

**A HISTORY  
OF MILITARY TRAINING**



**AT THE  
UNIVERSITY OF MINNESOTA**

**1869-1969**

### ACKNOWLEDGEMENT

I wish to recognize the late Lieutenant Colonel Adam E. Potts for the invaluable contents of his source work *70 Years of Military Training at the University of Minnesota, 1869-1939*. The editing of his documented material represents the basis for the first seventy years of this historical narrative. Further, my gratitude is extended to Professor Rodney C. Loehr, Colonel William D. Beard and Mr. William T. Harris for their constructive criticism of the draft copies. Finally, I wish to thank Mr. Walter N. Trenerry and the McKnight Foundation for the generous gift which made possible the publication of this work.

**THE HISTORY OF  
MILITARY TRAINING AT THE UNIVERSITY  
OF MINNESOTA, 1869-1969**

**by**

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## INTRODUCTION

The Army Reserve Officers' Training Corps is the largest source of officers for the Active Army and its Reserve components. This system of educating the majority of future Army officers on college campuses dates back to 1819 when the American Literary, Scientific and Military Academy was founded in Northfield, Vermont. Now Norwich University, it was established by Captain Alden Partridge, a former superintendent of the United States Military Academy.

Military instruction subsequently spread to other institutions, such as Virginia Military Institute in 1839, the University of Tennessee in 1840, and to the Citadel in 1842. These and many other schools became sources of officers for both the Union and Confederate armies during the Civil War.

Foreseeing the dual necessity of additional institutions of higher learning as well as a source for educated young men to be schooled in the military arts, the Congress of the United States passed the Land Grant Act of 1862 (Morrill Act). The act provided money from the sale of government lands to establish colleges and universities provided that these landgrant institutions would “. . . without excluding other scientific and classical studies, and including military tactics, . . . teach such branches of learning as are related to agriculture and the mechanic arts, in such a manner as the *legislatures* [*my italics*] of the states may respectively prescribe . . .”<sup>1</sup>

The passage of the Morrill Act constituted an epic in higher education in America. It marked the beginning of a system of education truly national in charter that was designed to democratize educational opportunities and responsibilities and to meet the growing needs of a great Nation.

It was no accident that the Congress included military tactics among the subjects to be taught by the institutions for one of the fundamental reasons for the Act's passage was that of national defense. Indian uprisings and the Civil War made national defense as

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<sup>1</sup> Morrill Act, July 2, 1862 (12 Stat., 502).

important then as the "cold war" does today. The Congress realized then, as it does now, that one element of a Nation's strength is a substantial reserve of well-trained officers. With that objective clearly defined, this Nation began to prepare college men for the future defense of their Country.

## CHAPTER I

### UNIVERSITY OF MINNESOTA CADET CORPS

1869-1915

The University of Minnesota opened its doors to the instruction of the youth of this State in 1869 through the benefit of subsidies from the Federal Government made available by the passage of the Morrill Act. The faculty consisted of nine men headed by President William W. Folwell, a Colonel of Engineers in the Civil War.

One of the original nine faculty members was Major General Richard W. Johnson (Ret.), previously from the University of Missouri. He became the university's first Professor of Military Science and Tactics. Being a versatile man, General Johnson also taught mathematics, history, and geography.

During General Johnson's tenure, the cadets were formed into two companies of infantry, and one platoon of artillery. The General drilled Company A and the artillery platoon, while Edward Twining, Professor of Chemistry, drilled Company B. The cadet uniforms of the time were made of grey cloth trimmed in red.<sup>2</sup>

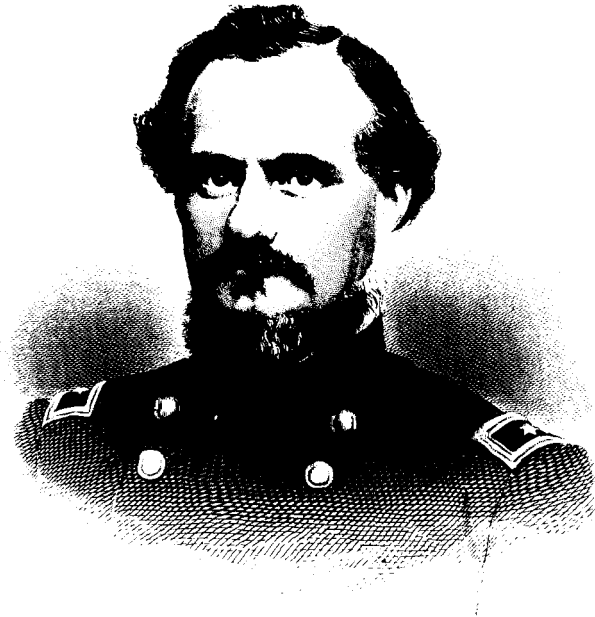
General Johnson resigned from the university staff in 1871. Since there was no replacement as the Professor of Military Science and Tactics (PMS&T), military drill and maneuvers were suspended until the Fall of 1872, when a new PMS&T was assigned.

