of what was going on in world gave perhaps an added spur to efforts already being undertaken to make the campus community more conversant with national and world affairs.

The most immediate impact of the Korean War for the Army ROTC at Iowa State was an increased enrollment in spite of the overall college male enrollment drop of almost 400 persons. The freshman and sophomore classes increased more than fifty in each class but the most significant increase was in the numbers electing to go into the voluntary advanced course. Whereas

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1Monro MacClosky, Reserve Officers Training Corps: Campus Pathways to Service Commissions, pp. 41-42.

2Ross, The Land Grant Idea at Iowa State College, pp. 245-246.
only an average of seventy cadets had entered the junior year of Army ROTC from 1946 through 1949, a total of 173 entered in the fall of 1950. Iowa State commissioned the first group of Army second lieutenants from the postwar ROTC program in 1948. The first class of 44 added to the three preceding years produced a grand total of 166 while 168 were commissioned in 1952, the first year of graduation from the Korean War class. The average number of Army ROTC cadets commissioned at Iowa State during the Korean conflict was 158 per year.¹ At Iowa State the Korean police action put the Military Department back into the spotlight and there was a notable increase in the release of cadet promotions in The Daily.² There had been few publication of cadet promotions in the school paper in the years immediately after World War II.

The Daily started keeping the Iowa State campus more informed on the Korean conflict and the early setbacks of the United States Forces. Since the United States did not have a large enough armed forces "in being" to fight the war, a quick call was put out for the reserves. The Daily articles told about some of the reserve personnel on the Iowa State campus being called to active duty. A typical Daily article in early 1951 explained that the College was losing three professors

¹Army ROTC Report of Enrollment, 1946-1956. The entire enrollment and commissioning data for the Iowa State Army ROTC unit from 1942-1970 is given in Appendix J.

²The Daily, October 28, 1950, p. 3.
and a program manager of WOI as a part of the 150,000 reservists called up for active duty with the Air Force.\textsuperscript{1} Two of these officers, Professor (Lt. Colonel) Archie Higdon and Professor (Major) Jean Hempstead, remained on active duty and completed the required number of years of service for normal retirement. Professor Higdon retired as a Brigadier General and Professor Hempstead retired as a Lt. Colonel.

During the last two years of Colonel McConnell's tour, the U. S. Army developed a plan to convert the AROTC branch curriculum to a more general type. This new curriculum, called "branch general," was started on an experimental basis in the 1952-53 school year at fifty schools. The experiment apparently was successful because all colleges and universities sponsoring senior ROTC units were invited the following year to make the change to branch general, if they desired. Several units did make the change to the branch general curriculum.

The branch general contained most of the elements of the former infantry branch curriculum which had been updated with the latest infantry tactics. Two new additions to the branch general were the "American Military History" and "The Role of the Army in World Affairs."\textsuperscript{2} Colonel McConnell did not desire

\textsuperscript{1}The Daily, January 19, 1951, p. 1, April 25, 1951, p. 3.

to change to the branch general because he felt the Iowa State graduates could profit more from the technical training they received in engineering and artillery especially if they were utilized in these technical fields. The Colonel also argued that if Iowa State remained branch material the graduates would have greater assurance of being assigned to the branch in which they were trained. Colonel McConnell was proud of the many activities that the Army ROTC cadets participated in during his five year tour at Iowa State. The Pershing Rifles honorary fraternity became quite active by participating and conducting competitive drill meets. However, the Colonel was the proudest of his 1953 rifle team since they won first place in the Army ROTC division of the national intercollegiate meet and brought home the William Randolph Hearst Trophy. Colonel McConnell's five year tour saw the Army ROTC unit become more businesslike and respond to the needs of the campus. The Colonel welcomed the opportunity to cooperate and open the armory to many college functions.

