scholarship) NROTC program. However, only the Contract NROTC program was implemented during the 1946-47 school year. In 1946 the NROTC unit at Iowa State was placed under the management control of the Bureau of Naval Personnel and under the military control of the Commandant, Ninth Naval District at Great Lakes, Illinois. This organizational arrangement was in effect until 1964 when the NROTC Unit reported directly to the Bureau of Naval Personnel for the purpose of military control and primary support. The Ninth Naval District became an area coordinator for all the NROTC units within its area but it had no operational control.

The fall of 1946 saw the Navy Reserve Officers' Training Corps settled in the remodeled Navy Diesel school building which was adequate for 300 NROTC cadets, a staff of seven officers, and six enlisted men. The first year enrollment was 148. Captain Levin was the Professor of Naval Science and had a executive officer with the title of Associate Professor of Naval Science, and five officers with the title of Assistant Professor of Naval Science. The PNS and Executive Officer were not assigned primary teaching duties; however, they did serve as guest lecturers in their areas of expertise. Four Assistant PNS's were responsible for one complete class (i.e., freshman, 


2 "History NROTC Unit, Iowa State University," p. 2.
sophomore). The fifth assistant PNS was a U.S. Marine and was responsible for the Marine Corps option which was taught in the junior and senior year. Each of the officers were assisted by an enlisted man with the title of assistant instructor. The College furnished two secretaries and also took over the responsibility for the maintenance and upkeep of the (now called) Naval Science armory.¹

The Navy ROTC curriculum is similar to the Army ROTC curriculum since it concentrates on the service itself—on its weapons, mission, organization, operations—and upon the responsibilities of the junior officer. However, the Navy "sticks closer to its knitting" as the curriculum is tied to the concept of an "immediately employable ensign." The NROTC courses are designed to provide the pre-professional and technical training which a young ensign must acquire before he is commissioned. Although most of the NROTC subjects are service-oriented (and some quite technical, i.e., the weapons course and navigation) they are tailored so the liberal arts students and others less technically oriented can comprehend them without the need for prerequisite courses. In the 1960's the weapons course became more theoretical and it was necessary to establish prerequisite courses. At Iowa State the NROTC

¹This information extracted from several documents in the Iowa State University, NROTC Command History File.
unit is the only military training program that offers an approved undergraduate degree program with from five to six students majoring in naval science each year. The curriculum is provided by the Bureau of Personnel but the instructors are allowed substantial leeway in presenting the subject matter.\footnote{Lyons and Masland, Education and Military Leadership, p. 183; "History NROTC Unit, Iowa State University," p. 5; Walter J. Them, "A Curricular Comparison of the Army, Navy, and Air Force ROTC Programs" (unpublished Air Command and Staff College Thesis, Air University, Maxwell Air Force Base, 1967), pp. 43-44.}

The 1946-47 Iowa State Catalog was published before the NROTC curriculum was finalized and only listed the Naval Science Department with Captain Levin as the Professor of Naval Science. The 1947-48 Catalog gave a listing of the course descriptions, the general objectives of the NROTC program, the basic function of the NROTC program (which is to provide a source of trained officers for the Navy) and points out that Iowa State is the only college in the State of Iowa which has an NROTC unit. The NROTC curriculum had stabilized by the 1949-50 Catalog and is included in Appendix K.\footnote{Iowa State College Catalog, 1946-47, p. 254, 1947-48, p. 248, 1949-50, pp. 270-71.}

The freshman year has always included an introduction to naval science that has been called naval orientation since 1949. Naval history was a large part of the freshman year during the first few years of the NROTC program at Iowa State.
There was a gradual reduction in naval history and more emphasis on the evolution of sea power until in 1959 naval history was just one portion of naval orientation. In the 1960's the latter part of the freshman year was devoted to ship systems. The sophomore year course work dealt with naval weapons and was taught until the early 1960's when the weapons course was changed to the senior year. The present sophomore course is a seapower and maritime affairs seminar. The junior year course deals with surface navigation, celestial navigation, and rules of the nautical road. In 1959 the navigation portion was reduced and some naval engineering was taught in the junior year. However, in the 1960's the navigation course was expanded back to its original scope. The senior year course consisted of naval engineering, damage control, ship stability, and in 1949 a naval administration and leadership course was added. The Marine option students take a separate course during the junior and senior year that deals with military history and amphibious operations. These same courses are still being taught at the present although the sequence of courses has been varied from time to time.

The NROTC unit commanded its share of attention on the College campus in 1946 to 1948 (the last two years of Captain Levin's tour). The Captain announced that 148 students had joined the Naval ROTC; seventy-eight were freshmen, thirteen
sophomores, forty juniors and seventeen seniors. ¹ Technically, the College was to insure that at least 100 male students enrolled during the freshman year but seventy-eight evidently satisfied the Navy as there was no correspondence or records that indicate otherwise. The Daily did report that there were some openings in the Contract program in December, 1946.² Records indicate that thirty midshipmen graduated in 1948. These early graduates were former members of the V-12 program who had been granted advanced standing. The first graduation of the full four year NROTC program did not occur until 1950.³ There were several articles in The Daily that dealt with the NROTC during this time period. The articles covered a variety of events and activities such as the NROTC unit forming a rifle team, NROTC students participating in Golden Gloves boxing matches, listing of NROTC social events, and announcing the details of the annual summer cruises for the NROTC cadets. In 1947 President Friley even accepted an invitation to take a three week cruise on the Battleship U.S.S. Iowa. There were announcements about the unit receiving new training devices

¹The Daily, August 28, 1946, p. 1.
²The Daily, December 5, 1946, p. 1.
³The enrollment and numbers commissioned from 1946-70 are included in Appendix L.
that included a simulated bridge of a small ship and a Sangamo attack teacher. It suffices to say that the NROTC unit was well established at Iowa State at the end of Captain Levin's three years, two of which had been as Professor of Naval Science.

Captain William F. Royall 1948-51

Captain W. R. Royall became the second Professor of Naval Science at Iowa State during the summer of 1948. Like his predecessor he had served on many different naval vessels such as battleships, destroyers, attack transports, and hydrographic survey ships. Captain Royall had extensive experience in the research and development of landing craft. The Captain was a 1927 graduate of the Naval Academy. Captain Royall's three-year tour saw the formation of the "Sextant", a NROTC honorary society, an increase in the "selective" enrollment of the unit during the early part of the Korean conflict, until 223 midshipmen were enrolled in 1950, and the first Master of Science thesis dealing with the NROTC midshipmen at Iowa State.

---


2 The Daily, August 24, 1948, p. 1; Iowa State University, Special Collections, Naval Science Records, Personnel File.
During the summer of 1948 after Captain Levin's departure and prior to the time of Captain Royall's arrival at Iowa State, there had been some publicity about the NROTC unit receiving a Japanese Temple Bell. The bell had been taken as a war trophy at the end of World War II and placed on the Battleship Iowa. In 1948 the Japanese bell was presented to Iowa State. In later years a touring Japanese group saw the bell and correspondence developed over its history and significance. It seems the bell was over two hundred years old and had some religious significance to the Japanese. Therefore, in 1962 the Iowa State NROTC unit returned the bell to the Japanese government.¹

On March 8th 1949, the first professional honorary of the NROTC unit, The Order of the Sextant was formed. The Sextant was named after the navigating instrument used by the Navy, and the unit at Iowa State was one of over thirty such societies formed on the college campuses.² The purpose of The Order of the Sextant was "to prepare its members for careers as Naval Officers by developing comradeship, leadership ability, and maturity through social events, informal discussion, lectures and films, to promote and further the interest of the NROTC

¹The Daily, July 31, 1958; Iowa State University, NROTC Command History File; Iowa State University, Special Collections, Naval Science Records, History File.

²The Daily, March 10, 1949, p. 9.
unit at Iowa State University, and to uphold the traditions of the U.S. Navy." Membership in the Sextant was restricted to 1st class (seniors), 2nd class (juniors), and 3rd class (sophomores) midshipmen in good standing. The Sextant co-operated with Scabbard and Blade in sponsoring the annual military ball and the Sextant also sponsored the annual naval ball.\footnote{Iowa State University, NROTC Midshipman Handbook, August 1, 1970, p. VIII-1.}

The Korean War and NROTC--The National Scene

The Korean conflict did not cause any radical changes in the NROTC program on any of the 52 campuses that offered it. The Navy took care of a majority of its need for more officers by expanding Officer Candidate Schools. Consequently, when the Korean War did not escalate, the Navy was able to cut back its OCS production of officers and eliminate any chance of an over production of officers. However, like all services, the Navy was confronted with the need for active duty officers. The regular midshipmen were originally required to serve on active duty for two years, whereas the reserve (or Contract midshipmen) could go immediately into inactive reserve duty. The Korean conflict changed this procedure, and Regular midshipmen were required to go on active for three years and the Contract students had to serve for two years of active duty before they
were eligible to go into inactive reserve status. In later years (1957) the Navy found it was not retaining a sufficient number of Regular officers and the commitment for active duty was increased from three years to four. For those going into flight training the active duty commitment was three and one-half years after completing the eighteen month aviation training.¹

The Korean War and NROTC at Iowa State

The Korean wartime period and its aftermath touched on the tours of three PNS's at Iowa State. In Captain Royall's last full academic year (1950-51) NROTC enrollment increased to a new high of 223. The enrollment under the next PNS (1951-54) went to another high at Iowa State of 271 in 1951, dropped slightly to 262 in 1952, and then climbed back to 272 in 1953. The 271 enrollment figure in 1951 also marked the first time that Iowa State had attained the minimum of 100 freshmen called for the original application for an NROTC unit at Iowa State.² During another PNS tenure the enrollment rose to an all-time high of 291 in 1956 which is the largest enrollment throughout


²Iowa State University, NROTC enrollment data extracted from documents in the NROTC Command History File and The Daily, October, 1950, p. 1, November 11, 1951, p. 1.
the history of NROTC at Iowa State. These numbers may appear small, but the Navy ROTC program was all voluntary and the U.S. Navy controlled the maximum number allowed to enroll in the program. It should also be remembered that 300 midshipmen was the planned maximum that could be accomodated in the Naval Science building.

It is difficult to judge how much of an impact the Korean conflict had on the NROTC unit at Iowa State. It does appear that more students were interested in taking the last two years of the NROTC program and that the Navy did increase its maximum quota for contract students. The NROTC unit showed a marked increase in total number of students enrolled in the program. Likewise, the number of midshipmen commissioned as ensigns in the Navy and 2nd lieutenants in the Marine Corps increased from 26 in 1953 to 30 in 1954, with a big jump to 51 in 1955, and then dropped to 46 during 1956. The Naval officers commissioned at Iowa State during 1955 and 1956 were the largest numbers ever commissioned during the entire history of the NROTC unit. In only three other years during the twenty-five year existence of the NROTC program at Iowa State were as many as forty naval officers commissioned.

In 1949 a Lieutenant Arthur W. Latta, the first Marine Corps Officer assigned to teach the Marine option at Iowa State, completed a Master of Science Thesis dealing with NROTC students. Lieutenant Latta dealt with predicting naval
officer aptitude and naval orientation achievement of freshmen midshipmen at Iowa State. He found that the students' high school records were the best predictors of the NROTC students' aptitudes and achievement during the freshman orientation course at Iowa State.\(^1\) The Lieutenant's thesis was the first of several theses written by active duty officers (dealing specifically with ROTC programs at Iowa State) during the post World War II era.

Captain E. T. Seaward 1951-54

Captain E. T. Seaward reported to Iowa State on September 15, 1951, to become the third Professor of Naval Science. He was a 1924 graduate of the Naval Academy and completed his thirty years of active duty in 1954. Upon completion of his NROTC duty he retired from active service and has remained in Ames, Iowa, for the past eighteen years. Captain Seaward was promoted to Rear Admiral upon his retirement because he had received certain citations during combat duty. During World War II Captain Seaward served on destroyers and cruisers and

was Chief of Staff of a cruiser division.\(^1\) Captain Seaward was the first PNS to retire from active duty upon completion of his NROTC tour at Iowa State. Both Captain Levin and Captain Royall had five to six years of service remaining before mandatory retirement at thirty years of service. Consequently, they both returned to sea duty upon completion of the NROTC tour at Iowa State. Captain Seaward set a precedent at Iowa State since the two succeeding PNS's also retired at the end of their NROTC duty.

Captain Seaward served at Iowa State during the height of the Korean conflict. His three year tour (which was the normal length for a tour of duty in NROTC) saw the Naval Science Department have the overall largest average enrollment compared to any other time period during the history of NROTC at Iowa State. In a 1952 letter to the Secretary-Treasurer of the U.S. Naval Institute, Captain Seaward explained: "It [NROTC] has been very popular among the students and has had full support of the College administration. Unquestionably, as at all institutions, the Selective Service tends to motivate students .

\(^1\)Interview with E. T. Seaward, Rear Admiral USN, (Ret.), March 22, 1972. Admiral Seaward stated that the law was changed in 1960 that allowed persons to be retired at the next higher rank if they had held a citation earned in combat. The rank of admiral is in name only as Admiral Seaward receives the retirement benefits for a Navy captain.
here to take an active part in reserve officer organizations.\textsuperscript{1}

Captain Seaward explained that he could only accept about
twenty per cent of the Iowa State students who applied for the
NROTC program during the Korean conflict.\textsuperscript{2}

It appears that the NROTC program at Iowa State was a
highly competitive program throughout the history of the unit.
The Regular midshipmen were selected on a national competition
that saw several thousand students competing for one of the
approximately 1,000 scholarships offered each year. The other
ROTC programs had no scholarship programs until 1964. Many of
the students who were not selected for the Regular program
would then compete for the local PNS selection for the Contract
program with the idea of possibly getting a scholarship under
the Regular program later on. Another reason the NROTC program
was popular at Iowa State was the opportunity to see the world
on the required naval cruises. For some reason visiting Paris,
Lisbon, South America and Cuba had more attraction than six
weeks at Fort Riley or Forbes Air Force Base, Kansas.