From 1872 to 1875, the military training was limited to infantry drill, for which 150 breech loading rifle muskets were furnished, together with sets of infantry equipment.<sup>3</sup> As there was no armory at the time, the drill was regulated by the weather.

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<sup>2</sup> The red trim was in honor of General Johnson's past arm of service-Artillery.

<sup>3</sup> The infantry equipment was probably composed of maps, and personal equipment, such as canteens, cartridge belts, etc.



*R. W. Johnson*  
*Byfield*

Major General Richard W. Johnson, Retired  
September 15, 1869–January —, 1871  
Founder of the Military Department



Between 1876 and 1883, military training was expanded by the procurement of several light artillery pieces. A substantial number of the cadets took advantage of the additional training made available by the presence of the new equipment, but the PMS&T feared that the cadets might drill too near the bluff overlooking the Mississippi, and roll the cannon into the river. By accident or design, however, that fear was never realized.

During the period from 1883-1884, training was sporadic due to the absence of a PMS&T. This was a matter of grave concern to the Board of Regents who believed that the university might be penalized for failure to comply with the terms of the Morrill Act. In 1884, however, President Northrop persuaded the Reverend Claus J. Breda, former pastor of the Norwegian Lutheran Church of St. Paul, to return from Norway and to establish the Department of Scandinavian Languages, teach Latin, and be the Commandant of Cadets. By Professor Breda's acceptance of the duties of Commandant, the Regents hoped to forestall the loss of federal subsidies provided under the Morrill Act. The Regents encouraged the advancement of military training by authorizing the construction of a drill hall and promised other improvements.

Very little is known about Professor Breda's service as Commandant of Cadets; however, several diaries noted that enthusiasm for military training was never greater in the history of the fledgling university. Accordingly, the Professor must have been a good military as well as a spiritual leader for when he resigned from the university in 1899, he returned to Norway to teach in a military school.

The increasing enrollment coupled with the suspected improvements in the military training were to be further developed and expanded by a young infantry lieutenant.

First Lieutenant Edwin F. Glenn arrived at the university in October 1888 to assume the duties of Professor of Military Science and Tactics. His most prominent contribution to the military training program was to organize the University of Minnesota Cadet Corps (UMCC).

With the advantages of a sound cadet organization, and the use of a newly constructed Coliseum (1884) for drill, the cadets were exposed to a more consistent and constructive military training program. The stimulating leadership of Lieutenant Glenn soon created such *esprit de corps* and enthusiasm that young co-eds applied for enrollment into the Cadet Corps.<sup>4</sup>

In 1888, the Regents permitted the co-eds to enroll for military training, and in the Fall of 1889, military drill was made compulsory for all students.<sup>5</sup> Female participation in military training was short-lived, however, when in 1892, the new PMS&T, First Lieutenant George H. Morgan, requested that the Regents restrict military training to male students. Thus, in 1892, Physical Culture classes replaced drill training for the young women.

A dynamic organizer, Lieutenant Morgan continued to build on the sound foundation that had been initiated by Lieutenant Glenn. The University of Minnesota Cadet Corps began to grow into a formidable unit. A drill squad was organized on the farm campus, and authority was secured to build a new drill hall there costing \$24,000. This expansion marked the beginning of drill on the Agricultural School campus.

Expansion continued when permission was given to the UMCC by the Commanding General, Department of Dakota, to participate in formations at Fort Snelling. The new contact at Fort Snelling enabled the Cadet Corps to secure the services of the drum major of the 3rd Infantry as an instructor for a newly formed cadet band. Shortly after its organization, the band became one of the finest in the United States.

In 1894, a fire destroyed the Coliseum, but within two years a direct appeal to the Minnesota Legislature by Lieutenant Morgan

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<sup>4</sup> Prior to 1888, the faculty policy had been to excuse the girls from any form of military training.

<sup>5</sup> For further information concerning the co-ed military organizations see APPENDIX III, page 44.

resulted in the allocation of \$67,000 for the construction of a new drill hall. With the assistance of Charles L. Aldrich, Professor of Architecture, Lieutenant Morgan supervised the building of the present Armory.<sup>6</sup>

Between 1895 and 1898, the Cadet Corps continued to expand. It consisted of an infantry battalion with four companies, an artillery platoon of 20 cadets, and a bicycle corps composed of 26 men. The claim that this was the first military bicycle organization in the United States has never been challenged.

In 1898, the United States and Spain opposed each other in war, and this international crisis temporarily brought to a close military training under the supervision of regular army officers. The demand for officers in the war zones made it impossible for the War Department to detail them to the university. The senior cadet officers, however, responded well to the training difficulty. They assumed the duties of conducting drill, and were most successful in their endeavor. Between 1898 and 1906, there were four cadets who acted as PMS&T.<sup>7</sup>

With the end of the Spanish-American War, military training was again put on its old footing. The War Department assigned a new PMS&T to the university, and the Cadet Corps once again began to enlarge and improve. The cadets made such an excellent showing

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<sup>6</sup>The Armory contained the university gymnasium and the swimming pool. Both facilities were used for all appropriate university athletic events until 1935 when the Athletic Building was constructed east of the Armory. The Athletic Building was formally re-named Cooke Hall in 1938.