Colonel Wayne Hardman 1954-57

Colonel Hardman replaced Colonel McConnell in 1954 and became the third PMS&T at Iowa State since World War II. Colonel Hardman was the first Iowa State graduate to be

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1 Interview with G. B. McConnell, March 17, 1972; The Daily, June 5, 1953, p. 6.
assigned as the PMS&T at Iowa State. The Colonel was a 1932 Iowa State graduate with a B.S. in Electrical Engineering and was commissioned a second lieutenant in the field artillery reserve. He was called to active duty in 1933 and served with the CCC (Civilian Conservation Corps) and attained the rank of captain. In 1940 he was transferred to duty with the Army. During World War II he commanded the 276th armored field artillery battalion and took part in five campaigns. He later took command of the 182nd field artillery group. Colonel Hardman attended Command and General Staff College in 1947. He was stationed in Japan when the Korean conflict broke out and served with the Eighth Army in Korea. In 1951 he returned to Fort Bragg, North Carolina and in July, 1954, reported to Iowa State.\textsuperscript{1} Colonel Hardman still holds the distinction of being the only Iowa State graduate to serve as the PMS&T at Iowa State.

During the Colonel's three year tour (the shortest of all postwar PMS&T's), the Military Science Department was kept under the fairly tight rein of the Colonel. Iowa State remained branch material with the artillery, engineer, and signal remaining after the veterinary unit was terminated in 1955. Colonel Hardman continued to resist the branch general

\textsuperscript{1}Iowa State University, Special Collections, Military Science Folder, Personnel File.
curriculum even though the new "American Military History" course (from the branch general) was introduced during the freshman year.\footnote{Iowa State College Catalog, 1957-59, p. 206.} The size of the Army ROTC cadet corps reached its postwar high of over 1,500 which would not be surpassed until 1961 (the last year of compulsory basic ROTC). The military balls continued to be all-college affairs but with such a large cadet population it was mainly attended by ROTC cadets. Occasionally a high ranking officer attended the military ball. This was the case when General Philip F. Linderman, Chief of Army Reserve and ROTC Affairs, attended the 1956 ball.\footnote{The Daily, February 17, 1956, p. 1, February 22, 1956, p. 1, February 25, 1956, p. 1.}

One of the Colonel Hardman's assistants, a Lt. Colonel Harold A. Dye attracted quite a bit of attention at Iowa State. Lt. Colonel Dye had served with the U. S. Army at the Panmunjom Armistice talks during the Korean conflict. Dye was faculty advisor to the varsity "I" club, participated in many campus activities, spoke at several functions, and in general was well liked by the Army ROTC cadets. Lt. Colonel Dye was tapped as member of the Cardinal Key, the Iowa State Men's leadership honorary, and is the only military officer ever honored by Cardinal Key. The September 9, 1956, issue of The Daily went so far as to say the Lt. Colonel "had become one of the most
widely known faculty members on campus. ¹

Colonel Henry W. Ebel 1957-1962

Colonel Henry Ebel, the fourth postwar PMS&T at Iowa State arrived in 1957 after serving a tour of duty with MAAG (Military Assistance Advisory Group) Vietnam and headed the Military Science Department into the 1960's. Colonel Ebel's five year tenure was in direct contrast to the previous PMS&T since he (Colonel Ebel) allowed his subordinates an almost free rein in the conducting of their duties. According to two persons who worked for Colonel Ebel, this new freedom was well received and each branch of the Army ROTC concentrated their efforts on the education program and the raising of the cadets esprit de corps. The Army ROTC at Iowa State continued to teach the branch material curriculum even though 90 percent of all the senior ROTC units had switched to the branch general. ²

During the second year of Colonel Ebel's tour (1958) the Military Science Department offered its initial Flight Instruction Program (FIP). This new class consisted of five


seniors who had completed the required ground school and then took 36.5 hours of dual and solo flying at the Ames airport.\footnote{The Daily, March 24, 1959, p. 4.} The purpose of the flight training was to motivate persons to enter the Army flight training and also to serve as a screening device to determine if the cadet had the capability to become an Army pilot.