After talking with some of the graduates of the NROTC
program at Iowa State one gets the distinct feeling that the
program was well accepted and the midshipmen worked hard to be

\textsuperscript{1}Letter from E. T. Seaward, Professor of Naval Science, to
Secretary-Treasurer, U.S. Naval Institute, Subject: NROTC
Activities, Information concerning Iowa State College, December
23, 1952, Iowa State University NROTC Command History File.

\textsuperscript{2}Interview with E. T. Seaward, March 22, 1972.
able to maintain their four year scholarship's. Burt Gleason, a 1955 NROTC graduate of Iowa State, is one of the very few persons who was in all three of the ROTC units at Iowa State. In 1950 he took one quarter of required Army ROTC and then switched to Air Force ROTC for two quarters when the Air Science Department separated from the Army. During this same one-year period cadet Gleason applied for the NROTC Regular program and was accepted for the 1951-52 school year. Since he was in a five year curriculum Gleason was able to complete the full four year NROTC program. Midshipman Gleason was the editor of the SendRift the NROTC midshipmen paper of Iowa State. The SendRift was named after the spray that blows across the tops of waves and it served as an internal NROTC student paper at Iowa State. Burt Gleason, who is now a Lt. Commander in the naval reserve unit which meets on the Iowa State campus, explained to this writer that the military was well accepted during his time on campus and the advanced midshipmen were looked upon quite favorably by other students as well as student organizations such as fraternities. Gleason also recounts a tragic occurrence during his 1953 summer cruise in which the NROTC midshipmen from Iowa State witnessed a plane crash that killed almost the entire NROTC contingent of Oklahoma University. This crash evidently did not have a serious impact on the Iowa State midshipmen's interest in flying as The Daily of March 24, 1955, also confirms that
seventeen Iowa State NROTC midshipmen 1st Class volunteered for naval aviation training.¹ This was the largest group of NROTC graduates of Iowa State to apply for naval aviation.

Captain J. S. McClure 1954-56

Captain Jesse S. McClure reported to Iowa State on September 1, 1954, to become the fourth Professor of Naval Science. Captain McClure was the first Navy aviator to head the NROTC unit at Iowa State. He had served as an enlisted man in the Navy for two years prior to being accepted for entry into the Naval Academy. Upon graduation from the Naval Academy in 1926, he was commissioned as an ensign in the Regular Navy. In 1929 McClure qualified as a naval aviator and served the majority of his career in active flying assignments with considerable time aboard aircraft carriers. Captain McClure had commanded flying squadrons and his most recent assignment before coming to Iowa State was as the Commander of the Naval Air Station at Patuxent River, Maryland.² Captain McClure's 1926 commission dictated that his tour of duty at Iowa State would only last two years since he completed thirty years of service in 1956 and had to retire.


²Iowa State University, Special Collections, Naval Science Records, Personnel File.
It had been noted earlier that the 1955 NROTC class at Iowa State produced the most naval aviators. It is interesting to speculate that Captain McClure, a naval aviator, might have had some impact on the group of eighteen midshipmen who applied (and seventeen of them passed the physical) for aviation training. In the NROTC program a midshipman can apply for special training such as aviation during his 1st class (or senior year). Therefore, Captain McClure had two or three months to make some sort of an impact on the senior class.

During Captain McClure's two year tour, Iowa State gained some additional publicity in 1955 by taking M. D. Helser, who was the Dean of Student Affairs, on one of the summer cruises with sixty-three Iowa State midshipmen on the U.S.S. Wisconsin.¹ In 1955 the Iowa State NROTC program had the largest enrollment (291) of anytime during the unit's history. In the same year James Hilton (ISC President) requested each military department to survey its facilities and equipment to determine whether each were adequate for the present number enrolled. President Hilton was then to forward the report to the American Council of Education to compile a nationwide report. Captain McClure's report showed that the NROTC had $538,000 worth of equipment and that the facilities were more than adequate for the 291 midshipmen enrolled at Iowa State. The only thing the Captain

desired was a rifle range with five firing positions.\textsuperscript{1}

Captain W. M. Drane 1956-59

Captain William M. Drane reported to Iowa State on July 30, 1956, and became the fifth Professor of Naval Science. He was a 1930 graduate of the Naval Academy so technically he would have one year of service remaining when he finished his normal three year tour at Iowa State in 1959.\textsuperscript{2} However, Captain Drane elected to retire upon completing his NROTC duty with 29 years of service. Captain Drane took steps to insure the campus was well informed about the NROTC program. The Captain elected to publish a "NROTC Bulletin" and distribute it to the Iowa State faculty. The first bulletin (which was undated) dealt with a brief history of why NROTC units were started during the 1920's, i.e., no reserve or backup forces available if the Navy had to expand rather rapidly for another war. The Captain explained how the payoff came in World War II when the naval reserve officers were available for duty. In the second "NROTC Bulletin" dated February 8, 1957, Captain Drane explained the Navy's need for more active duty career

\textsuperscript{1}Letter to Colonel Wayne Hardman from Professor of Naval Science, dated December 19, 1955, Iowa State University, NROTC Command History File.

\textsuperscript{2}Iowa State University, Special Collections, Naval Science Records, Personnel File.
officers than the Naval Academy could produce. He then explained how the Holloway Plan was researched and put into effect to gain more career officers for the Navy. It appears that the Captain intended to publish more such "NROTC Bulletins" (especially since he mentioned future plans to do so); however, no other bulletins are available.\footnote{These two NROTC Bulletins were in the papers of Dr. Earle Ross, the Iowa State College Historian and were placed in the Naval Science Folder of the Iowa State University, Special Collections by Dorothy Kehlenbeck, the University Archivist.}

Captain Drane wrote a letter to Professor A. L. Walker, who was the chairman of the College Curriculum Committee to make some routine changes to the College Catalogue but also to correct an error that appeared in the 1956 Catalogue. It seems that the Catalogue had listed the three Military Departments together and made it appear that the Naval Science Department was just a section. The Captain enclosed a copy of the Iowa State "Application for Establishment of a Unit of the Naval Reserve Officers' Training Corps" in which the title of the unit was to be a Department of Naval Science.\footnote{Letter to Professor A. L. Walker from Captain W. M. Drane dated, December 10, 1956, Iowa State University, NROTC Command History File.} The appropriate change was made in the next issue of the College Catalogue and from that time on the Naval Science Department has been listed properly.
Captain Drane seemed to be much more involved with the campus than other PNS's as there were more articles in The Daily about the activities of the NROTC program. The Captain also participated as a panelist on the "news forum" which discussed the weeks news. Captain Drane also took advantage of events of the time to promote the Navy. A typical instance was when the Nautilus submarine had made its historic trip under the North Pole. Captain Drane wrote an article for The Daily in which he lauded the success of the inertial navigation system.1

Colonel R. M. Crockett 1959-60

Colonel R. M. Crockett was the first Marine officer to command the NROTC unit at Iowa State. He was a 1935 Summa Cum Laude graduate of the University of Tennessee with a B.S. in electrical engineering. He was the Captain of Scabbard and Blade and the cadet colonel of the battalion in 1934-35. Thus Colonel Crockett was the first ROTC graduate to be the PNS at Iowa State. However, he was not a graduate of the NROTC program as the University of Tennessee did not offer NROTC. Colonel Crockett had served in the South Pacific during World War II and also in Korea. He had attended the amphibious warfare school, the Naval War College, and was the Assistant Chief

1The Daily, February 21, 1958, p. 1, August 14, 1958, p. 4.
of Staff (logistics) at Camp Lejeune, North Carolina, before coming to Iowa State. Colonel Crockett was one of only eight Marine officers who were commanding NROTC units. Colonel Crockett only served one year as the PNS as he died of complications from surgery at the Great Lakes Naval Hospital on September 29, 1960, and was buried in Arlington Cemetery.\(^1\)

The present day NROTC unit at Iowa State dates back to the V-12 program of World War II. Iowa State was chosen as one of the twenty-five schools to implement a new NROTC program when the Navy expanded the overall number of NROTC units to fifty-two after World War II. Through much prior planning, coordination, and preparation by both the Navy and Iowa State College, the NROTC program was implemented via a smooth transition from the V-12 program. Shortly after the war, Congress passed Public Law 729, The Holloway Plan, establishing the Regular program, an important addition to the contract plan that had been operating at other schools prior to World War II. Iowa State gladly accepted both programs and the NROTC program was implemented with the first graduates of the four year program commissioned in 1950. Five Navy captains (all graduates of the Naval Academy) and a Marine Colonel served as the Professors of Naval Science from 1946-1959.

\(^1\)Iowa State University, Special Collections, Naval Science Records, Personnel File; Iowa State University, NROTC Command History File.
The NROTC unit became a part of the College campus and formed its own special organizations such as the Sextant, rifle and pistol team, drill team, band, and published its own midshipmen paper the "Spendrift." NROTC cadets also became members of Scabbard and Blade, Pershing Rifles, and for the Marine Corps option, Semper Fidelis. Each of these organizations was involved with several activities and events, the most significant being the military ball, navy ball, and Veishea. The Navy ROTC unit (like the other services) had their own awards, special parades, annual cruises, and special activities that helped the midshipmen develop their leadership abilities. The Naval ROTC curriculum was service-orientated so that when a midshipman graduated and was commissioned he was an "immediately employable ensign". The enrollment in the NROTC varied from 148 in the fall of 1946 to the high of 291 in 1955 and stabalized in the latter part of the 1950's at about 220 midshipmen. A total of 380 midshipmen were commissioned in the United States Navy or Marine Corps with an average of thirty-eight per year over the ten year period from 1950-59. It suffices to say that the second ROTC unit formed on the Iowa State campus became firmly established and gained the respect of students, faculty, and administration.
CHAPTER VIII: AIR FORCE ROTC AT IOWA STATE 1946-59

According to General Order, No. 124, Senior division (college and university level) Air Force ROTC units were established effective the beginning of the 1946-47 school year.\(^1\) The founding date for the Iowa State "air unit" was September 24, 1946, and it was a part of the Military Science Department.\(^2\) The AFROTC unit gained its independence from the Military Science Department in 1949. However, it took the AFROTC Department almost two more years to become completely separate from the Army ROTC at Iowa State. Lt. Colonel Richard C. Bender was the first Air Corps officer to arrive at Iowa State after he had attended an Air ROTC instructors course during the summer of 1946. Colonel Bender attended the registration of students for the 1946 fall quarter and selected thirty students to form the first class of potential Air Corps Officers at Iowa State. During the fall of 1946 the remainder of Colonel Bender's Air Corps contingent arrived which included three enlisted men and two more officers.\(^3\) Colonel Bender had the academic rank of Associate Professor of Military Science

\(^1\)War Department, General Orders, No. 124, (Washington, D.C., October 22, 1946) p. 1.

\(^2\)Iowa State College Catalog, 1950-51, p. 270.

\(^3\)"Unit History of the Air ROTC Unit at Iowa State College" (unpublished, Ames, Iowa, September 24 to December 31, 1946), pp. 1-2.
Tactics. 1 Before an in depth look at the formation and growth of the Iowa State AFROTC unit it is necessary to take a brief look at the early developments of Air ROTC on the national level.

Early History of AFROTC--The National Scene

Air Force ROTC traces its history through the Army ROTC during the 1920's when seven Army Air Corps ROTC units were established. These first Air Corps (then called Air Service) ROTC units were established in 1920 at the University of California (Berkeley), University of Illinois, Massachusetts Institute of Technology, and Texas A&M. The next year, Georgia Institute of Technology and the University of Washington were added and in 1923 the final addition occurred at New York University. Beginning in 1932, these units were phased out for budgetary and other reasons, the last being discontinued in 1935. 2 However, while these Air ROTC units were in progress the Air Service graduated and commissioned approximately 800 officers. 3

1Ibid., p. 1; Iowa State College Catalog, 1947-48, p. 244.
The Army Air Force re-entered the ROTC field after participating in a 1944 postwar ROTC planning conference in which the Army and Navy were also represented. In 1945, the Army Air Force Air Training Command surveyed several hundred colleges and universities to determine the suitability of establishing Air ROTC at these institutions. After studying the survey the Army Air Force elected to implement ROTC units at seventy-eight schools that had previously offered Army ROTC. ¹ From this modest postwar beginning, Air Force ROTC expanded to a peak of 209 units during the Korean War with an enrollment of over 145,000 cadets.²

The first year of Air ROTC on the national level was fraught with many problems, the most important question was who was responsible for the program. Richard P. Eckles, the historian of Eleventh Air Force, wrote a critical analysis of this first year. Eckles explained that the original Air ROTC office was assigned to one man who proceeded to attempt to create the program. In May, 1946, Air Training Command took over the responsibility for Air ROTC. Five months later Air ROTC responsibility went to Air Defense Command. One month later November, 1946, Air ROTC became the responsibility of

¹Ibid., p. 56.
the different Air Force Commanders within the Air Defense Command.¹ As the Air Force gained more experience in dealing with institutions of higher education, it became increasingly apparent that the APROTC program should be conducted by a command that was associated with the educational field and officer education. Air University, which was responsible for the professional education of Air Force officers, assumed command responsibility for APROTC on August 1, 1952.² This was the first time that Air Force ROTC had a centralized headquarters and a similar command relationship still exists in the 1970's.

Air Corps ROTC at Iowa State College

The first announcement in The Daily about Air Corps ROTC was on September 24, 1946, and was made by Colonel Charles M. Busbee explained that there would be no flying associated with the air unit at Iowa State at least for the time being. The flying took place at a required summer camp. Since this was the initial year of the air unit, only the first year of the advanced course was taught and the advanced students were all veterans who had the basic ROTC program waived because of their


prior service during World War II.\(^1\) The Air ROTC cadet completed the same first two years as an Army ROTC cadet. The last two years of advanced Air ROTC entailed a specialized course content. The account of the AFROTC program at Iowa State will be analyzed by looking at the period of time under each of the Professors of Air Science and Tactics (PAS&T—changed to PAS, Professor of Air Science in 1953).