<sup>7</sup>Cadet Major Frank M. Warren, 1898-1899; Cadet Major Edward Wittgen; Cadet Major Walter J. Allen, and Cadet Colonel Charles M. Schouten, 1906. NOTE: Their success as acting PMS&T's is recounted in a letter of July 5, 1938, from Colonel George H. Morgan to Lieutenant Colonel Potts. See: Potts's **70 Years of Military Training at the University of Minnesota, 1869-1939**, page 9.

when reviewed by visiting inspectors, that President Theodore Roosevelt appointed the two most outstanding cadets, Frank F. Jewett and James W. Everington, to the Regular Army.<sup>8</sup>

Additional changes took place within the Cadet Corps following the war with Spain. With military preparedness having been clearly inadequate prior to the war, the recommendation was made that the Cadet Corps be organized as a volunteer regiment ready to take the field in case of war.<sup>9</sup> Next, the band was expanded to 60 pieces under the direction of Mr. B.A. Rose, and an annual budget of \$600.00 was obtained from the university to be used to purchase equipment for the band as well as for the cadet officers.

At the time, four hours a week were prescribed as the minimum requirement for drill and a military dance was held every Saturday afternoon as compensation for the hard work during the week.

The year 1906 was an active one for the Corps of Cadets. The Student Soldiers Memorial was erected in front of the Armory on Decoration Day. For the occasion the cadets formed an escort of honor for Governor Johnson, who took part in unveiling ceremonies. Credit for the memorial belongs to Dr. Haynes of the College of Engineering, who collected the funds, selected the design, and prepared the roster of 218 university men who served in the Spanish-American War.<sup>10</sup> In Autumn, 1906, the flag pole at the

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<sup>8</sup> Since the ROTC program is designed to produce Reserve Officers for short term active service, Regular Army Commissions were offered only to exceptional students whom the Army desired to retain as career officers. NOTE: Frank Jewett attained the rank of Colonel.

<sup>9</sup> The results of this recommendation are unknown.

<sup>10</sup> Until his death, Dr. Haynes sent flags each year to the graves of the nine students killed in the war. One grave remained abroad; that of Lieutenant J.H. Rask who is buried in Bacorn, Philippine Islands.

South end of the Armory was erected and dedicated with appropriate ceremonies.

A major improvement in military equipment came about when the old style cadet weapons were replaced by Krag rifles with knife bayonet. The training schedule, however, remained unchanged for the next four years.

As an innovation to improve training, the Cadet Corps obtained permission to conduct a cadet training camp at Fort Snelling in 1910. These cadet camps proved to be an excellent training vehicle, and accordingly were popular with the cadets.<sup>1 1</sup> The custom in vogue at these camps was to complete the annual inspection with a sham battle at Fort Snelling, the College of St. Thomas cadets being the enemy. Visitors were not allowed to attend these "battles" since the use of wax wads in the blank ammunition of that day was a fairly good casualty producing agent at close range.

By 1914 the size of the Cadet Corps had expanded to include 1,072 students, and was organized into three groups. The UMCC on Main Campus was composed of 10 companies; the Agriculture College had 2 companies, and the School of Agriculture Corps consisted of 6 companies.

The period prior to World War I was marked by a number of innovations. A cadet Hospital Corps was organized at the suggestion of Cadet H.R. Denny, a past member and instructor in the United States Army Medical Corps. The detachment was composed of 3 cadet officers and 8 cadet assistants under the supervision of Cadet John H. Villars. Regular Army manuals and equipment were obtained for their instruction.<sup>1 2</sup>

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<sup>1 1</sup>Two one-week camps were held: one for the cadets on main campus, one for the cadets from the School of Agriculture. The training camps became perennial until made a requirement for students in the Advanced Course (one between the junior and senior years) when the ROTC program was established in 1916.

<sup>1 2</sup>This small detachment was the forerunner of the Medical Corps which was formed in 1921.

Another historic incident involving the UMCC began to take shape in 1913, when the State Legislature authorized the formation of a National Guard regiment of field artillery.<sup>13</sup> Battery F of the regiment was located at the university and commanded by Captain W.F. Rhinow of the Minnesota National Guard. Artillery cadets manned the battery which served as an instruction and training vehicle.

The battery's success and popularity with the cadets was made clear when it was detailed to the Mexican border in 1916 as a result of President Wilson's call for militia in June of that year. The waiting list for assignment to the battery consisted of 60 names.

The ex-cadets served on the border as enlisted men until September 1916, when they were discharged from federal service in time to enroll for Fall classes at the university.

It is interesting to note that when the United States entered World War I, Battery F, 1st Minnesota National Guard became Battery F, 151st Field Artillery, and as such supported the brilliant exploits of the 42nd (Rainbow) Division.<sup>14</sup>

The high point in the history of the University of Minnesota Cadet Corps had been reached with their contribution to the Mexican Border conflict. With a major war in Europe threatening to involve the United States, Congress moved to strengthen our national defense by the passage of a major piece of legislation destined to have long lasting, and profound affects upon collegiate military training.