The 1958 school year included a special visitor at the military ball in the person of Governor Herschel Loveless. The Governor of Iowa had been asked to pick the military ball queen from the pictures of the three candidates that were sent to him. Evidently the Governor decided to come and make the selection in person and then to crown the young lady. Certain portions of the military affair were televised over the College TV station.\footnote{The Daily, April 10, 1958, p. 6.}

Colonel Ebel’s tenure saw the first concerted effort during the postwar era to make basic ROTC voluntary at Iowa State. The Daily had several articles during the fall of 1958 and early 1959 that quoted polls taken at other colleges in which about 70 percent of the men were against compulsory basic ROTC. Some of the anti-compulsory ROTC results of the 1920's and 30's were also reported. It appeared that the Cardinal Guild was determined to take action on a bill to make military
elective. However, The Daily felt this would be a little drastic and recommended that the Cardinal Guild reconsider the action on its proposed bill.\(^1\) The Cardinal Guild, The Daily, and the faculty did carry on a dialogue that lasted into the 1960's and resulted in the ROTC department going to a voluntary basic program in 1962.

The postwar years 1946-1959 saw the Army ROTC program reinstated with a course content similar to its prewar curriculum. Four PMS&T's served during this time period. It took two years to get the Army ROTC program fully operational and somewhat stabilized. The Korean conflict brought renewed interest in ROTC and an increase in enrollment even though the total College male population was reduced. After the Korean police action the Army ROTC program continued to produce well over 100 Army second lieutenants each year. The Military Science Department was content to be just one of the many different departments in the rapidly expanding College. Therefore, the Military Science Department was never quite able to make as much of an impact on the college as it had in the prewar days. This lack of impact could be attributed to the size of the college, the importance the college placed on meeting the immediate educational needs of returning veterans (few of which

took advanced ROTC), the changing values of society, and the proliferation of departments. The conclusion that the Army ROTC or Military Science Department had very little overall impact on the College is not intended as a reflection on the capabilities or the leadership of the Military Science Department but a fact that in the post World War II era at Iowa State, no one department had a significant impact on the College as a whole. Ross explained that the typical attitude of the faculty was that each was interested in his own special field and went his own particular way without getting concerned about the other areas or problems of the College in general.\(^1\) The Military Science Department continued to function successfully within the College to such a degree that no one questioned whether military science and tactics should be offered but only whether it should be voluntary or compulsory.

\(^1\)Ross, *The Land Grant Idea at Iowa State College*, p. 243.
CHAPTER VII: NAVY ROTC AT IOWA STATE 1946-1959

The forming of the Naval ROTC (NROTC) in 1946 was not the first time Iowa State had been associated with the U.S. Navy. The College had a small naval training program during World War I in which 136 men were trained. The October, 1934, Green Gander (the College humor magazine) had made a comment recommending Navy ROTC be formed at Iowa State so the midshipmen could sail their ships on Lake Laverne.\footnote{Green Gander, October, 1934, p. 17.} This comment in the Gander was brought about by the discussion in Congress for more funds to establish some new NROTC units. The readers of the Gander probably did not really think navy ships would ever be sailed on the College lake. However, fifteen years later the "Sextant" the Naval ROTC honorary would in fact sail their ships on Lake Laverne as a part of their initiation procedure. As noted in chapter six of this thesis, the College had many dealings with the Navy during World War II. There are several pictures in the University archives which reveal that World War II navy trainees did a little sailing (for fun) on Lake Laverne. The present day NROTC at Iowa State dates back to the V-12 program and the naval training school in 1942. The last of
these programs was terminated in 1946.\(^1\) "In August, 1945, 
authorization for establishment of an NROTC unit at Iowa State 
was granted when the Secretary of the Navy directed the 
installation of ten additional NROTC units, making a total of 
52 NROTC units in operation."\(^2\)