Lt. Colonel Richard C. Bender 1946-49

The initial task of organizing the Air Corps ROTC unit at Iowa State fell upon Lt. Colonel Richard Bender who had been a P-47 pilot during World War II. The Colonel was assisted by Captain Thomas C. Hanzel who arrived at Iowa State on November 13, 1946 (almost three weeks after school had started), and Major Carlyle L. Truesdell who arrived even later, December 15, 1946. The Colonel and his two assistants were all Air Corps officers and each had attended the special school at Perrin Field, Texas which was designed to prepare the officers and enlisted men to be academic instructors. This same special school, with modifications of the 1946 content moved to Maxwell AFB, Alabama, and is still required attendance for all Air Force officers assigned to AFROTC duty. It is the present day Academic Instructors School and is called the "Teachers College of the Air Force".

\(^1\)The Daily, September 24, 1946, p. 1.
Lt. Colonel Bender, the senior ranking Air Corps officer, probably held the title of Professor of Air Science and Tactics (PAS&T) during the first few months of his assignment at Iowa State. In February, 1947, the Army did away with the title of PAS&T and the officer in charge of the Air unit was called the Assistant Professor of Military Science and Tactics for Air. The Army and the Army Air Corps had agreed that for the first year of AFROTC the Air Corps officer would be junior in rank to the PMS&T since the Army Air Force had no previous experience in running a ROTC detachment.\(^1\)

Colonel Bender thus had very little control over the Air Corps affairs at Iowa State, especially since Colonel Busbee kept a tight rein on his assigned personnel. It appears that Colonel Bender and his Air Corp officers became primarily engrossed in instruction, preparation of lesson plans and training aids. Only the first year of the advanced course was introduced in 1946 and this was accomplished with great difficulty since there were no textbooks. Apparently the air unit instructors had only a few notes from their special ROTC instructors school they had attended.

The Air Force announced plans for the second year of the advanced course in the spring of 1947 and assigned one or more

specialized courses to various schools. The seven specialized areas were: supply, administration and military management, aircraft maintenance engineering, armament, communications, statistical control and transportation.\textsuperscript{1} At Iowa State the two specialized courses taught were administration and military management and communications. The cadets in communications were mainly in engineering and everyone else was in administration. According to the College Catalog the students in communications also received a substantial amount of administration and management.\textsuperscript{2}

By the time Lt. Colonel Bender departed Iowa State in the summer of 1949, the Army Air Corps had become the U.S. Air Force as President Truman had signed the Armed Forces Unification Act of July 26, 1947. The Unification Act provided that two years after its approval, personnel (both military and civilian), property, records, installations, agencies, activities, and projects could be transferred from the Department of

\textsuperscript{1}Russel F. Fisher, "Air ROTC--A Background and Evaluation" (unpublished Air Command and Staff College research paper, Maxwell AFB, Alabama, December, 1948), pp. 14-17.

\textsuperscript{2}Iowa State College Catalog, 1947-48, p. 246, 1950-51, p. 271; The AFROTC course description from the 1952-53 College Catalog included as Appendix M. The 1952-53 course descriptions was chosen because it adequately describes the early course descriptions of the communications and administrations specialized areas taught in the 1946-51 time period and also includes the new specialized options of armament, and flight operations that were implemented in 1951.
the Army to the Department of the Air Force. That two year period expired on July 26, 1949, and the Department of the Air Force stood completely independent and parallel with the Army and Navy.¹

Major Carlyle L. Truesdell 1949-50

Major Carlyle Truesdell had been at Iowa State since December, 1946, as an Assistant Professor of Military Science and Tactics. After Lt. Colonel Bender departed Major Truesdell took command of the newly formed Air Force ROTC unit at Iowa State. It was previously mentioned that the Air Force was completely separate from the Army effective on July 26, 1949. However, the first official announcement of the separate and equal status of the ROTC Departments at Iowa State was released on September 21, 1949. The Daily announced that the "ROTC Air Units Separated" with Colonel McConnell still the head of the Army ROTC, Captain Royall the head of Navy ROTC and Major Carlyle Truesdell the new head of the Air Force ROTC.² Major Truesdell thus became the first official Professor of Air Science and Tactics (PAS&T) at Iowa State. However, for this record Lt. Colonel Bender will be considered the first PAS&T.


Major Truesdell was a graduate of South Dakota College in 1941 and immediately entered the Army Air Corps. He had served overseas during World War II and had flown thirty-five combat missions.¹

The separation of the Army and the Air Force ROTC did not occur immediately in 1949. One of the first things Major Truesdell did was to expand the two years of specialized courses in the advanced course to include the sophomore year of the basic course. Therefore, the Air Force ROTC cadet took one year of basic military science under the Army and three years under the Air Force.² During the 1950-51 school year the AFROTC department assumed a full four year curriculum. After three years at Iowa State Major Truesdell should have had the content of the two AFROTC specialized courses in administration and communications somewhat stabilized. However, Major Truesdell's other problems were amplified by the newness of the Air Force and numerous delays of supplies and equipment. Colonel G. B. McConnell, the PMS&T at Iowa State from 1949-54, explained that the Air Force ROTC unit relied on the Army ROTC unit for some of its support during the first two years after the units were separated.³

¹Iowa State University, Special Collections, Air Science Records, Personnel File.
³Interview with G. B. McConnell, March 17, 1972.
Lt. Colonel Henry H. Schwane 1950-51

On August 7, 1950, Lt. Colonel Henry Schwane reported to Iowa State to become the third PAS&T and began a four year tour of duty. During this tour he was the Professor of Air Science and Tactics for one year until a more senior colonel reported in for a two year tour (1951-53). During these two years Lt. Colonel Schwane served as the executive officer or second in command. Then in 1953 Colonel Schwane once again became the PAS&T for the 1953-54 school year. The 1952-53 College Catalog lists both Colonel Evanoff and Lt. Colonel Schwane as PAS&T during the same time period\(^1\) even though Colonel Evanoff was definitely in charge of the AFROTC Department. The listing of both officers as PAS&T was not unusual since Lt. Colonel Schwane had already been designated by the faculty of Iowa State as a PAS&T and there was no reason to demote him to an associate or assistant professor just because a more senior ranking officer was assigned to head the AFROTC unit. The College just complied with its original contract with the Air Force which states the senior ranking officer assigned will be designated as PAS&T and designated Colonel Evanoff as a PAS&T also.

\(^1\)Iowa State College Catalog, 1952-53, p. 280.
Lt. Colonel Schwane was a 1940 Iowa State College graduate with a B.S. in Forestry. He graduated from the field artillery advanced ROTC and was commissioned a second lieutenant in the field artillery reserve. While at Iowa State as a student, Colonel Schwane was a member of the College Cossacks, the acrobatic riding team. Colonel Schwane entered the Army Air Force and completed pilot training. From March, 1943, to October, 1944, he served in the campaigns of North Africa, Italy, and Corsica and flew fifty-three bombardment missions. When the Lt. Colonel arrived at Iowa State he held the rating of senior pilot and his decorations included the Silver Star, Distinguished Flying Cross, and the Air Medal with eight oak leaf clusters.¹ Colonel Schwane is the only Iowa State graduate who has held the position of PAS&T at the College.

During Colonel Schwane's first year as PAS&T (1950-51) the AFROTC Department expanded to a full four year curriculum. The AFROTC unit should have been well on its way to solving many of the problems of conducting a new program. However, the outbreak of the Korean War in the summer of 1950 imposed some restrictions on the capabilities of the Iowa State AFROTC unit. With a war going on, a ROTC unit had little priority since the major effort of the Air Force was devoted to fighting the war.

¹Iowa State University, Special Collections, Air Science Records, Personnel File.
The impact of the Korean War on AFROTC on the national level and also on AFROTC at Iowa State is analyzed throughout this chapter since it would be redundant to repeat what has been said about the Korean War in the two previous chapters. The Iowa State unit was somewhat handicapped by the lack of facilities (i.e., classrooms, office and storage space) just at the time the AFROTC enrollment was increasing due to the interest created by the Korean conflict. Most of the basic AFROTC cadets were still drilling in Army uniforms since the problem of uniform supply had not been adequately solved. It was well into 1952 before the Air Force blue uniform started outnumbering the olive drab. The mixture of uniforms was partially solved by having all those in olive drab drill at one time and those in blue drill at another. According to Major Richard Fisher, the detachment supply officer, the blue uniforms were on back order but their receipt was slow and piecemeal.¹

On January 24, 1951, the Air Force ROTC unit at Iowa State started its first honorary organization when the O'Neil Squadron of Arnold Air Society was dedicated to Lieutenant Charles H. O'Neil and Lieutenant James J. O'Neil. The two lieutenant's were the sons of Mr. and Mrs. P. H. O'Neil of

Ames and had been members of the Iowa State Army ROTC unit before the war and had served in the Army Air Corps during World War II. Charles O'Neil had been shot down during the war and was taken prisoner. Charles was killed when a Japanese prison ship was torpedoed on September 7, 1944. James O'Neil was killed during a training flight on June 14, 1945, after he had flown 182 combat missions in the Pacific. The Arnold Air Society (AAS) is a professional honorary service organization of selected AFROTC cadets that was started as a local organization at the University of Cincinnati in October, 1947. The society got its name from the late General H. H. "Hap" Arnold who headed the Air Force During World War II. Thirty-nine Iowa State AFROTC cadets were initiated into the O'Neil AAS and the dedication ceremony was attended by the College president, two Deans, all three Military Department heads, Mr. and Mrs. P. H. O'Neil, Mr. and Mrs. E. E. O'Neil (a brother to James and Charles O'Neil) and several other interested persons. The mission of AAS was to promote the United States Air Force, American citizenship, and to create a closer and more efficient relationship among the cadets of the AFROTC.¹

Colonel Alexander G. Evanoff 1951-53

Colonel A. G. Evanoff, a native Iowan reported to Iowa State College on August 27, 1951, to serve as the fourth PAS&T. The Colonel was a 1938 graduate of the University of Iowa (Iowa City) and had gone through the ROTC program. During World War II Colonel Evanoff served in Australia, New Guinea, and the southwest pacific theater in which he flew fifty combat missions. The Colonel was the holder of the Silver Star, Distinguished Flying Cross, and the Air Medal. Colonel Evanoff was not new to ROTC duty since his previous assignment (1949-51) was as the PAS&T at Coe College, Cedar Rapids, Iowa. The Colonel's duty at Iowa State faced several immediate challenges. In the fall of 1951 the AFROTC detachment enrollment nearly doubled from the 1950 figure of 663 to 1,340. There were 96 seniors, 176 juniors, 338 sophomores and 730 freshmen. The large increase of freshmen was brought about by the scheduling of sixty-two per cent of the Iowa State male freshmen in AFROTC.

---

1There is more information available on AFROTC during Colonel Evanoff's two year tour since the United States Air Force required AFROTC units to prepare a quarterly history with supporting documents from July, 1951 until the requirement was dropped after the January - March 1952 history was completed. During Colonel Evanoff's tour the AFROTC cadets started publishing the first internal cadet paper on March 13, 1952, titled the "Slip Stream." When the unit histories were no longer required the AFROTC staff and cadets started a scrapbook that contains the details of many of the events and happenings of the AFROTC Detachment 250 during the 1950's.

2Iowa State University, Special Collections, Air Science Folder, Personnel File.
which was established by joint Army-Air Force regulations.\(^1\) The large enrollment in the junior class could be partially attributed to the effects of the Korean War. One can imagine the increased administrative and teaching responsibility as a result of an increase of over 600 cadets. A new Commandant of Cadets positions was established to coordinate the cadet activities. Several other detachment organizational procedures, boards, and operating instructions had to be developed. The Iowa State AFROTC staff also introduced two new specialized options (armament and flight operations) in addition to the administration and the communication options.

During the 1951 school year the Air Force unit received four new officers and four airmen producing a net gain of three officers and one airman since one officer and three airmen had been transferred from the detachment. Three of the new officers had just been recalled to active duty\(^2\) when the Air Force Reserves were called up for the Korean War. These three officers helped save the day at the College. Two of the recalled officers were on the verge of completing their Ph.D. and the other officer his M.S. degree; consequently, the education level of the AFROTC staff went up. Based on the evidence at


hand, all Air Force officers assigned to the AFROTC staff at Iowa State had at least a B.S. degree. This was not the case at several schools as twenty-four per cent of all the PAS&T's and assistant PAS&T did not have degrees.\textsuperscript{1} One of the new officers Major William F. Boore was an armament specialist in the reserves and his graduate work was in metallurgy which made him especially qualified to teach the new armament course. Another recalled officer Major Eugene E. Stish was a pilot, had a M.S. degree in education, was just completing his Ph.D. at the University of Iowa, and was selected to teach the new flight operations course. The third recalled officer (Major Richard O. Fischer) was a welcome addition to teach administration as he had several years of experience as a high school administrator.\textsuperscript{2} It appears that these recalled officers undertook their new duties enthusiastically and used considerable imagination and resourcefulness in their teaching. Major Stish took his flight operations students on Air Force base visits to show them what flight operations was really like.