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<sup>13</sup> This decision was probably prompted by the growing tension on the United States-Mexican border.

<sup>14</sup> The battery was composed of 4 three-inch guns, 4 caissons, 2 storage wagons, and 12 linkers.

## CHAPTER II

### RESERVE OFFICERS TRAINING CORPS

1916-1934

On June 24, 1916, the passage of the National Defense Act turned away from the idea of an expandable Regular Army, and firmly established the traditional American concept of a citizen Army as the keystone of our defense forces. It merged the new Army Reserve, the reorganized National Guard, and the Regular Army into the Army of the United States. Many of the officers for this expanded citizen army were to be trained in colleges and universities under a Reserve Officer Training Corps program. Thus, Army ROTC was firmly established in the basic form in which it is known today.

The University of Minnesota dissolved its Cadet Corps, and on December 5, 1916, ROTC was officially established on the campus.

One of the first results of the National Defense Act was to expand the training cadre for the ROTC program at this institution to 5 officers and 6 non-commissioned officers.

The new training corps was initially composed of one infantry regiment of 18 companies, the total cadet enrollment being 1,311 men.<sup>15</sup>

The regulation olive drab uniform was prescribed to replace the grey formerly worn by the UMCC, but as arms and equipment were lacking, 200 old rifles were borrowed from the Home Guard for training.

For all practical purposes the initial training under the ROTC program did not change from that of the UMCC program in its first

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<sup>15</sup> The battalion of 230 cadets at the School of Agriculture was not included in the ROTC program in 1916. The Agriculture School unit was discontinued in March 1924.

three years of existence. Scheduled hours were devoted to drill and maneuver with a few informal classes being held periodically on such subjects as military history and military law. United States entry into World War I, however, not only temporarily suspended ROTC training at the university, but the lessons learned from the war were to create substantial improvements in the ROTC curriculum when it was re-established in 1919.

American involvement in the war was soon felt on campus. By the end of April 1917, 171 students had enlisted for war service. Military training was intensified and apparently thorough, for the casualty rate among ROTC officers was thirty percent lower than among officers who were commissioned after 90 days training at officer candidate camps.

The lure of more active war participation drew heavily upon ROTC enrollment. Early in 1918 ex-cadets were found enrolled in service organizations, training camps, or other war-connected work all over the United States, and the campus took on the appearance of a military reservation by April. In addition to the ROTC program, the university was training 1,000 aviation and motor mechanics as well as radio operators and naval cadets.<sup>16</sup>

Once the draft laws began to affect the Nations' youth, the predicted reduction in enrollment threatened the existence of many universities and colleges. Accordingly, the Federal Government initiated the Student Army Training Program (SATC). The SATC was intended to serve a dual purpose. Firstly, it was to provide an academic as well as a military education for those young men who were not yet in the draft age bracket. Thus, when they became eligible for the draft, they could remain in school until their training had been completed. Secondly, by retaining a large number of men in a four-year program, the university would have an adequate

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<sup>16</sup>The men were enlisted draftees sent to the university for technical training, and were not under the control of the ROTC Department.



student body with which to operate. The students in the SATC program were paid a monthly stipend, and the university provided on-campus housing.

Approved by the Board of Regents, as a substitute for the ROTC program, on September 2, 1918, the SATC program was short-lived, existing only for 111 days. In that brief period, however, it had enrolled 3,252 students in the Class A or collegiate division.<sup>17</sup> Impressive is the fact that upon its demobilization on December 21, 1918, 1,233 students in the Class A division were required to terminate their studies because they were unable to meet the normal university entrance requirements.

The SATC had been a "war baby", thus its termination followed the Armistice in November, and the ROTC program's Basic Course was re-established at the university on February 10, 1919. Formal instruction was resumed on February 17, under the direction of 7 officers and 6 non-commissioned officers.

In addition to the infantry contingent which had been previously authorized, two additional units were approved by the War Department. A Signal Corps training program was established at the university on May 21, 1919, and a Coast Artillery program on September 23, 1919.<sup>18</sup>

Prior to its re-establishment in 1919, the ROTC program had remained similar to the old UMCC curriculum, i.e., training in drill and maneuvers. In 1920, however, a new National Defense Act directed a radical departure from the old drill exercises. Although valuable in teaching principles of discipline, organization, and leadership, these practical exercises neglected to create a "complete"

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<sup>17</sup> In addition to the Class A division, a vocational division (Class B) existed within the SATC program. It had a total enrollment of 2,931 students. When the SATC program was discontinued these students were required to enter active military service.

<sup>18</sup> Additional units were organized in 1921. A Medical Corps was established in February, under Colonel H.H. Rutherford, M.C. The following Fall, Major Frederick R. Wunderlich, D.C. set up the Dental Corps as an adjunct to the ROTC program.

officer. Knowledge of higher military studies in the complex techniques of modern warfare was essential if a military leader was to be fully effective. Thus, as a direct result of the National Defense Act of 1920, the ROTC program was converted primarily into an academic course of study. Classes were offered in various fields of engineering, history, and law. Additionally, courses were offered in gunnery, astronomy, communications, logistics, and other associated military subjects. The drill program remained, but only as a necessary supplement to academic courses.