Naval ROTC--The National Scene

The first post World War I Naval Reserve Training Unit for 
officers was commissioned at St. John's College, Annapolis, 
Maryland, in September, 1924. This unit may quite appropri-
ately be called the father of the present day Naval ROTC units. 
This "volunteer Naval Reserve Unit" at St. John's College, from 
the viewpoint of the Navy Department, was to show congressmen 
that the training of naval reserve officers was practical and 
inexpensive and most importantly, that college Naval Reserve 
units could provide a source of trained officers to supplement 
the Naval Reserve Forces. This "pilot" program at St. John's 
was fraught with many difficulties and was finally dropped in 
1926 but did serve as the proving ground for the later NROTC

\(^1\)For a brief history of the Navy V-12 program and the for-
mation of NROTC at Iowa State College see the "Iowa State 
College Schedule and General Information for NROTC, Navy-- 
Faculty Conference," August 8-9, 1945, Iowa State University, 
Special Collections.

\(^2\)"History NROTC Unit Iowa State University," (unpublished, 
programs. The lessons learned at St. John's College were applied to the NROTC program when introduced at other schools in 1926.¹

The U.S. Naval Reserve Corps was authorized in 1916 but no provisions had been made for an organized training function as was the case with the Army. It was not until nine years later (1925) that Naval ROTC was authorized under Public Law 611. "An Act providing for sundry matters affecting the naval service, and for other purposes," passed Congress March 4, 1925. Section 22 of the Law dealt with the Contract NROTC program.² Under the authority of this Act the Navy Department established NROTC units in 1926 at six universities. Two more units were added in 1938, one in 1939, ten in 1940, and eight in 1941.³ Consequently, there were 27 NROTC units in operation by the time of Pearl Harbor.

During the World War II years, the Navy Department recognized the necessity of establishing a program for the training of officers to meet the needs of an expanded U.S. Navy.


Therefore, the Navy Department set up the Holloway Board to study and recommend the form, system and method of education of naval officers. The Board consisted of Rear Admiral James L. Holloway, Jr., two college presidents, six navy captains and two navy commanders. The final Holloway Plan actually had three parts: one dealt with the undergraduate phase of officer procurement which included the Naval Academy, NROTC and the Naval Aviation College Program; another involved the education and training of the officers who had entered the navy and transferred into the Regular Navy but had not completed a college degree; and the third part dealt with the graduate education of permanent commissioned officers. The Holloway Plan was approved by the Secretary of the Navy on October 30, 1945. Nine and one-half months later the Holloway Plan had passed both Houses of Congress unanimously and was signed by the President and became law on August 13, 1946.1

The main recommendation of the Holloway Plan with regard to the NROTC program was a subsidized education for NROTC midshipmen for the Regular Navy and Marine Corps. In effect, the Holloway Plan authorized the Navy to have two NROTC programs, the prewar program, known as the "Contract" plan, and the new Holloway program, known as the "Regular" plan. The Regular and

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contract programs were administered side by side.

It is interesting to note how smoothly the Navy operated with institutions of higher education during and after the war. The NROTC units that were in operation prior to World War II were converted into V-12 units so a smooth transition was made in the early part of the war. In the latter stages of World War II the Navy took steps to expand the NROTC units to fifty-two while the legislation concerning the training of officers for the postwar Navy was still pending in Congress. The postwar NROTC units were selected from the original twenty-seven schools that had offered NROTC before the war and the schools that had the strongest of the V-12 naval officer programs during World War II. Consequently, the Navy was able to make a fairly smooth transition from the V-12 program to the postwar NROTC program. The opportunity to offer both the Regular and the Contract program gave the Navy a very attractive package in the eyes of the students as well as the colleges and universities.

The principal difference between the Regular and contract programs was the manner of selection of candidates, the benefits the cadets receive, the obligations entailed, and the summer cruises required. The Regular (or scholarship program as it became known in the 1960's) student was selected through a nation-wide competitive examination. Then came the physical examination, interviews, selection through the state or
Territorial Selection Committee, and finally, the prospective midshipman must enroll and gain acceptance at the school he decides to attend. When the scholarship midshipman reported to his school he received free tuition, including fees, textbooks, uniforms and pay of $50.00 per month. During the four-year course, the cadet was required to participate in three summer cruises of six to eight weeks duration, one of which included aviation and amphibious warfare. After graduation the candidate was commissioned as an ensign in the Regular Navy or as a second lieutenant in the United States Marine Corps. He was obligated to serve on active duty for two years.