\textsuperscript{2}Robert C. Hall, "History of Detachment Eleven," July 1, 1951--September 31, 1951, pp. 3-5.
The major was a master scrounger (this technique was highly desirable since the Air Force supply was very slow or was usually out of what was needed) and was able to obtain maps and other aids to use in his flight operations course.\footnote{Ibid., p. 14.}

The problems of Colonel Evanoff and his staff do not sound too unlike the problems that Lt. Colonel Boles and Colonel Shaffer had when they implemented the new Army ROTC program after World War I. The quarterly histories of the AFROTC detachment (known as Detachment Eleven at Iowa State) from July 1, 1951, to March 31, 1952, reveal that the Air Force was faced with several problems. One problem was a shortage of classrooms and the Army ROTC unit was reluctant to give up more classroom or storage space in the armory. However, the College came to the rescue and spent $5,000 to modify some space in the armory that gave three additional rooms to the Air Force. One of these rooms had been the Army's vehicle workshop, but after being remodeled it was the most suitable room in the armory.\footnote{Ibid., p. 8.}

Another problem was the lack of textbooks and equipment for the new flight operations option. Frequent requests for equipment and texts through supply channels were almost always futile. It was only through Major Stish's personal initiative that any materials were available.\footnote{Ibid., p. 14.} More than half of the
AFROTC staff were rated officers on flying status. This created another problem especially since these officers were required to participate in aerial flight each month to maintain their proficiency and the nearest flying facility was over 185 miles away. The problem of obtaining required flying time has not been resolved completely even in the 1970's, but certain accommodations have been made so the flying time situation has eased somewhat.

The AFROTC made a concerted effort to publicize its program and to let the public know they were the U.S. Air Force and not the Army Air Force. Evidently this was a somewhat frustrating task at times as the detachment histories point out that some persons on the AFROTC staff at Iowa State felt it would have been better for the AFROTC detachment to have moved away from the armory and even accepted lesser facilities just so the break with the Army could have been final.\(^1\) The history of the AFROTC detachment prepared in April, 1952, reveals an example of the frustration of the AFROTC staff in their efforts to publicize the Air Force. The detachment historian acknowledged the public had:

...read of new developments in aircraft, but the appearance of military aircraft in this area is a rarity. In the fall of 1951 a B-36, at least 10,000 feet overhead, created much interest; however,

\(^1\)Ibid., pp. 15-16.
none have been seen in the area since, not even a jet fighter. With this type of isolation from Air Force activity, it is understandable that so little is known of activity at the operating level.\footnote{Ibid., p. 20.}

The lack of airplanes did not deter the Iowa State AFROTC detachment personnel from doing everything in their power to promote the AFROTC unit and its many activities. Staff members spoke at student meetings and local service organizations. A Master Sergeant John H. Straka (a personable NCO who was well liked by the cadets)\footnote{Interview with Rolland Knight, March 18, 1972.} spoke frequently on campus and did much to enhance the image of the Air Force. Other detachment publicity efforts included a fifteen minute television program on the College Television station about AFROTC, featuring the AFROTC in the "News of Iowa State", news release on cadets visiting Air Force bases, and firepower displays. Other news stories played up the orientation flights, summer camp, rifle and drill team competition, Arnold Air Society functions, annual inspections, award ceremonies, commissioning ceremonies, and AFROTC dances.\footnote{The Daily, September 30, 1952, p. 3, April 17, 1951, p. 7, October 4, 1951, p. 1, January 19, 1952, p. 1, March 27, 1952, p. 1, August 22, 1952, p. 1, October 17, 1952, p. 8, November 11, 1952, p. 1, November 15, 1952, p. 1, March 5, 1953, p. 4, August 7, 1953, p. 1, May 29, 1953, p. 1; The "History of Detachment Eleven" gives a good summary with several supporting documents describing the staff and cadet activities.} All of these activities served to present
the AFROTC as a part of the Air Force and not the old Army Air Corps.

The AFROTC staff was active in the development of a new generalized curriculum that was to replace the specialized options. In answer to a request from the Commanding General of Air University, the detachment submitted its proposal for the new curriculum on March 26, 1952.\(^1\) As the new curriculum was being developed in the fall of 1952, a nationwide conference was held in October, 1952, to discuss the new curriculum. Colonel Evanoff and President Friley participated in this October conference. This conference was also to make final changes and recommendations on implementing the new curriculum. The generalized curriculum for AFROTC was announced in November, 1952, implementated for freshman, sophomores and juniors in the fall of 1953. The seniors (class of 1953-54) continued the specialized options, and the complete four-year generalized curriculum was fully implemented in the fall of 1954.\(^2\)

When the Air Force introduced its postwar specialized curriculum in 1946 for the juniors and seniors it was strictly to train officers for the Air Force Reserve. The AFROTC graduate was to be the backbone of these reserve forces;


therefore, he had to be trained for immediate assignment to active duty without the benefit of further formal military instruction. It was found that a young man could not be trained fully as an officer and also as a specialist in the academic hours allowed for the AFROTC program. Consequently, it became necessary to drop the specialized options and to go to a more generalized four year AFROTC program with the specialized training taking place after the officer went on active duty.\(^1\) It should be remembered that prior to the Korean War the graduates of ROTC programs (except the Navy Regular program) were not required to serve on active duty and most went into the active or inactive reserve. During the Korean War a two year active duty period was required for all ROTC graduates and the Air Force determined that the active duty specialized schools could perform the training much better than ROTC. Actually the whole philosophy of the Air Force and its reserve forces evolved to the point that active duty was necessary to receive specialized training before being eligible to participate in the reserves.

The last year of Colonel Evanoff's two year tour at Iowa State was the start of the big effort to interest more AFROTC cadets in applying for flying training. In early 1952 the

AFROTC detachment history explained that few planes ever came over Ames. In the spring of 1953 the possibility for a flyover appeared better. It was announced in several publications throughout the state that during Weishea there was to be an Air Force flyover that was to include three B-29 bombers and fifteen minutes later a flight of twelve jet fighters were to buzz the campus. However there is no evidence that the flyover took place. The AFROTC unit did have a static display during Weishea of a F-80 Shooting Star jet aircraft. Since the AFROTC unit was unsuccessful in its attempt to get an Air Force flyover during Weishea, it seems that the detachment flying officers would occasionally pull their own flyover. It was not unusual to be in or near the armory and see or hear a Air Force plane making a rather low pass at the armory. Anyone familiar with the Air Force ROTC program would stop and wonder which one of the Air Force types was out getting in their flying time.

The AFROTC detachment officers also took the cadets on local orientation flights. In May, 1953, eighty-seven AFROTC cadets got some "stick time" when an Air Force T-7 trainer was flown by the detachment officers giving orientation rides at Ames airport. This type of orientation flying and the

---

1 The Daily, May 15, 1953; Ames Tribune, May 15, 1953.
2 Interview with Floyd Anderson, April 3, 1972.
3 The Daily, May 22, 1953.
publicity from the jet orientation rides at summer camp all helped to interest the AFROTC cadet in flying. Other means of motivating a cadet to fly was to reduce the active duty service commitment from four years to three years. Another technique that motivated potential advanced cadets to volunteer for a flying training category was the realization that this was one way to insure his acceptance into the advanced course. By taking the advanced course the cadet could insure he would be allowed to complete school without any fear of getting drafted and then be able to serve on active duty as an officer.

In the latter part of the 1952-53 academic year two announcements in The Daily dealt with the AFROTC unit. The first announcement was about the AFROTC rifle team winning the Air Force Division of the William Randolph Hearst National intercollegiate rifle meet.\(^1\) It seems that Iowa State had two national rifle intercollegiate championships since the Army ROTC team also won its division.\(^2\) The second announcement dealt with the departure of Colonel Evanoff.\(^3\) The normal tour of duty in AFROTC was four years and since Colonel Evanoff had served two years at Coe College prior to coming to Ames in 1951, he completed his total four year tour after serving only

\(^1\)Air Force ROTC Detachment 250 Scrapbook, 1952-53.
\(^2\)The Daily, June 5, 1953, p. 6.
\(^3\)The Daily, May 29, 1953, p. 1.
two years at Iowa State College. Lt. Colonel Schwane who had served as PAS&T from 1950-51 and then as Colonel Evanoff's executive officer for two years was named the new PAS&T.

Lt. Colonel Henry M. Schwane 1953-54

During Lt. Colonel Schwane's second one year stint as PAS&T at Iowa State, name of the Department of Air Science and Tactics was changed to the Department of Air Science and the PAS&T became known as the PAS (Professor of Air Science). It was also during the 1953-54 school year that Lt. Colonel Schwane was promoted to colonel. During this same year the AFROTC enrollment climbed to a new all time high of 1,952 cadets.¹ This number of cadets still stands as the largest enrollment that any Military Department had throughout the history of military training at the College. There were several announcements in the College paper about the Air Science Department and its many activities. However, two announcements attracted substantial attention. The announcements dealt with the Air Science Department implementing a new curriculum and the overproduction of Air Force officers as a result of the slow down of the Korean conflict, and the new budget limitations imposed on the Air Force by Congress.

¹The Daily, September 30, 1953, p. 3; All the available information on the AFROTC enrollment and commissioning from 1946-70 is included in Appendix O.
The generalized curriculum that Colonel Schwane and his staff introduced in 1953 at Iowa State was aimed at motivating the AFROTC cadet to continue into the advanced course and ultimately to make the Air Force his career. The freshman AS I (air science I) year included an introduction to AFROTC and aviation, fundamentals of global geography, international tensions and security organizations, and instruments of national security. The air science II curriculum dealt with aerial warfare and considerable time was devoted to career opportunities in the Air Force. There was a substantial amount of time devoted to flying opportunities (especially since the Air Force needed flyers), but it appears that all the different major specialities in the Air Force were discussed.

The advanced curriculum (air science III) dealt with command and staff concepts, problem-solving techniques, communicative skills and Air Force correspondence, military law, functions of an Air Force base, and a brief look at applied air science that included aerial navigation and weather. A required summer camp was normally scheduled between the junior and senior year where the cadet spent four weeks at an Air Force base and participated in many of the base activities. In discussions with several graduates of the AFROTC program it seems that the most motivating experience for the cadets at summer camp was usually the jet orientation ride. The air science IV curriculum included a review of summer camp and most
of the major topics covered in the first three years of the AFROTC curriculum. Then some time was devoted to leadership and management, career guidance and a briefing for commissioning which helped prepare the cadet for active duty.¹ In drill or leadership laboratory the cadets were taught the basic fundamentals of military courtesy, military discipline and drill movements. In later years of the AFROTC program, the upper class cadet was the instructor of the basic cadet and attempted to develop his leadership ability by serving in several capacities within the cadet corps. The overall effect of the generalized curriculum was to produce a well-rounded officer, versed in leadership, world affairs, and the fundamentals of flying.

Maxwell J. Richards in his "Ten Year History of Air Force ROTC (1946-56)" titled chapter six as "The Radical Years: 1953 and 1954."² Colonel Schwane probably would agree with Richards since the Colonel was the one who had to inform the College of the Air Force's change of plans which resulted in not commissioning some AFROTC graduates. It was also announced that some might be dropped from the AFROTC program unless they agreed to fly (i.e., pilot or navigator). The Daily carried

¹Iowa State College Catalog, 1954-55, p. 305. This generalized curriculum was implemented at Iowa State in 1953 and is included as Appendix N.

four major articles on "the changing Air Force rules and ROTC program cuts" from August, 1953, to September, 1954. Due to a variety of reasons Air Force ROTC had produced far more officers than the Air Force needed. One of the main reasons for overproduction was that the initial idea of Air Force ROTC (like the Army) was to train a large group of officers to go immediately into the reserves. The Korean conflict and the Universal Military Training and Service Act of 1951 required all officers to go on active duty for two years. Just as this major influx of officers was to enter the Air Force the requirements for active duty officers were reduced because of a lesser commitment in Korea and Congress also imposed a severe financial limitation on the Air Force. In 1952 the Air Force planned for a 143 wing Air Force but budget cuts necessitated a reduction to only 120 wings by 1953.

The post Korean War overproduction of officers were severe for the Army and the Air Force. The Army received authorization from Congress to commission all of its ROTC graduates and let them serve only six months and then put them into the reserves. The Air Force elected to require the majority of its AFROTC officers to sign up for flying training or be dropped from AFROTC. It seems that (nationwide) only twelve per cent of the AFROTC graduates in 1952 had elected to

take flying training. In 1953, the percentage doubled and as
the "fly or get out" edict took effect in 1954 the percentage
of cadets signed up for flying jumped to fifty-four per cent:
in 1955, the figure increased to eighty per cent.1 Up until
this time the major portion of Air Force pilots was provided
by the aviation cadet program. The Air Force could have
continued to obtain most of its pilots through the aviation
cadet program, however this would have amplified the problem
and caused even more nonflying ROTC graduates to be dropped
since the total imput of new officers had to be curtailed. By
using the aviation cadet program the education level of the
officer force would have gone even lower since most aviation
cadets did not have college degrees. The Air Force had the
lowest education level of all the services (in 1953) and there
was no desire for it to be reduced even further.