Under the re-established ROTC program, the enrollment rose to 1,037 cadets. With a large cadet organization, the corps rapidly developed, and by the Spring of 1920, enough basic students had been trained to warrant the revival of the Advanced Course. It was accordingly offered the following year.

The usual summer camp training followed the revival of the Advanced Course. The infantry cadets were sent to Fort Snelling, the Coast Artillery men went to Fort Monroe, Virginia, and the Signal Corps conducted its training at Camp Vail, New Jersey.<sup>19</sup>

In 1920, the university had not only accepted a new ROTC program, but it had also welcomed its fifth president, Dr. Lotus D. Coffman. A firm believer in the benefits of military training for college youth, Dr. Coffman's counsel did much to check the rising tide of juvenile pacifism that was beginning to assert itself on campus.

Interest in military service had not lagged since World War I, and the convocation schedules included one or two military convocations each year. Near the close of the war, in fact, the *Alumni Weekly* included this statement concerning military training at the university.

It is safe to say that the last vestige of opposition has vanished with the coming of the war. Not so long as this war is

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<sup>19</sup>Camp Alfred Vail became the permanent home of the Signal Corps on August 6, 1925, and its name was changed to Fort Monmouth.

remembered will there be question raised again as to the desirability of collegiate military training.<sup>20</sup>

Unfortunately, this prognostication was not to be borne out. Fifteen short years after the end of the war, the call "down with the military" was heard on campus.

Objection to collegiate military training had been voiced from time to time since its original establishment, but the first organized opposition appeared in the State Legislature in April 1925. Mr. A.E. Devold and Mr. S.A. Stockwell introduced bills in the Senate to make military training on Campus optional. These measures were defeated by the Senate Committee on Public Insitutions. Nine years later, however, the organized opposition to military training was to triumph through the action of the Board of Regents by a single vote majority.

The successful drive to make military training an elective course of study began in 1933, when Governor Floyd B. Olson opposed compulsory military training in his message to the Legislature. Heartened by the Governor's statement, the opposition intensified its efforts, and became more vociferous in its demand for the abolition of required military training.

The Board of Regents took up the issue and held hearings in January and again in June, 1934.<sup>21</sup> For over sixty years they had overwhelmingly favored required military training. In 1934, however, the Regents waivered on the issue. On the motion of Mrs. Anna O. Determan, a member of the Regents, the question was put to a vote: "Shall the rule requiring compulsory military training at the University of Minnesota be made optional effective beginning with the academic year 1934-1935?" The motion was carried six to five,

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<sup>20</sup> Alumni Weekly - April 15, 1918.

<sup>21</sup> The disputed value of compulsory versus optional training are clearly discussed in the President's Report for 1934 and the "Biennial Message to the People of Minnesota," 1934.

and compulsory military training on campus came to an end after sixty-five years.<sup>2 2</sup>

<sup>2 2</sup>NOTE: The Board of Regents was, on June 18, 1934, composed of twelve members. Mr. C.R. Butler, known to favor required military training (See minutes of Regents Meeting, October 1933) was absent. His absence prompted Mrs. Determan to force a vote at that particular time. The question of required military training was *not* on the docket for that meeting.

## CHAPTER III

### VOLUNTARY MILITARY TRAINING

1934-1954

With the abolishment of compulsory training requirement, Lieutenant Colonel Adam E. Potts, the PMS&T recommended the closing of the entire Military Science Department. The War Department, however, decided to simply withdraw the Infantry training program.<sup>23</sup> This decision came about after a number of influential Minnesotans went to Washington, and applied pressure for the retention of at least one training unit. This action was taken so that the university would not lose its federal subsidies by not fulfilling the obligations of the Morrill Act.

In 1934, after the entire affair concerning ROTC died down, the work of reconstructing the elective program began. The first objective was to secure equal credit from all colleges within the university.

Academic credits were first offered to Basic Course students in the beginning of Fall Quarter, 1934. With military training elective for freshmen and sophomores, the Regents granted one credit per quarter to encourage enrollment.<sup>24</sup>

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<sup>23</sup> NOTE: With a Congressional failure to approve funds, the Medical and Dental Corps units were also withdrawn in June 1934.

<sup>24</sup> With the addition of class credits for the basic students, however, enrollment for Fall Quarter 1934, numbered 320 freshmen and sophomores against the previous Fall enrollment (mandatory) of 2,443 students. NOTE: The Basic Course is offered to freshmen and sophomores and represents the first two years of ROTC training. Correspondingly, the Advanced Course is composed of junior and senior cadets and is considered the upper division of the ROTC program.

Beginning with the re-establishment of ROTC in 1919, until October 1935, academic credit for the Advanced Course student varied from 0 to 18 credits depending upon the dictates of the individual student's college.