The Contract (or nonscholarship) student was selected by the Professor of Naval Science (PNS) at the college they planned to attend. They were provided with uniforms, naval science textbooks and pay of $50.00 per month during the junior and senior year. These students completed the same course requirements as the students in the Regular program but were required to make only one summer cruise. Upon graduation and completion of naval requirements they were commissioned as an ensign in the U.S. Naval Reserve or as a second lieutenant in the U.S. Marine Corps Reserve and did not have to go on active duty. Students who elected to work towards a commission as a Marine Corps officer studied Marine Corps related subjects during their junior and senior years under a Marine officer instructor. Prospective Marines were required to complete
summer training at the Marine Corps Officer School, Quantico, Virginia.¹

Naval ROTC and Iowa State

The first article (during the War) in The Daily about the postwar Naval ROTC was on March 1, 1945, when an article was reprinted from the United States News. The article explained how the Navy planned to shift its officer training system from the emergency V-12 college program to Naval ROTC training that would prepare officers for active duty during peacetime as well as war. The article also explained it would be beneficial to a school to have a Naval ROTC program otherwise it would lose out all together when the V-12 students were phased out with no prospect for another military program.² On March 19, 1945, Iowa State College made application to the Bureau of Naval personnel for a NROTC unit. The application acknowledged that if accepted Iowa State would establish and maintain "a four year naval training program for its physically fit male students under a Department of Naval Science staffed with naval personnel." The naval science course was to be equal in standing with major courses in other departments. Iowa State agreed to allow

¹This information was paraphrased from several sources.
²The Daily, March 1, 1945, p. 3.
approximately thirty-six quarter hours of naval science towards a degree. The College further agreed to meet the navy's specification for classrooms, offices, storage space, armory, auditorium, drillfield, swimming pool, and to insure an initial enrollment of 100 physically fit male students of the freshmen class. Finally, Iowa State agreed to "promote and further the objects for which the Naval Reserve Officers' Training Corps was established and to conform to the regulations of the Navy Department relating to the operation of the unit and to issue, care, use, safekeep and account for such government property as may be issued to the institution for use by the unit."¹

In May, 1945, The Daily announced that Iowa State had received approval from the Navy to have an NROTC unit and that the College was one of only twenty some schools selected. Actually, this first article about NROTC in The Daily was based on an Associated Press news release and it was a few days before The Daily published a report that the NROTC unit was confirmed. Dean Agg of the Division of Engineering pointed out that the NROTC curriculum would be vastly different from the V-12 program. More Navy instructors were to be assigned

¹"Application for Establishment of a Unit of the Naval Reserve Officers' Training Corps," March 19, 1945, Iowa State University, NROTC Command History File.
and several courses in naval science would be added.\(^1\)

When the NROTC unit was confirmed, Dean Harold V. Gaskill of the Division of Science (to which the NROTC unit was assigned for administrative purposes) explained that "the college was extremely proud and gratified to be chosen as one of the NROTC units." The Dean also pointed out that: "the [Naval] personnel would continue to be housed in Friley Hall, and the selection of the new members of the NROTC would be in the hands of the Bureau of Naval Personnel as it was with the V-12 Program." All the V-12 students who had completed four terms or more by July, 1945, were allowed to remain at Iowa State and complete the V-12 program. Those students who had less than four terms could begin the new NROTC program in July, 1945.\(^1\)

In June, 1945, The Daily reported that more than 250 new navy students were expected to arrive on July 2nd to raise the strength of the Iowa State V-12 unit to about 600. Lt. Commander C. W. Myers the commanding officer of the school reported that the new trainees and more than 100 of the V-12 unit were to be classed as NROTC candidates in preparation for the opening of the Naval Reserve Officers Training Corps at Iowa State on November 1, 1945. He also explained that five new officers would be assigned to teach the naval science