The Air Force announced it was not going to activate
6,400 reserve second lieutenants who had graduated from AFROTC
in 1953. These 6,400 officers were the ones who were not
eligible or who did not volunteer for flight training. However
on July 30th, the Assistant Secretary of Defense in charge of
Manpower and Personnel Dr. John Hannah (a later President of
Michigan State University) overruled the Air Force and ordered
the 1953 AFROTC graduates to active duty. As a result the Air

---

1Maxwell J. Richards, "A Ten Year History of Air Force
Force problem was compounded even further, and several thousand older officers had to be dropped from service to make room for the new second lieutenants. In September, 1953, Dr. Hannah announced there were 13,000 to 14,000 seniors in the AFROTC program and there would be less than 9,600 active duty officer vacancies when they graduated. After a careful study by the Department of Defense, it was announced that only those in the flight training category (pilots and navigators) and 1,000 graduates in the scientific and technical field (engineering, mathematics, and the physical sciences) would be commissioned. Graduates not commissioned were to be given "certificates of completion." This certificate provided two options: enlist in Air Force as an airman third class for two years and then apply for reserve officer status or elect to be liable for service under Selective Service requirements. In late May, 1954, the Air National Guard came up with a plan that offered a third option in which the AFROTC certificate holder could accept a commission in the Air National Guard. The new Air Guard officer served a period of active duty (mainly for specialized training) and then completed the remainder of his military commitment with an Air Guard unit. There were 3,500 Air Force ROTC graduates of the 1954 school year that accepted the Air National Guard option. This figure was approximately seventy-
five per cent of those eligible for the Air Guard option.¹

Most colleges and universities understood the Air Force predicament, but some still made sharp comments about the mid-stream change of criteria. In March, 1953, additional requirements for selection into the advanced Air Force ROTC were added. A flight physical and a aptitude test for flight training were required. All applicants for advanced AFROTC were advised that their selection for the advanced course was tentative. On March 4, 1954, Mr. Russell I. Thackrey, Executive Secretary of the Association of the Land Grant Colleges and Universities, explained that it wasn't the fault of the Army or the Air Force that the original plan of a large reserve force had been changed to an active duty situation requiring two years of service immediately after graduation. Also, testimony in the Congressional Record reveals that Congress must assume part of the blame for overproduction of Air Force officers since the original plan for 143 Air Force wings was reduced to 120 when the Air Force budget was cut.²


The effect at Iowa State when the changed Air Force rules governing AFROTC in the 1953-55 time period is difficult to determine. It does appear there was some effect as the number of AFROTC graduates in 1953 was 118, then dropped to 109 in 1954 and increased to 117 in 1955. However, the Army and Navy ROTC units at Iowa State also showed a drop in officer production for this time period. The ROTC supply (Army and Air Force) advanced uniform military deposit book gives a slight hint that a few more than normal advanced AFROTC cadets dropped from the program in 1953 and 1954. Nevertheless the number turning in their uniform is probably not significant. From the 140 cadets who entered the advanced AFROTC in 1953, twenty-six turned in their uniforms; of those who entered in 1954, twenty-two did likewise.\(^1\) These numbers of drops from the AFROTC program are not much different from the following years (there were no uniform turn in records available prior to 1953). It appears that the AFROTC program at Iowa State was not drastically affected by the Air Force change of rules. However, one can hypothesize that some Iowa State students did drop from the advanced AFROTC program because they could not (or did not want to) qualify for the flying training option. It is also probable that some of the Iowa State AFROTC graduates received certificates of completion. It appears that the Iowa State

---

\(^1\) Iowa State University, ROTC Supply, Advanced Uniform Military Deposit Book, 1953-54.
administration did not make any protest because of the change in rules. Colonel Schwane being an Iowa State graduate and his many contacts on campus probably had some bearing on the College understanding the AFROTC situation.\footnote{Interview with Floyd Anderson, April 3, 1972.}

Colonel Charles E. Bockman 1954-55

In late May, 1954, it was announced that Colonel Charles Bockman would become the PAS at Iowa State. He was the fifth person to head the AFROTC program and had a B.S. in engineering. He was a command pilot and had served in Japan, Korea, Okinawa, Guam and the Phillipine Islands. Colonel Bockman's tour at Iowa State was only fifteen months long since he elected to retire with just over twenty years of service.\footnote{The Daily, May 29, 1954, October 28, 1955, p. 1; Iowa State University, Special Collections, Air Science Records, Personnel File.} Technically, Colonel Bockman could have continued on active duty for almost ten more years.

During Colonel Bockman's short tour at Iowa State the emphasis was still on motivating sophomore cadets to apply for flight training. On November 4, 1954, ten AFROTC cadets took a flight in a Des Moines Air Guard C-47 and one cadet was given a T-33 jet ride. The Arnold Air Society had a F-86 pilot who flew 100 missions over North Korea speak at their pledge initiation on November 9, 1954. In February, 1955, Colonel
Evanoff, the PAS from 1951-53 (who had recently completed a tour in Korea and was now the commander of a pilot training unit at GoodFellow AFB, Texas), returned to the campus to speak. Colonel Evanoff talked to the sophomores and senior on the benefits of flying.¹ Three weeks after Colonel Evanoff's visit, sixty-four AFROTC sophomore cadets from Iowa State went on orientation flights that were aimed at motivating the cadet towards flying. Two weeks later Colonel David C. Schilling, the commander of a tactical fighter wing at Turner AFB, Georgia, spoke to the cadets on tactical mobility and versatility of fighter aircraft. In early April, 1955, six AFROTC cadets received jet rides during Easter break. Seven days later eleven more cadets were treated to an orientation flight in a C-45 aircraft at the Des Moines Airport.² In reading The Daily it seemed like one big orientation flight after another. It is ironic that after all of this highly motivational work to increase the interest in the advanced course and especially flying, AFROTC headquarters placed into effect a

¹The Daily, November 9, 1954, February 1, 1955; Several newspaper clippings and pictures in the Detachment 250 Scrapbook amplify on Lieutenant Michael Fellman's talk and participation in the O'Neil Arnold Air Society Initiation.

²The Daily, February 24, 1955, p. 1, March 9, 1955, p. 1, April 5, 1955, p. 5, April 13, 1955. There are several other newspaper articles and pictures that were taken during the various flying motivation trips and are in the AFROTC Detachment 250 Scrapbook, 1955.
detachment quota system for the 1955-56 school year. Until this time Iowa State was allowed to enter as many qualified candidates as desired to enter. The reason for the quota system was to sharply decrease the production of Air Force officers. An idea of how effectively it worked at Iowa State is evidenced by reviewing the AFROTC commissioning data in Appendix O. It took two years for a reduction at the start of the junior year to take effect upon the number graduated. The number of Air Force second lieutenants commissioned in 1956 was 123 but with the quota limitation for the 1955 entry, there were only forty-nine commissioned two years later in 1957.

Colonel Lewis P. Ensign 1955-1958

Colonel Ensign arrived in November, 1955, and became the sixth person since 1946 to command the AFROTC unit. This was the first and only time that a change of command for a PAS took effect after the academic year had started. Colonel Ensign had a B.A. degree from the University of Idaho. During World War II he was a group commander and stationed in England. From 1952-54 he was stationed in Washington, D.C., as an executive officer for the under Secretary of the Air Force. From 1954 until his assignment to Iowa State as the PAS he was the division staff operation officer at Lockbourne AFB, Ohio.¹

¹Iowa State University, Special Collections, Air Science Records, Personnel File.
Colonel Ensign's tenure occurred during the time that the Air Force was unable to provide sufficient airlift support to take cadets on motivational base visits. However, it appears that Colonel Ensign took advantage of his previous contacts (when he was stationed in Washington, D.C.) and was able to arrange several flights to a variety of bases. The Iowa State base visits started including more college staff and on occasion Ames businessmen. One such visit in October, 1957, included twenty faculty members, eleven businessmen, six cadets and three detachment officers. The trip included a stop at Air University, Maxwell AFB, Alabama, the professional education command of the Air Force which is responsible for AFROTC. While at Maxwell AFB, the Iowa State group toured the Air University facilities and received a briefing by Major General T. C. Rogers, the Commandant of AFROTC. Before departing Maxwell AFB, Cyclone coach Bill Strannigan made a special presentation of the coveted "I" blanket to a former Iowa State athlete stationed there. It seems that Major Lewis T. Johnson had played baseball, football, and track at Iowa State from 1940-43 but enlisted in the Air Force before graduation and had never received his "I" blanket. The group of Iowa State dignitaries then journeyed on to Elgin AFB, Florida, where they

---

1Iowa State University, AFROTC Detachment 250 Scrapbook, 1955-1958.
witnessed the annual Air Force firepower demonstration.¹

Colonel Ensign was successful in his attempt to arrange for Air Force General officers to visit the campus. In 1956 Major General Richard M. Montgomery, Chief of Staff, Strategic Air Command, spoke on the mission of the command. In 1957 the Commandant of Air Force ROTC Brigadier General Turner C. Rogers paid a visit to the Iowa State AFROTC unit.² General Montgomery was the highest ranking Air Force officer to ever speak at Iowa State and still holds that distinction even though two other Air Force Major Generals visited the campus in later years. General Rogers visit to the AFROTC unit was the first ever by a Commandant of AFROTC. Another officer who attracted quite a bit of attention at Iowa State was only a captain. He was Captain Harold Fisher who was a Korean War jet ace and had shot down ten enemy aircraft. The Captain himself was shot down and captured. After the war he returned to Maxwell AFB, Alabama, and then was assigned to Iowa State.³ During his tour of duty in Ames he completed his M.S. degree and also served as an Assistant Professor of Air Science. Based on the evidence at hand, it appears that Captain Fisher is the only jet ace who was ever assigned to teach in the AFROTC Department.

¹Air University Dispatch, October 16, 1957.
²Iowa State University, AFROTC Detachment 250 Scrapbook, 1955-58.
Colonel Elwin F. Quinn 1958-62

Colonel Quinn reported to Iowa State in July, 1958, to become the seventh person to serve as PAS at Iowa State. It was during the Colonel's tenure that the Iowa State College became known as Iowa State University (July, 1959). Colonel Quinn's tour carried over into the 1960's and he was the first PAS to serve a full four years as PAS since the AFROTC unit began at Iowa State. Colonel Quinn received a B.S. degree in radio engineering from Utah State Agriculture College in 1935 and entered the Air Force in 1939. During World War II he served in England, France, Belgium and Germany. In 1953 he was the base commander of the Seoul City Air Base, Korea, and then base commander of Brady Air Base in Japan. His most recent assignment before coming to Iowa State was as the Director of Material for the 4060th Air Refueling Wing, Dow AFB, Maine.

Colonel Quinn and his staff followed much the same pattern that his two predecessors had followed. There were some base visits and the cadets participated in the normal military events with no one event attracting an unusual amount of attention. The Air Force did make an adjustment in its

1 Colonel Schwane had served for four years at Iowa State but he was second in command for two years under Colonel Evanoff.

2 Iowa State University, Special Collections, Air Science Records, Personnel File; The Daily, September 27, 1958, p. 1.
curriculum during 1958 (and printed in the 1959-60 **Catalog**) that gave a little more emphasis to subjects relating to aerospace power. The advanced course included increased emphasis on leadership and management in the junior year and more on weather, navigation, geography, and international relations in the senior year.¹

One new phase of advanced AFROTC was implemented in 1958 at Iowa State when the Flight Instruction Program (FIP) was introduced. Up until 1956 the AFROTC flying indoctrination and orientation program (base visits) had served as the primary motivating and screening device for flight training. However, most AFROTC detachments had trouble obtaining adequate airlift support to carry out a successful flying indoctrination and motivation program. (It must be noted that Colonel Ensign was able to arrange adequate airlift support.) Therefore Congress passed Public Law 879 on August 1, 1956, that authorized the FIP program.² Basically the FIP program was the same for all three services. However, it was required for Senior AFROTC cadets who were in the flight training category. Each FIP cadet completed a ground school and thirty-

¹Iowa State College **Catalog**, 1959-60, pp. 136-138.

six and one-half hours of flying time and could even obtain his private pilot's license at Air Force expense. Thus FIP became an attraction to motivate potential Air Force pilots. It also served as a screening device to determine if the flying category cadets had the capability to become Air Force pilots.

The end of the 1959 calendar year at Iowa State was closed on a positive note on December 8, 1959, when it was announced that Dr. W. Robert Parks, Dean of Instruction, was going to Maxwell AFB to attend an AFROTC conference. This conference was to form a panel of institutional representatives that would attempt to resolve problems dealing with AFROTC and the institutions of higher learning.\(^1\) It seems that by 1959 the country's growing economy, an increased Air Force service obligation, excessive time required to take ROTC, and the AFROTC quota system had now reduced the graduates to a point that the Air Force needed more officers than they were graduating from AFROTC. Consequently the quota system was lifted and an all out AFROTC recruiting and motivation program was placed in effect. It was during this late 1959 meeting which Dr. Parks attended that the AFROTC Advisory Panel was formed to insure optimum working relationship of the colleges and universities in overcoming the problems that

\(^1\) *The Daily*, December 8, 1959, p. 1.
AFROTC faced on campus. Dr. Parks (after he became President of Iowa State) became one of the nine members of this newly founded national AFROTC Advisory Panel.

Summary

After World War II the AFROTC program was first introduced at Iowa State College in 1946 as an "air unit" in the Military Science Department. The College was selected as one of seventy-eight schools to offer Air ROTC. The early curriculum was a specialized (similar to the branch oriented Army ROTC) course that was aimed at training reserve officers who could go immediately into the reserve forces without any further training. This specialized curriculum continued until the Korean War time period when all AFROTC graduates were required to go on active duty for two years. Thereafter the specialized training was dropped from AFROTC and all specialized training took place after the officer went on active duty. A generalized curriculum was implemented which was to produce a well rounded officer versed in leadership, world affairs, and the fundamentals of flying. The new AFROTC program appeared to be gaining some semblence of stability when the Korean War started and created several additional problems such as the enrollment jump of almost 100 per cent in one year. Just as the AFROTC program stabilized during the Korean War it became evident there would be a substantial overproduction of AFROTC officers;
certain drastic measures were taken to reduce the number of new second lieutenants coming out of AFROTC. All of these ups and downs of the AFROTC program at Iowa State were taken in stride by the College. During the 1946-59 period seven officers served as Professor of Air Science and Tactics (later called Professor of Air Science) at Iowa State. The program grew from an enrollment of 116 in 1946 to a high of 1,952 in the 1953-54 school year. The total enrollment in AFROTC then decreased to an average of 1,423 for the remainder of the 1950's. There were 843 Air Force officers commissioned at Iowa State from 1948 to 1959.