In 1934, the War Department agreed to retain the Coast Artillery and Signal Corps units at the university, but one of the conditions was that all colleges agree upon a uniform credit acceptances procedure. The schools and colleges that presently constitute the Institute of Technology immediately agreed to recognize the 18 credits for the Advanced Course. The College of Science, Literature and the Arts (the College of Liberal Arts) was undecided about the amount of credit that it would accept. In the Fall Quarter 1935, however, after a great deal of debate, all colleges voted to grant 18 credits to Advanced Course students for the last two years of work in the ROTC program.

A new change in the method of teaching the academic courses in the ROTC program took place in the beginning of the 1935-1936 school year. The lecture courses were completely revised, updated, and adapted to visual training methods by the use of charts, movies and working models (training aids). Although standard texts had been revised annually, the system of supplementing them with information from current sources was introduced thereby enhancing the nature of the course material.

For 70 years, military training had been offered at the university as a preparation for entrance into the United States Army. The value of such training soon became clear to the Department of the Navy for beginning in the 1939-1940 school year, a Naval ROTC unit was established in the Armory. This unit continues to offer excellent courses of instruction to young men who have chosen to serve their Country in the Naval Arm of our military forces.

From 1934 to 1939, the AROTC enrollment consisted of approximately 700 students yearly, but with the growing realization that another world conflagration loomed on the horizon, students began turning to the Military Science Department for training. The Medical Corps unit was re-established at the university on August 7,

1936, and together with the Signal Corps and Coast Artillery Corps programs, AROTC managed to commission a substantial number of well-trained young men so desperately needed when the Japanese struck at Pearl Harbor.<sup>25</sup>

Between June and October 1942, the bulk of AROTC students enlisted in the Army Enlisted Reserve Corps program. Coast Artillery and Signal Corps students in the AERC were called to active duty in February and March 1943. Seniors were sent to Officer Candidate Schools, while the Juniors were detailed to replacement training centers to be given basic training as a substitute for AROTC.<sup>26</sup>

By January 1943, the War Department issued instructions that until future notice, no further Advanced Course contracts would be signed by AROTC students. Basic Course students in the AERC program were being drafted so swiftly the AROTC program barely remained in existence.

With the United States fully committed to the defense of the free world, the need for specially trained men became critical. In the Spring of 1943, the Army Specialized Training Program (ASTP) was inaugurated at the university when 317 men came for training in advanced engineering. At the same time, the AROTC Advanced Course was temporarily discontinued.<sup>27</sup>

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<sup>25</sup> The Medical Corps unit was again deactivated in August 1943 due to the creation of the ASTP. See page 19 in reference to ASTP.

<sup>26</sup> The AERC program was designed by the War Department to insure that college students would be in a specific reserve status subject to a call to active duty at any time. After October 1942, enlistment in the AERC became a prerequisite for entrance into the ROTC program.

<sup>27</sup> ASTP students had been inducted into the Army prior to their enrollment into the program, and were assigned to specific Army duties upon completion of the ASTP training.

The ASTP expanded rapidly in the Summer months of 1943. In addition to engineering, students were enrolled in Psychology, Medicine, Dentistry, as well as Area and Language Studies in Japanese and German.<sup>2 8</sup>

During the first five quarters of ASTP training, the AROTC curriculum had not been fully deactivated. It continued to function for freshmen and sophomores, and provided general courses of study in connection with the ASTP which permitted the students to examine the Army as a whole, and obtain a general background that aided them in any branch of the armed forces. In 1944, however, the entire AROTC program was temporarily deactivated, and, the ASTP became the only medium for military training on campus.

The specialized program continued to offer training to students until June 29, 1946. During its 39 months of existence, the ASTP had enrolled over 7,500 students, and had contributed immeasurably to the successful prosecution of the war. It had provided the individual students with specialized knowledge of great personal benefit as well as being of value to the progress of this Nation.

Following the end of the war, the Basic Course of the AROTC program was re-activated at the beginning of the Fall Quarter, 1945. Continuation of the Selective Service Act, however, initially prevented a large enrollment in the program. One year later, the Advanced Course was re-established, and Basic Course credit was offered to students who had served on active military duty for at least 12 months.

A new program of instruction for the entire AROTC curriculum was prepared by the War Department, and became effective in September 1946. The subjects offered encompassed new doctrines and techniques developed during the war and were specifically designed for the collegiate level.

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<sup>2 8</sup> Beginning in January 1944, Area and Language Studies were expanded to include Norwegian and Swedish groups.



Collegiate ROTC programs such as ours which had offered specialized training in such fields as the Signal or Artillery Corps programs excluded the enrollment of large groups of students due to entrance prerequisites, the technical nature of the courses, or the personal interests of the students. A War Department board of officers conducted a survey of the university in January 1946, to determine if other branches of the service could be supported on campus. The board recommended the establishment of the following additional units: Infantry, Engineer, Dental, Ordnance, Chemical, Quartermaster, Medical, and Transportation Corps.<sup>29</sup> The majority of these units were activated at the university in September and October 1946.

The new AROTC program became an elective course of study which carried college credits applicable toward any degree offered by the university; it was also a prerequisite for a Reserve Commission.