\(^{1}\)The Daily, May 2, 1945, p. 1, May 8, 1945, p. 2.
portion of the NROTC program. The V-12 program was scheduled to continue concurrently with the NROTC training and the last V-12 would probably graduate in March, 1947. It was further explained that the V-12 and the present NROTC students were to continue on the navy semester system of 16 weeks (which was implemented during the War), but that freshman from now on would enter the regular quarter system and by July, 1946, the Division of Engineering hoped to be back on the regular (pre-war) twelve week term.\footnote{The \textit{Daily}, June 22, 1945, p. 1.}

On August 1, 1945, it was announced that a team of ten Naval officers would be on campus the 8th and 9th of August to complete plans for the NROTC unit. Dean T. R. Agg published the proposed schedule and announced that all the 9:00 am classes on August 8th would be dismissed for the civilian and V-12 classes in naval science, engineering and science so the faculty could attend the general meeting which was to be addressed by Captain A. S. Adams, of the Bureau of Naval Personnel, Washington, D.C. After the general meeting there was to be several group meetings to discuss fiscal arrangements, academic problems, equipment and naval administration.\footnote{The \textit{Daily}, August 1, 1945, p. 1.}

It is interesting to note that the Navy Captain, A. S. Adams had been a member of the original Holloway Board that had
recommended the revision of the overall Navy postwar education program. The Captain was well informed on the NROTC program and its acceptance as he and his group of naval officers had been visiting all the colleges and universities that were to have an NROTC program.

It is also interesting to observe how cooperative Iowa State College was with the Navy. This cooperation could be attributed to several reasons: the College had developed a good working relationship with the Navy during World War II; a large amount of the College budget was paid by the Navy for the several wartime programs; the Navy had invested a substantial amount of money in facilities at Iowa State; Friley Hall had been built for $600,000 which was virtually all Federal funds; other college buildings had been constructed with Federal funds for the navy wartime programs such as the Diesel building which is presently the home of the NROTC unit. It had been pointed out that only a few schools would be able to have a NROTC unit after the war and there was quite a bit of effort expended by the colleges and universities to have their schools selected. It was to the advantage of a school to have an NROTC program since it might help the college or university to be in top contention for any expanded military programs should another world conflict develop.
Captain A. S. Adams and his team of naval officers did arrive and conduct the two days of meetings with President Friley, the faculty and staff of Iowa State. The navy team was well prepared and had compiled a publication to serve as a guideline for the Navy as well as the College. The "Iowa State College Schedule and General Information for NROTC, Navy--Faculty Conference August 8-9, 1945" explained the general purposes and the needs of the NROTC:

1. The mission of the postwar NROTC--to train a considerable portion of the future officers for the Regular Navy as well as officers for the Naval Reserve and Marine Corps.

2. The necessity of establishing a Department of Naval Science and Tactics which will have high prestige on the campus and will be a credit both to the institution and to the Navy.
   (a) The Navy's promise to select highly qualified Naval officers as instructors in the ROTC.
   (b) The Navy's willingness to sponsor legislation to share the expense of providing suitable quarters for the Unit, with armory, offices, and classrooms preferably in a single building.
   (c) The institution's responsibility for the academic instruction of NROTC trainees, both under the transitional and the new program.