The AFROTC unit formed its own special organizations such as Arnold Air Society, rifle team, drill team, band and published a cadet paper. AFROTC cadets became members of Scabbard and Blade, Pershing Rifles, Society of American Military Engineers, and also participated in many other campus activities. It was through the cadet corps activities, the AFROTC academic program, extra curricular activities, and their regular college major that the potential Air Force officers developed their leadership capabilities. The AFROTC department probably had the most difficult time of any Military Department in establishing a stabilized and viable ROTC program during the post World War II era. It does appear that the AFROTC unit (the newest of the three Military Departments) became an accepted part of the College and accomplished its mission of commissioning officers for the United States Air Force.
CHAPTER IX: THE THREE ROTC PROGRAMS AT IOWA STATE

1946-59--COMPARISON AND CONTRAST

Beginning with the school year 1946-47 Iowa State College offered programs for the preparation of officers for the Army, Navy, and Air Force. Iowa State thus became one of only thirty schools that offered ROTC in all three branches of the armed forces. Earle Ross, the College historian, describes the situation:

The requirement of "military science and tactics" in the organic act [Morrill Act] now came to full and complete stature in a department in which distinct curricula in military science, naval science, and air science were provided, involving the securing of basic training, temporary reserve status, or permanent career. The department was administered in the Science Division by Dean Gaskill, who after two years as chief scientist in the research and development department of the U.S. Army in Washington became a brigadier general in the reserves. The grueling Korean struggle brought startling realization of the need for continuous and progressive training. The presence of a considerable number of reserve officers on the staff lent further support and emphasis to this branch of land grant education.¹

On the national scene, The National Security Act of 1947 (often referred to as the Unification Act) created the National Military Establishment which brought more centralized control

¹Ross, The Land Grant Idea at Iowa State College, p. 256. Ross implies that all three departments were one, however, each Military Department was separate and equal once the Air Force ROTC unit became independent of the Military Science and Tactics Department in 1949.
of the military at the national level. The 1947 Act also created the Air Force as a separate service equal in status with the Army and Navy. In a 1949 amendment the National Military Establishment was renamed the Department of Defense and made into an executive department with still more centralized control over the three military departments.\footnote{Maurice Matloff, American Military History, pp. 531-33.} This was the start of a long slow process of bringing some standardization and unification to the armed forces. However, as far as ROTC was concerned it appeared there was more of a separation rather than a unification. All three ROTC programs operated under different laws and appeared to go their separate ways. It was not until 1964 that all three ROTC programs came under the same legislation.

It is extremely difficult to compare and contrast the three ROTC programs from 1946 to 59 since the programs are not vastly different in most cases. Areas in which the ROTC programs showed the greatest difference at the start of the post World War II time period were the same areas in which they later became most similar. The one exception was that the Navy ROTC program had the Holloway Plan approach which was a four-year subsidized education program that the Army and Air Force did not receive until 1964. No one ROTC program is exclusively different in several areas. Therefore all three programs will
be examined at the same time in relation to a specific topic. Some of the most important topics are: mission, original concept of regular and reserve forces, active duty service commitment, national and local organization (to include staffing), curriculum, and the effect of the Korean War on the ROTC programs.

Although the three ROTC branches operated under different laws during the 1946-59 time frame, the missions of the programs were almost identical. Basically the mission of all three ROTC programs was to select and prepare cadets and midshipmen through a permanent system of training in specific subjects at civilian institutions, to serve as officers in the reserve or regular components of the armed forces. The original concept of the Army and the Air Force mission was aimed at commissioning officers for the reserve forces. The Navy initially trained midshipmen under the Holloway Plan for the Regular Navy which required two years active duty upon commissioning. The Navy also trained several midshipmen through the contract plan to serve in the reserves (with no active duty).

The Universal Military Training and Service Act of 1951 made all qualified males subject to two years of active duty service. Consequently all ROTC graduates had to serve on active duty for two years. Thus in one stroke of the pen the active duty commitment of all ROTC graduates changed to the same length of time that the Holloway Plan officers originally
were required to serve. The Navy then increased its active
duty commitment to three years for the Regular program
graduates. In the early 1950's the Navy found it was not
retaining a large enough percentage of Regular officers and
increased their commitment to four years. The Army continued
to require its graduates to serve two years on active duty and
then to go into the reserve forces thus maintaining its
original mission of providing a large supply of reserve
officers. The Air Force found that most of its reserve
officers spent much of their required two years going through
training to learn to operate the complicated weapon systems.
This extensive training left little time for the Air Force to
reap the benefits of the training. Consequently, the Air Force
increased its commitment for flying officers to three years,
and when it was found that even three years was not long enough,
the commitment was changed to four years of active duty. (In
later years the active duty commitment for flyers became five
years and then finally six years).

All three ROTC programs started out after World War II
with the local unit reporting to some higher level command that
was responsible for ROTC in a geographical area. In 1952, the
Air Force went to a centralized headquarters that was responsi-
ble for all the AFROTC units. The Navy followed suit in 1964
when all NROTC units were placed under the management control
of the Bureau of Naval Personnel. Army ROTC was also placed
under one command in 1964 CONARC (Continental Army Command) in regards to overall operations. However, the Army ROTC unit at Iowa State still reports to a geographical command. The local ROTC units are organized similarly since each unit is headed by a senior officer (usually a colonel or Navy captain) who actually wears two hats. First the senior military officer of each service is the military commander of all the assigned military personnel of his service. The senior officer is also the head of the academic department (Army, Navy or Air Force) with the title of PMS&T, PNS, or PAS. Thus the professors of the Military Departments are responsible to higher military headquarters and to the academic division to which their units are assigned.

All personnel assigned to the Iowa State ROTC units are military except secretaries and in one case a civilian clerk. The staffing of the local units vary considerably. The Navy is manned with a Professor of Naval Science, an executive officer (who normally does not teach), an officer instructor for each of the four naval science years, and a Marine officer who conducts the Marine Corps option. Throughout the 1946-59 time period each officer instructor had an enlisted man who served as an assistant instructor. The Air Force is manned based on the number of cadets enrolled in the ROTC program. At one time during the large enrollments of the Korean War, the Air Force had thirteen officers and eleven enlisted men.
The number of personnel of the Army ROTC at Iowa State is based on a minimum of five officers. Then a formula based on the number of students in the basic and advanced course and instructor work load in teaching and additional duties is used to determine how many additional staff members are required. During the 1952 school year the Army also had a large staff; ten officers, two warrant officers and twelve enlisted men. As the enrollments decreased in the 1960's, the Army staff has been reduced to five officers and two enlisted men and the Air Force has four officers and three enlisted men. The number of Navy officers has remained constant with a slight reduction in enlisted men.

With the exception of the Holloway Plan (the Navy subsidized program that was explained in Chapter VII) the most noticeable difference in the ROTC programs is the curriculum. The Navy's basic concept of the curriculum is that it must produce "an immediately employable ensign" who could perform his new duties as an ensign competently and effectively. Therefore the Navy curriculum is much more service oriented and deals with its weapons, mission, organization, operations, and the responsibilities of the junior officer. At Iowa State the Navy is the only military training program that offers an approved undergraduate degree program which requires thirty-six hours of college credit. The course is taught by naval officers except for a two year period in 1959, when a
psychology course was included in the sophomore year and the total naval science credit was reduced from thirty-six to thirty-one hours. The Navy no longer requires the civilian psychology course. The Army curriculum in 1946 was branch material (i.e., artillery, engineer), as it was before World War II. In the early 1950's the Army ROTC units started converting to a general military science curriculum. However, Iowa State remained branch oriented even though over ninety per cent of all AROTC units went to the new branch general. The branch general curriculum was implemented in 1964 at Iowa State. The graduates of AROTC had to go through a branch school upon being commissioned and this training (until 1964) was in most cases a repetition of their branch material course at Iowa State. The Air Force ROTC curriculum started out service oriented and the attempt was made to train Air Force officers in specialized areas so they could go immediately into the reserve forces as fully qualified specialists. The Air Force later realized that they could not train a specialist in the academic hours allotted. Consequently a generalized curriculum was introduced with the Air Force officer's specialized training took place after he reports for active duty. At Iowa State from 1946 to 1959 the Air Force ROTC went to a generalized curriculum while the Army and Navy remained with a service oriented curriculum. The Army maintained its branch material until well into the 1960's and the Navy
curriculum is still service-oriented, preparing fully employable ensigns.

The effect of the Korean War on the ROTC programs at Iowa State has been described in some detail in previous chapters. It suffices to say that the war did affect all three ROTC departments at Iowa State. The Navy ROTC was affected the least since its largest enrollment of 291 was within the planned Iowa State maximum of 300 midshipmen. The Army and the Air Force ended up with almost all the freshman and sophomores who were required to take basic ROTC. The Korean War time period also saw a substantial increase in the enrollment of the voluntary advanced course of the Army and Air Force. The resulting overproduction of Army and Air Force officers put both services in an unfavorable situation. The Army was able to gain legislation that allowed a short active duty tour and then assigned the new second lieutenants to a reserve status. The Air Force attempted to compel its excess officers to apply for flight training, i.e., fly or get out. The end result was that some AFROTC graduates were not even commissioned but were presented certificates of completion.

Another interesting difference existed between the ROTC programs at Iowa State up until 1955. It seems that ever since Colonel Boles and Shaffer started the Army ROTC program in 1919 and 1920, the College had paid a small gratuity to the PMS&T
and his branch heads. This gratuity was expanded to include all officers and enlisted men. When the Air Force became a separate ROTC Department the gratuity continued to both the Army and the Air Force. However, the Navy ROTC staff never did receive the gratuity from the College. The original intent of the small payment was to help off set some of the additional expenses of the military personnel since they were living away from a military post. Some schools still make such a payment to the military personnel even in the 1970's. However, that is not the case at Iowa State since the gratuity was stopped after the 1954-55 school year. Up until 1955 the PMS&T and the PAS&T had been receiving $540 per year, associate and assistant professors were receiving $270, and the enlisted men received $150 per year. Actually when figured on a twelve month basis it was a small amount, but as the ROTC staffs became larger in the 1950's the total Iowa State ROTC budget tended to increase. In the early 1950's the Army and Air Force budget furnished by the College averaged over $7,000 each year while the Navy budget was just over $1,000. After the dropping of the gratuity payment to the Army and Air Force ROTC staffs, the three ROTC Departments budget tended to equalize. The Air Force and Navy ROTC budget was $3,000 per year with over $2,000 of that amount paid to a civilian secretary; the remaining amount served as an operational budget. The Army ROTC annual budget during the later part of the 1950's remained at $5,000 per year.
of which $4,000 went for the salaries of civilian help. Iowa State College also incurred an additional expense that varied from $12,000 to $15,000 to maintain the joint Army-Air Force uniform supply.\(^1\) It appears that the NROTC unit had more than paid its way at Iowa State just from the funds the College received from the 100 midshipmen who were on the Holloway Plan scholarship. However, it would be well into the 1960's before the Air Force and Army ROTC units would have a number of cadets on scholarships.

In evaluating the effectiveness of the ROTC programs at Iowa State during the time 1946 to 1959 it seems that the three programs were well accepted on campus. The several changes in the ROTC programs generally appeared to be for the best. The College Military Departments furnished 380 Navy officers, 843 Air Force officers, and 1,368 Army officers during this time period. All the Military Departments seemed to go their separate ways at Iowa State during the first few years after World War II as each had its own special problems and interests (not unlike most departments in the College). There appears to have been some problem of coordination to get the three ROTC programs to work together. The conflict of the Army and Air Force could almost be expected since the Air Force

\(^1\)Iowa State College Financial Report, 1946-59.
ROTC unit wanted to gain and maintain its independence from the Army as soon as possible. At times it appears that the Army ROTC staff and the Air Force staff hardly spoke. To preclude a complete breakdown of communication and to keep the College administration informed on happenings in the three Military Departments, the Dean of the Science Division or his military coordinator had a monthly luncheon meeting with all three Military Department heads present. On the surface the ROTC programs appeared to be working well. However, once they came under close scrutiny in the 1960's considerable changes had to be made in order for them to remain a viable part of the Iowa State campus.
CHAPTER X: ROTC AT IOWA STATE UNIVERSITY 1960-1970

The 1960's at Iowa State saw the Military Departments in the spotlight because of the extensive discussions of compulsory versus voluntary basic ROTC, the rapidly declining enrollments after voluntary ROTC started, a new national law in 1964 that served to revitalize a lagging ROTC program, and the campus protest associated with the Vietnam conflict. There were other important happenings and events that affected ROTC at Iowa State but they did not receive to much attention. Some of the most significant happenings were: the formation of the Iowa State ROTC Advisory Committee; appointment of President W. Robert Parks to the national Air Force ROTC Advisory panel; and the formalizing of the selection criteria for military faculty. The 1960's also saw the University increase its support and cooperation in an effort to keep the ROTC programs viable when the military was confronted with rapidly declining enrollments as a result of voluntary ROTC and anti-war sentiments.

Compulsory vs Voluntary Basic ROTC

The issue of compulsory versus voluntary military training was seldom raised in the early years of military training at

---

1On July 4, 1959, the name of Iowa State College was changed to Iowa State University.
Iowa State. However, there was some debate during the late 1920's and early 30's associated with pacifist movements. But it appears that the debate never reached large proportions at Iowa State. It seems that there has been a debate over compulsory and voluntary military training after every war. It could be hypothesized that such a debate probably would have occurred after World War II if the Korean War hadn't come along so soon. The first discussions of possibly going to voluntary military training at Iowa State after World War II was in the late 1950's. There appears to have been some effort on the part of Cardinal Guild (the student governing body) in 1958 to take action on a bill making the first and second year of military training elective.¹ There was some discussion but no immediate action was forthcoming.

In 1960, compulsory ROTC began to become a more active issue on the college campuses. There were rallies against compulsory military training at some of the other land grant schools--Michigan State, Wisconsin and California. Students believed that they should have the freedom to decide whether or not to take ROTC. At first it was feared that this anti compulsory ROTC movement might swing toward pacifism. However, it did not.²

¹The Daily, October 8, 1958, p. 4.
All facets of Iowa State University slowly became knowledgeable on the subject of possibly going to voluntary military training. The Provost of Iowa State, James H. Jensen, attended the Mershon National Security Program at Ohio State University on June 20-21, 1960, in which the "Role of Colleges and Universities in ROTC Programs" was discussed. A large part of the conference dealt with compulsory vs voluntary ROTC.\(^1\) In January, 1961, the Air Force detachment received a letter addressed to "All PAS's of schools considering changing from compulsory to voluntary Air Force ROTC." The letter gave the PAS the view of the Department of Defense and the Air Force and listed some possible options the PAS might want to press for in the discussion of going voluntary.\(^2\) During early 1961, the Cardinal Guild was actively working on its resolution to abolish compulsory ROTC. However, before the Cardinal Guild resolution was presented, the Provost of Iowa State appointed an ad hoc ROTC faculty committee on March 7, 1961, to evaluate possible future roles of the three ROTC programs at Iowa State University.\(^3\) Thus it appears that there was a Cardinal Guild

\(^{1}\)"Role of Colleges and Universities in ROTC Programs," Mershon Committee on Education in National Security Program (Columbus, Ohio: Ohio State University Press, 1960), pp. 5-60.