The Basic Course offered instruction in general military subjects applicable to all branches of the Army and Air Force. Air Force preparatory training was conducted by the AROTC program because a separate ROTC program for the Air Force was not offered at the university until July 1, 1949.<sup>30</sup>

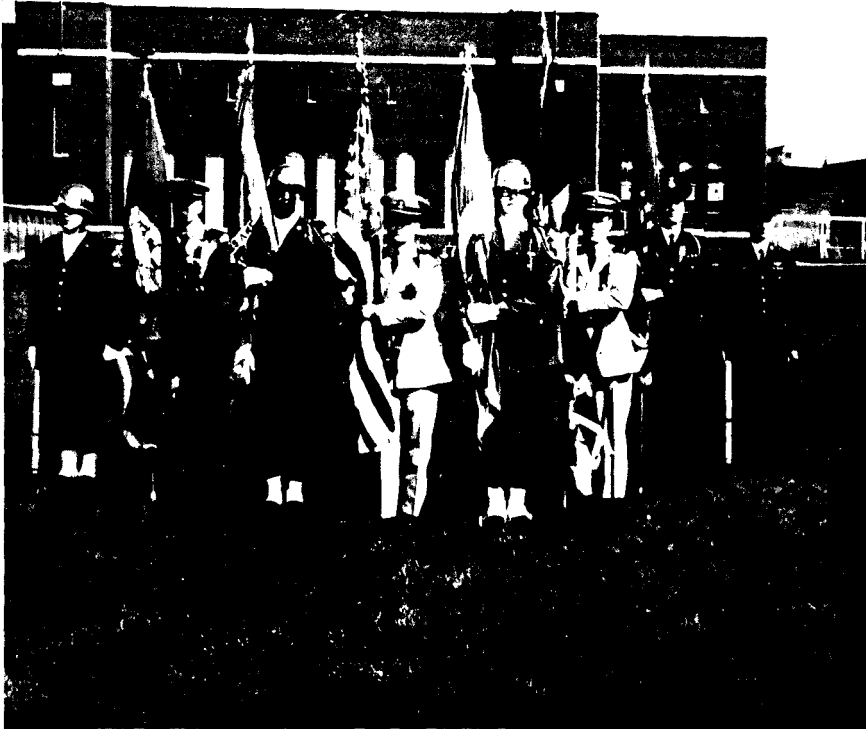
Basic Course instruction included courses of study in Military Law, Hygiene, Leadership, Map Reading, Aerial Photographic Analysis, Military History, and Military Organization.

The Advanced Course consisted of courses of study in a specified field of military training such as the tactics and/or organization of

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<sup>29</sup>By 1 July 1947, all additional units had been activated at the university with the exception of the Dental Corps which began training students on 1 July 1948. NOTE: A Pharmacy Corps unit was also added to the military training program on 1 July 1948.

<sup>30</sup>The National Defense Act of 1947 had, however, provided for a separate Air Force. Prior to July 1949, all students interested in an Air Force Commission were permitted to select ground (Army) or air (Air Force) service upon commissioning.



The Tri-Service Color Guard  
1968

one of the Arms or Services. Additionally, instruction was offered on general subjects such as leadership, psychology, personnel management, geographical foundations of national power, military teaching methods, Command and Staff, and combat intelligence.

As this new curriculum became firmly developed, it became evident that this institution had sanctioned a comprehensive AROTC program which complemented the diversified academic courses offered by the various colleges within the university.<sup>3 1</sup>

The AROTC program continued to expand, and provided hundreds of well-trained college men for temporary service in the armed forces. This reserve of well-trained citizen soldiers again became a source of national strength when the United States entered the Korean Conflict in July 1950, as part of a United Nations force.

The Selective Service Extension Act of 1950 and the impetus supplied by the Korean Conflict largely accounted for a relatively high AROTC enrollment between 1950 and 1953.

Throughout the Korean Conflict the AROTC curriculum remained unchanged, but the Medical and Dental Corps programs were terminated in October 1953. This action was representative of a nation-wide change which came about as a result of doctors and dentists entering the armed services through other programs.

In a continuing effort to improve and update the purpose and content of the AROTC program, the Department of the Army formed a committee of distinguished civilian educators and military personnel in 1952. Its purpose was to study the proposal to convert AROTC programs to branch immaterial, or General Military Science training. The results of this study and its affect upon the military training program at the university will be discussed in the concluding chapter.

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<sup>3 1</sup> In September 1949, the second year cadets began to receive specialized branch training.

## CHAPTER IV

### GENERAL MILITARY SCIENCE

1955-1968

Prior to 1955, there was a well established complaint on the part of college and university authorities that the Army ROTC courses were not sufficiently challenging to the college student. There was a repetitious re-emphasis on the what and the how of Army methods, it was said, but there was little effort made to explain the reason why.

The investigating committee on the AROTC curriculum studied the Branch Material curriculum, and were of the opinion that the course of study made little effort to present the Army as a program worthy of consideration by the student.