3. The continuation, in the NROTC of the cooperation, based on shared responsibilities and mutual respect, which has marked the V-12 Program.¹

¹"Iowa State College Schedule and General Information for NROTC, Navy--Faculty Conference," August 8-9, 1945, p. 1, Iowa State University, Special Collections.
Other items that were scheduled to be discussed were: the possibility of granting thirty-six hours of academic credit for naval science; the class size of twenty-five desired for naval science and a teaching load of fifteen class contact hours each week for the instructors; the academic calendar and how the NROTC students could be brought into line with the civilian calendar; size and quota for NROTC and the maximum number of students of all groups that the institution could satisfactorily instruct; to explore physical facilities to handle 250-300 NROTC men with appropriate armory and class space; arrangements for delivery of instructional equipment; and the method of supplying books and training aid.\(^1\) It appears that Iowa State College had made substantial preparation for the conference, including a proposed remodeling of the U.S. Navy Diesel Laboratory as the NROTC building. The proposed modification looks almost identical to the facilities of the modern day NROTC unit at Iowa State. Evidently there was a meeting of the minds as the NROTC unit was established in 1946 and has been functioning successfully ever since.

Lyons and Masland explained that the Navy emphasized the purposes and needs of the NROTC program in such a way that it was bound to appeal to the institutions. These promises were

\(^1\)Ibid., pp. 1-3.
particularly reassuring in 1945 when the wartime educational programs had drastically declined even though the war itself was still continuing. The prospect of a stable NROTC program on campus at a time when there was the possibility of some kind of Universal Military Training was the desire of several colleges.\(^1\) Iowa State College was no exception and was extremely cooperative with the Navy in the transition from the V-12 program to the NROTC program.

Captain Richard B. Levin 1945-48

In late October, 1945, Captain Richard B. Levin reported to Iowa State to take over the V-12 program and to be the Professor of Naval Science (PNS) when the Naval Science Department was established. Captain Levin was a 1923 graduate of the Naval Academy and had substantial sea duty in both the Atlantic and Pacific during World War II. He had served as the Commander of the destroyer "Boston" in the Atlantic and took part in the landings of North Africa. His duty in the Pacific was as the navigation officer on the heavy cruiser U.S.S. Canberra and saw action from the Marshall Islands until just before the operation at Leyte when the Canberra was torpedoed

\(^1\) Lyons and Masland, Education and Military Leadership: A Study of the ROTC, p. 68.
and had to be towed to dry dock.¹

Captain Levin was on campus a full ten months before the NROTC Unit was officially formed when school started in September, 1946. The Captain gained much valuable experience in dealing with the Iowa State officials during his first year. Since the war was over there were many changes and conflicting estimates as to when the V-5 and V-12 programs were to be phased out. On October 30, 1945, the Navy announced that the V-12 program (that had been on a semester program during the war) would convert to a quarter system. This change created some special scheduling problems to bring the semester and quarter programs in phase. The latter part of 1945 and early 1946 saw many announcements about the military programs. Some announcements said the programs would be reduced and terminated as early as March, 1946; others said it would be extended to July, 1946.² Needless to say, these were trying and confusing times and were not unlike the situation immediately after World War I.

By late April, 1946, the military training at Iowa State had been reduced to only a few V-12 students who were training

¹The Daily, October 26, 1945, p. 1; Iowa State University, Special Collections, Naval Science Records, Personnel File.

to be naval officers with strictly electrical engineering back-
grounds. Captain Levin now had a little more guidance on the
postwar NROTC program. The Captain announced that the peace-
time NROTC unit would contain 270 men and would be effective
in the fall. The nucleus of the unit was to be made-up of the
67 men in the V-12 program who were to be discharged during the
summer and then would re-enter the NROTC program in the fall.
About 100 freshmen were selected and the remaining number of
the 270 openings were for students with previous military
experience. This previous military experience was to be sub-
stituted for part of the naval science courses. Men without
previous military experience who had completed three quarters
or less of school, could apply (as if they were freshmen) as
long as they would still be able to complete the four year
NROTC curriculum before graduation. ¹

Articles in The Daily during the spring and summer of 1946
explained that the NROTC unit had received much of its equip-
ment needed to teach the technical courses in the naval science
thirty-six hour curriculum. Plans had been finalized for the
Contract (or non scholarship) program. Shortly after President
Truman signed the legislation for the Holloway Plan (on August
13, 1946) the Navy announced information about the Regular (or

¹The Daily, April 27, 1946, p. 1.