ROTC committee and a Faculty ROTC Committee going on at the same time.

The Cardinal Guild resolution (passed on April 25, 1961) explained that the Guild Senate realized the vital needs for a reserve force of officers and that ROTC had played an important part in the reserve forces but that there were some very definite faults in the Iowa State ROTC program. The Guild made four recommendations; the two most significant were that basic ROTC become voluntary for a four-year trial period and that an interesting and informative orientation program be required to interest and inform students of ROTC possibilities. The twelve page Guild report concluded that the Guild members were "not unpatriotic or unwilling to serve [their] country." "We do not think this issue enters into the picture at all.."¹

The ad hoc ROTC committee interviewed officers from all three military departments, student leaders, and compiled a sizeable folder of information on discussion of voluntary ROTC from numerous sources. The ad hoc committee prepared a preliminary report, then a revised preliminary report (dated July 6, 1961), and presented a final report to President Hilton on February 16, 1962. The final report recommended:

1. In view of the outstanding record of the army, air and naval ROTC units at Iowa State University in the training of commissioned officers for regular and reserve service, ROTC programs should be continued in all three branches of this institution.

2. In view of the change in the role of basic ROTC resulting from the universal military training and selective service act and clear statements of the Department of Defense that compulsory basic ROTC is not needed to provide adequate number of commissioned officers, students should be permitted to elect either basic ROTC or an equivalent number of credit hours of approved academic subject. It is further recommended that this option be adopted for a trial period of three years beginning September 1, 1962.

When the final ad hoc ROTC committee report was submitted to the Iowa State general faculty February 22, 1962, the recommendations were passed after considerable discussion. In March, 1962, the State Board of Regents approved the authorization to allow voluntary ROTC at Iowa State University effective in the fall of 1962.¹ This was the first time in ninety-two years that military training had not been required at Iowa State.

In discussions with members of the ad hoc ROTC committee, military officers assigned at Iowa State during this time period, faculty, administrators and students, it seems that the time was ripe for the University to go to voluntary ROTC. Two

of the most often advanced reasons for going to voluntary ROTC were the cost to the school and the lack of facilities. Neither really entered into the decision at Iowa State. The two most important reasons were that the university administration wanted a voluntary basic ROTC program and the students did also. Consequently, it almost could be boiled down to saying that it was just a "sign of the times."

The Military Departments were cooperative throughout the ad hoc committee's investigation and each of the department heads had a chance to tell their story. The minutes of the ad hoc ROTC committee reveals that the Navy was for voluntary ROTC since they were already voluntary. However, the Navy personnel expressed some caution since they would now be competing with the Army and Air Force for the same freshmen students. The Air Force ROTC staff was actually for voluntary ROTC but there were some doubts as to how it might work out. The Army ROTC staff was the most reluctant of the three ROTC Departments to support a voluntary basic ROTC program. The main reason was that Army ROTC had a larger requirement for officers than the Air Force and the Navy. Thus the Army naturally desired a larger selection base from which to choose. It could easily be seen that a voluntary basic ROTC program would reduce the selection base for the advanced ROTC programs.¹

¹Iowa State University ad hoc ROTC Committee (unpublished minutes, 1961).
Probably the two happiest groups on campus when voluntary ROTC was authorized were the freshman students and the University administration. It is conceivable that if the ad hoc ROTC committee had recommended retaining compulsory ROTC there would have been some strong repercussions from students, faculty and administration.

Voluntary Basic ROTC at Iowa State University
The First Three Years 1962-65

In September, 1962, all three ROTC units at Iowa State offered an elective basic program. The transition from compulsory to voluntary basic ROTC was rather abrupt as far as enrollments were concerned. The Air Force ROTC unit enrollment dropped about 500 in both the freshman and sophomore class. The total enrollment for the entire four year AFROTC program dropped from 1,443 in 1961 to 492 in 1962. The AFROTC numbers continued to decline until there were only 277 in 1965 which was the lowest total enrollment in the pre-Vietnam era. The Army ROTC likewise suffered a decline of almost 1,000 cadets when their entire four year enrollment dropped from 1,632 in 1961 to 646 in 1962. The Army ROTC showed a loss of 700 freshman and almost 300 in the sophomore year. The Army ROTC enrollment also continued to decline until reaching a pre-Vietnam low of 213 in 1965. The Navy ROTC showed a slight increase from 217 in 1961 to 228 total enrollment in 1962. The
reason for the NROTC increase in enrollment was that the total 
input of freshman Regular (or scholarship) midshipmen for Iowa 
State increased from thirty-one in 1961 to forty-three in 1962; 
otherwise the Navy would have shown a decline in total enroll-
ment also. The Navy ROTC program showed a decline to 193 in 
1963 and continued downward until it reached its pre-Vietnam 
low of 165 in 1965.

Even though the basic ROTC enrollment dropped drastically 
in 1962 the number of officers commissioned was not reduced 
accordingly. It seems the three ROTC programs had already had 
a steady decline in the number of officers commissioned in the 
late 1950's and the early 1960's. The Army ROTC unit at Iowa 
State had suffered a drop in 1961 from 120 to sixty-four in 
1962 and then increased back to eighty in 1963. The first 
class to graduate without ever being associated with compulsory 
ROTC was the 1966 class in which forty-three Army second 
lieutenants were commissioned. Thereafter the Army commissioned 
an average of forty-nine per year through 1970. The Air Force 
ROTC graduates had dropped to a low of nineteen in 1962 and 
1963. The 1966 AFROTC graduates showed an increase to twenty-
five. The remainder of the 1960's saw the AFROTC program at 
Iowa State produce an average of thirty-two officers. The Navy 
ROTC program showed a drop from twenty-nine in 1965 to twenty-
one in 1966. However, the Navy ROTC program remained the most 
stable throughout this time period and commissioned an average
of twenty-nine Navy or Marine officers from 1960-70. It should be noted that the Navy had an average of over 100 Regular midshipmen on a full four year scholarship throughout this time period with approximately twenty-five in each school year. Therefore, they did not have to graduate very many contract students to maintain their twenty-nine per year average. The Army and the Air Force did receive scholarship students in 1965 but it was a full four years before their impact was felt in the total number graduated. ¹

It appears that Iowa State University was not too different from other schools that changed from compulsory basic ROTC to voluntary. However, the first year drop in enrollment at Iowa State was much more severe than most other schools. It became obvious to even a casual observer that the Military Departments had lost their "captive audience" thus losing the opportunity to sell or even explain their program to prospective officers unless an individual sought out information on his own. Therefore, the Military Departments took it upon themselves to start a massive publicity campaign to inform the freshman students at Iowa State about ROTC.

Lt. Colonel Joseph F. Sage (the Professor of Air Science from 1962-66) summarized some of the special steps the military

¹The enrollment and commission data is given in Appendix J, L, and O.
units took to inform students of their program. First, the University prepared a booklet explaining the ROTC program and included a letter from the University president that endorsed the ROTC program. The registrar then mailed one of these folders to each incoming freshman. During the summer, letters were written to each incoming freshman. The military units also participated in freshman orientation days and the University established an ROTC committee that gave the military a permanent forum for solving their problems. Lt. Colonel Sage described an interview plan where each freshman cadet was interviewed immediately upon entering the program to insure that individual contact with each cadet in order to preclude them dropping the course early in the first quarter. Another important part of the program was to personally brief each faculty advisor on the AFROTC program and furnish them with a pamphlet on the local program so the advisors would have a ready reference. Finally the Colonel's advice was, "Never give up."

In late 1963, the Military Departments saw the total ROTC enrollments take a further drop. Consequently there was a coordinated effort to get the University to publish a booklet explaining the ROTC program at Iowa State. This very attractive

---

publication was finally printed in early 1964 for mailing to all incoming freshman. The booklet gave information on the military obligation, opportunities for active and reserve service, selective service, and the benefits of taking ROTC. Then each of the three military ROTC programs were described in detail. This writer knows from first hand experience that the Military Departments at Iowa State felt the letter from President Hilton was a most important part of the publication. President Hilton's letter showed that the administration supported the program even to the point of an outright endorsement. The President's letter gave a brief background on how Iowa State had acquired an ROTC program from the first time ROTC was available and the important part the ROTC graduate played in World War II. President Hilton went on to explain:

The ROTC program is no less important today than prior to World War II. The growth in the number of colleges and universities offering ROTC, plus the growth in enrollment in these institutions now gives us the flexibility of offering military training on an elective basis. Students entering Iowa State University will have a choice of electing basic ROTC or an equivalent number of academic credits. We believe that in this way our students best qualified for military leadership can be selected for this training.

Participating in ROTC and earning a commission, while earning a degree, is indeed a privilege... It will be a real honor for a person upon graduation with a degree to earn a commission.¹

Even with all the efforts by the Military Departments, the University could see that the ROTC units were going to need more help in promoting their program. On March 4, 1964, Dr. W. Robert Parks, Vice President of ISU, formed the ROTC Advisory Committee made up of Dr. Louis Thompson, Chairman (a former member of the ad hoc ROTC committee and a Colonel U.S. Army Reserve), Dr. Arthur Gowan (who had been the educator representative on the Iowa NROTC selection board since 1951), Dr. Harold Ellis (a retired Lt. Colonel, U.S. Army, who had served as an Associate PMS&T at Iowa State), and Dr. William Underhill (who had served as a Air Force Captain in World War II and was also recalled for the Korean conflict).

The mission of the ROTC Advisory Committee (name changed to Officer Education Committee in late 1964) as stated by W. Robert Parks when the committee was appointed in 1964:

This standing committee has been appointed to advise the administration and the faculty on matters pertaining to the ROTC programs. The Committee will serve as liason between the ROTC departments and the Colleges of the University. The Committee will give particular attention to such matters as the enrollment trends in ROTC, the acquainting of high school students with the ROTC programs, and the relationship of ROTC to other education programs of the University.¹

¹W. Robert Parks, inter-office communication, Iowa State University, Ames, Iowa, March 4, 1964.
Dr. Louis Thompson (the chairman of the ROTC Advisory Committee) readily admitted that the mission of the Officer Education Committee was to serve as a liaison but other key reasons for forming the committee was to develop a program to help "sell" ROTC at Iowa State, to help the Military Departments adjust to voluntary ROTC, and to let the public know that the University administration supported the ROTC programs. One of the means used to promote the ROTC on campus was to schedule a period of time during freshman orientation for all freshman males at Iowa State during which Dr. Thompson and Dean Chalmer Roy spoke and casually mentioned that their sons had taken ROTC at Iowa State. Then each Military Department head spoke briefly about their program and invited the students to come by the ROTC offices for a more specific and detailed briefing. This type of briefing was modified in 1965 to allow the freshman students to attend a specialized briefing by all three services in different parts of the armory after Dr. Thompson had made a few opening remarks.

The ROTC Advisory Committee accomplished a study of the three ROTC programs at Iowa State and determined that the three departments were not really training officers for the reserves but were really providing pre-professional officer education. Consequently the ROTC Advisory Committee changed

---

1 Interview with Louis Thompson, April 7, 1972.
its name to the Officer Education Committee and arranged for the three Military Department's course descriptions to be entered in the 1965-67 University General Catalog under Officer Education Programs. The Catalog explained:

The University changed from compulsory ROTC to voluntary ROTC when it was recognized that the philosophy toward ROTC had changed through the years. Basic ROTC was no longer considered by the Department of Defense as needed to help prepare a large number of men for military service in the event of emergency. The concept of basic ROTC had changed to be a prerequisite for officer education. The present purpose of advanced ROTC is that of preparing officers to serve in military forces following graduation rather than merely holding a reserve commission in the event of emergency. The Navy and Air Force in particular are requiring a period of commission service long enough to encourage the officer to make a career of military service. Although the Army continues to require only two years of active duty, it still expects to recruit a high proportion of its career officers from ROTC graduates. Consequently, Iowa State University views ROTC as preparation for a career, or partial preparation for a career, since each graduate will spend two or more years of his career in military service.\(^1\)

The Catalog went on to explain that a student could major in naval science applying thirty credits towards the major in the College of Science and Humanities; in colleges where minors were permitted, eighteen hours of ROTC could be applied towards the minor; and that if the student did not select ROTC as a major or minor, ROTC credits could, at the discretion of the college and the department, count toward the elective

\(^1\)Iowa State University General Catalog, 1965-67, p. 352.
requirement. Iowa State University allowed six credits of basic ROTC to count as electives in all colleges.\textsuperscript{1} It is interesting to note that Iowa State University started calling their military programs "Officer Education Programs" in 1964, whereas the recommendation on the national level for the programs to be known as Officer Education Programs did not occur until 1969.\textsuperscript{2} Iowa State was also one of the few schools that had an ROTC Advisory Committee as early as 1964.

In an undated (probably 1965 or early 1966) analysis of the "Transition from Compulsory to Voluntary AFROTC at Iowa State University," Lt. Colonel Joseph Sage gave a brief background on the change to voluntary ROTC and the drastic enrollment drops. The Colonel explained that the number of Air Force officers commissioned remained about the same but that the "cost-per-graduate"\textsuperscript{3} was reduced from $10,345.00 in the early 1960's to only $5,808.00 in 1964. He estimated that the cost-per-graduate for the first class (1966) under the voluntary program would be $3,800.00.\textsuperscript{4} The reason the cost-per-graduate went

\textsuperscript{1}Interview with Arthur Gowan, August 4, 1970.


\textsuperscript{3}The cost-per-graduate was figured on the total salaries of the military personnel assigned to the AFROTC unit divided by the number of officers commissioned.

\textsuperscript{4}Joseph F. Sage, "Transition from Compulsory to Voluntary AFROTC", p. 1.
down was because the AFROTC staff was reduced considerably when the voluntary program was implemented and the smaller total salaries with the same number of AFROTC cadets commissioned resulted in a smaller cost to the government.

Colonel Sage concluded that the voluntary program was highly desirable and that:

The first benefit you reap is the elimination of the dissenters and an improved attitude among the cadets. The negative attitude inherent in the compulsory program will plague you for about four years after the change to voluntary, at least until all the compulsory cadets have left the campus. Their dissatisfaction with being required to take "Rotcy" permeates the fraternities and dormitories and influence adversely many freshman prospects.

Colonel Sage further stated that faculty attitude is extremely important:

If your university votes to go voluntary and at the same time unconsciously votes to forget ROTC, your job becomes extremely difficult. To obtain an acceptable initial enrollment you must have administration and faculty positive support, without it you face an almost insurmountable task.1

The Iowa State ROTC units were most fortunate that an ROTC Advisory Committee was formed. This group of four men served as the liason to motivate the University administration to support the ROTC programs especially when the enrollment continued to drop.

1Ibid., pp. 1-2.
It appears that the change from compulsory to voluntary ROTC was the thing to do nationwide and it was obvious that the overall ROTC programs needed to be modernized. The Air Force initiated a long range planning project (in 1959) with the object of developing a proposal for major modification in the AFROTC program which would enable the program to serve the Air Force effectively and economically during the next two decades. According to the "History of the AFROTC" (Twentieth Anniversary Command Edition) the Air Force was responsible for the major planning efforts and resulting enactment in 1964 of Public Law 88-647.\footnote{"History of the Air Force Officers Training Corps" (Twentieth Anniversary Command Edition, Air University History Study Series No. 11, Maxwell AFB, Alabama, January 31, 1966), pp. 17-20.}

ROTC Vitalization Act of 1964

After much advance work by Air Force ROTC headquarters and later coordination with the Army and Navy a new legislative package was submitted to Congress. AFROTC was designated as the action agency for the Department of Defense and General Lindley, the Commandant of AFROTC, was one of the main motivating forces guiding the new program through Congress. This five-year anticipation of the new ROTC legislation became a reality on October 13, 1964, when President Lyndon B. Johnson signed into law the ROTC Vitalization Act of 1964 (Public Law
88-647). This was the first major revision in America's traditional ROTC program in nearly fifty years. Because of this law for the first time all three military services would be operated under the same basic guidelines. However, the Service Secretaries were given considerable leeway in the operation of their own ROTC programs.¹

Basically, the law authorized each of the services to initiate a program similar to the Holloway Plan that only the Navy had enjoyed for almost eighteen years. Now all services could offer four year scholarships (or financial assistance) and these scholarships did serve to re-vitalize the Air Force and the Army ROTC programs. More flexibility was added to the ROTC programs since the act provided for two separate programs. In addition to the traditional four year program a new two year program was offered. Thus a student who had not taken ROTC during his first two years of college could now substitute a six week summer camp for the first two years of the program. In addition to the summer camp the two year applicant had to meet the same qualifications as the other four year ROTC cadet to enter the advanced portion of ROTC. This two-year program was originally aimed at the junior college transfer student but graduate students who still had two years of college remaining could enroll in the two year program and take the undergraduate program at the same time. All students in the advanced course

¹Ibid.
received $40.00 a month non-taxable subsistence allowance, whereas it had been $27.00 since 1952.

The Army and the Air Force started their ROTC scholarships in the 1965-66 school year by awarding 1,000 and then adding approximately 1,000 more each year until the maximum of 5,500 was reached. These scholarships were almost identical to the Holloway Plan since the cadets received the cost of tuition, laboratory expenses, incidental fees, and textbooks allowances. In addition, scholarship recipients received a non-taxable $40.00 per month in subsistence allowance throughout the tenure of the scholarship.

The 1964 act also contained a reserve liability clause that required all students who entered the advanced program or the scholarship program to become members of the Enlisted Reserve Corps. The purpose of this requirement was to make the student liable for an involuntary call to active duty in his enlisted grade for a maximum of two years in the event that he failed to accept a commission or elected not to complete the terms of his contract. Other features of the 1964 law included:

(1) the senior commissioned officer would be given the academic rank of professor;

(2) the school could offer a two-year program, four year ROTC program or both;

(3) the program could be compulsory or voluntary at the option of the institution or the state concerned;
and the program allowed the Military Departments to realign and adjust their curriculums so as to provide better coordination of their military requirements with other academic commitments.

The ROTC Vitalization Act at Iowa State

Iowa State University, after due consultation with the Military Departments and the ROTC Advisory Committee accepted both the two and four year programs. This acceptance of both programs proved to be important since "the wave of the times" pointed to offering a two year program only. Many schools switched to the two year program immediately and later had to change back to both a two and a four year program. The two year program had little effect nationwide as well as at Iowa State during its first year of operation which began with the 1965-66 school year. The Navy ROTC unit at Iowa State did not enroll one midshipmen in the two year program. The Navy elected to stay with the traditional four year program. Captain Coste the PNS said on several occasions that the first two years of the Navy curriculum could not be taught in the six week summer camp.\(^1\) The Army ROTC unit at Iowa State enrolled three juniors in the two year program and the Air Force enrolled only four. A major reason for the lack of participants

\(^1\)These ideas were expressed by Captain John Coste, PNS, on several occasions when this writer was present.
in the two year program was because of the lack of national publicity and almost no response from junior college transfer students. However, the 1966-67 school year was a different story. The national publicity on the two year program had been much better and the information about the four year scholarships had attracted some attention.

In 1966 the Navy ROTC unit at Iowa State offered the two year program and four midshipmen were selected. The Air Force increased its number of two year students to ten and the Army ROTC unit had forty cadets enter advanced ROTC through the two year program. There were probably over 200 students who applied for one of the three ROTC two year programs at Iowa State. Normally less than one-fourth of those who applied for the two year program were accepted since there were some who failed to meet the mental requirements and several who did not meet the physical requirements. There were also some students who failed to complete the six week camp satisfactorily and then others who decide not to enroll in the advanced course. The Air Force and Navy also had a maximum number of openings for the advanced program. Consequently only a limited number could be accepted through the two year program in 1966.

The two year program was most successful for the Army ROTC unit at Iowa State. The Air Force only had moderate success; definitely not up to the original expectations. The Navy was obtaining a sufficient number of midshipmen through the four
year program and dropped their two year program at the start of
the 1969-70 school year. (The Navy two year program will be
re-instated in the 1972-73 school year.) It can be concluded
that the two year program offered another important option that
allows more flexibility in the ROTC programs. This flexibility
was used by some transfer students and several graduate
students, a group that became extremely interested in the two
year option during the Vietnam conflict.

The 1960-70 time period saw other happenings that brought
some attention to ROTC. On the national level President W.
Robert Parks of the University was appointed to the Air Force
ROTC Advisory Panel in 1966 as the Association of American
Universities representative and was one of only nine members
on the panel. This advisory panel met annually and advised
the Secretary of the Air Force on matters dealing with AFROTC
and institutions of higher education. In 1965 on the state
level, the Iowa General Assembly authorized the "Governors
Award" to be presented to the outstanding cadet of each of the
ROTC programs in Iowa. Locally the ROTC programs were changed
to Officers Education programs that are more in line with the
University academic environment. Each of the three Military
Departments continued to function as effective units of the
University. Each unit will be discussed briefly with regards
to specific events and happenings that occurred from 1960 to
1970.
Army ROTC at Iowa State University 1960-70

The Army ROTC unit at Iowa State was commanded by four Army Colonels during the 1960's. Colonel Ebel's tenure which started in 1957 carried over to 1962. Colonel David S. Keisler served from 1962 to 1965 when he retired from active duty. Colonel Keisler was the last field artillery officer to command the Iowa State AROTC unit. Although not a matter of official record, Colonel Keisler was the first PMS (PMS&T changed to PMS--Professor of Military Science in 1960) to have a master's degree. He completed a Master of Science in education shortly before he completed his tour at Iowa State. In 1965 Colonel Vern L. Joseph became the PMS for three years and presided over the final conversion to the general military science curriculum from the branch material curriculum. Colonel Joseph was an infantry officer and was the third PMS at Iowa State who had been from the infantry branch. All the PMS's since World War I had been field artillery officers except Colonel Shaffer and Young in the early 1920's who were also infantry. In 1968 Lt. Colonel Robert Barnett (he was promoted to Colonel a few days after school started in 1968) became the seventeenth person to serve as the PMS at Iowa State during the first one hundred years of military training. Colonel Barnett was the first officer to serve as PMS that was from the chemical corps.¹

¹Iowa State University, Special Collections, Military Science Records, Personnel File.
The most significant specific happening for the Army ROTC program in the 1960's dealt with the curriculum. In the early 1960's the Iowa State Army ROTC unit moved a little closer to the branch general (or branch immaterial) curriculum. The unit removed some of the specific military training subjects and allowed a substitution of a college taught course in the sophomore and senior year under the guise of academic electives.\(^1\) Colonel Keisler analyzed this early 1960 curriculum in his M.S. thesis "A Proposed Senior Division Army ROTC Curriculum" and concluded that the Army ROTC curriculum should remove more of the courses which taught military skills. The Colonel recommended that some of the military courses should be taught at summer camp and the extra academic time used to teach more generalized subjects that would be of value to a future Army officer.\(^2\) Colonel Keisler's proposed curriculum is very much like the curriculum of the Army ROTC in 1970. In the fall of 1964 the Army Officer Education program at Iowa State switched to the complete general military science

\(^1\) *Ames Tribune*, February 24, 1960; Iowa State University, Special Collections, Military Science Records, General Information Folder.

curriculum using a two year phase in period.\textsuperscript{1}

Other developments during the 1960's included conducting a spring bivouac or pre-camp at Camp Dodge, Des Moines, Iowa, the formation of the Black Berets, a counter insurgency unit, and the formation of Dress Blues. It was in the mid 1960's that the pre-camp was started in which the cadets were subjected to two days of comprehensive military tactics in the same basic areas they would be exposed to at the regular summer camp.\textsuperscript{2}

In 1966 the Iowa State Dress Blues, a co-ed drill team and service organization, was formed and was affiliated with the Pershing Rifles and the Army ROTC Department. The co-ed's participated in drill meets, assisted at Army ROTC award ceremonies, ushered at University functions, and generally added to the esprit de corps of the Army ROTC cadets.\textsuperscript{3} Another

\textsuperscript{1}Iowa State University, General Catalog, 1965-67, pp. 354-55. The general military science curriculum was implemented in 1964 and was printed in the 1965-67 Catalog and is listed in Appendix P. In 1971 the Army ROTC unit at Iowa State required its sophomore students to take American Military History (History 387A) during winter quarter which was substituted for second quarter MS II. In addition all four year program cadets must complete the second of the two quarter sequence of American History (History 387 B) prior to being commissioned. All advanced cadets must successfully complete one of three political science courses (251, 422, or 458). All of these courses are taught by civilians including the American Military History course.

\textsuperscript{2}Interview with Floyd Anderson, April 11, 1972.

\textsuperscript{3}Pass in Review (Iowa State University, Army ROTC paper, Ames, Iowa, November 5, 1970), p. 8.
organization that started during this time period was the Black Berets, later called the counter-insurgency unit, and finally the organization became the tactical platoon of Pershing Rifles. The Black Berets started in 1966 to familiarize the Army ROTC cadets in counter-insurgency tactics with the basic objective of improving the basic military skills of the individual cadet.

The first graduates of Army Officer Education at Iowa State who had started the advanced course under the new general military science curriculum graduated in 1966. Prior to this time a majority of the Iowa State graduates served in the branch in which they were trained. With the new general military science curriculum the Iowa State graduates started receiving assignments in several of the fifteen different branches of the Army. In 1966 the Army started publishing results of the AROTC graduates performances in the branch school they attended. The branch school results were divided into the top, middle and lower one-third. Iowa State AROTC graduates ranked:

<table>
<thead>
<tr>
<th>Year</th>
<th>Upper</th>
<th>Middle</th>
<th>Lower</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966</td>
<td>47</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>1967</td>
<td>40</td>
<td>43</td>
<td>17</td>
</tr>
<tr>
<td>1968</td>
<td>60</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>1969</td>
<td>49</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>1970</td>
<td>55</td>
<td>27</td>
<td>16</td>
</tr>
</tbody>
</table>

---

1 Iowa State University Army ROTC, Records of Branch School ranking; 1966-1970.
It can be seen that Iowa State graduates have averaged in the upper one-third over fifty per cent of the time and in the lower one-third less than twenty per cent when compared to the national percentages. This comparative rating speaks well for the Army officers who are commissioned at Iowa State.

During the 1960-70 time period the Iowa State University Army ROTC unit commissioned 745 second lieutenants. One could conclude that the Army Officer Education program at Iowa State was accomplishing its general objective of providing military education at a civilian educational institution for the purpose of qualifying selected students for appointment as officers in the United State Army Reserve and the Regular Army.

NROTC at Iowa State University 1960-70

From 1960 to 1970 the NROTC unit at Iowa State was commanded by three Marine colonels, two Navy captains, and a Navy commander. The normal tour of duty for a Professor of Naval Science was three years. However, only one PNS served that length of time during this time period since there were several extenuating circumstances. Colonel Crockett, who had taken command of the Iowa State NROTC unit in 1959, died on September 29, 1960. Commander R. J. Dannefelle who was serving as the NROTC executive officer assumed command for four and one-half months until Colonel V. J. Harwick reported to the University