After months of study and planning, the committee members recommended that a General Military Science curriculum be immediately phased into all AROTC programs. This new curriculum was designed for the student to begin with a consideration of the principles first, and then proceed to the study and the practice of their application. In the first year, the student would study the general principles that pertain to National Defense, the Organization of the Army, and the development of character and leadership qualities. As the student progressed from the freshmen through the senior year, there would be less attention to the study of principles and greater emphasis would be placed on application.

The overall tone of General Military Science became scientific, factual and inspirational. The predominant goal became: persuade and enlighten the student with regard to his opportunities for service as an officer in the United States Army so that he can better himself as an individual and as a member of society, while safeguarding for himself and others the rights and privileges enjoyed as citizens of a democracy.

Lastly, the General Military Science program was predicated on the valid assumption that there is an area of knowledge and discipline that is common to the Corps of Officers, regardless of specialty, and secondly, that a complete understanding of all branches of the service could not be fully grasped until the broad and universal principles of soldiering had been taught. In short, the history of the United States offered through studying the organization, development, progress and purpose of the United States Army would be the foundation of the new AROTC program.

Beginning in the 1954-1955 school year, the Board of Regents accepted the Department of the Army's suggestion that the University of Minnesota offer General Military Science. Thereafter, a student receiving a commission would be detailed to a specific branch of the Army based upon his preference, his college major, and the needs of the service.

During the height of the Korean Conflict enrollment in the AROTC program rose to 1,500 cadets, but by 1955, it had fallen to 560 students. This decline in enrollment caused a reduction in the cadet regiment to two battalions, each having three companies.

As the General Military Science curriculum became well-established as a sound course of academic study, the military cadre and cadet leaders began to place new emphasis on the need to improve the fraternal benefits of the cadet regiment in the extracurricular activities area.

Inter-service sports competition among the Army, Navy and Air Force cadets became very popular, as each service competed to win the coveted Tri-Service Athletic Trophy. In February 1956, an Activities Day (Army Day) was instituted consisting of inter-class competition in volleyball, basketball, rifle marksmanship, and precision drill competition.

The experience of the Korean Conflict in the field of aviation and its increasingly important role in the Army led to the development of the Army ROTC Flight Program. Flight training for senior cadets began at the university in 1957 when six students

joined the program. The Flight Instruction program is presently conducted at the University Flight Facility, Anoka County Airport. The purpose of the flight program is to increase interest in military flying while affording the student the opportunity of obtaining a private pilot's license at no personal expense.

In 1956, a separate AROTC commissioning exercise was initiated to offer formal recognition to graduating seniors. These ceremonies included the cadets' parents and friends and were enjoyable occasions, culminating with pinning-on-of-the bars, a particularly impressive event set in front of the Spanish-American War Soldiers Memorial at the Armory.

Between 1957-1959, many ideas for improvements in the AROTC programs were being discussed by educators and military officials throughout the Nation. President Morrill offered the benefit of his academic experience through his participation in Defense Department conferences at Dartmouth College and in Washington.

In September 1958, a Senior Division<sup>3 2</sup> PMS&T Seminar was hosted by the university. Such prominent educators as Dr. Malcolm Willey, Academic Vice President, and Professor Rodney C. Loehr of the History Department actively participated in the Seminar. The benefit of these discussions lay in the contribution of imaginative ideas and suggestions offered by the educators and the PMS&T's to improve the ROTC program as well as establish a closer working relationship between the respective university administrations and their ROTC Departments.

Vice President Willey made an additional contribution to the quality of the ROTC program by his suggestion that all military instructors not only possess excellent military records of service, but that they also have undergraduate records which would qualify them for acceptance into the university's Graduate School.

In the later part of 1959, the Cadet Regiment was re-organized as a Cadet Brigade in consonance with the latest Army tactical

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<sup>3 2</sup> Senior Division--Collegiate level ROTC program.

doctrine. The organizational change also marked the end of a three-year period of progress and success as the Cadet Corps evidenced esprit, activity, accomplishment and a can-do approach to all endeavors. Their enthusiasm reflected a positive response to the AROTC program by a fine group of midwestern young men.

During the 1961-1965 period there were a number of changes in the AROTC curriculum. The Department of the Army directed that Advanced Course cadets include as part of their Military Science program six credit hours of elective subjects from the university in the Sociological or Communications fields. The general intent of the directive was to broaden their education, a benefit to the Army as well as to the individual.

One of the courses offered to AROTC cadets under the modified curriculum was "World Affairs in Anthropological Perspectives". Taught primarily by Associate Professor Luther P. Gerlach of the Department of Anthropology, the course was designed to give senior cadets a better understanding of the culture of people in foreign nations where they might have future assignments.

In 1963, another important innovation took place in the training program for AROTC cadets. Bivouacs became an annual Spring event. The purpose then as it remains today is to provide our cadets with a thorough field training exercise as a sound preparation for summer camp. The seniors, having the experience of summer camp the previous year, act as cadet instructors. With the guidance of the Regular Army Cadre, the seniors design and supervise all field problems.<sup>3 3</sup>

Notable increases in the overall performance of our junior cadets at summer camp have been as excellent justification for this imaginative training. In 1965 and 1968, the bivouac preparation

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<sup>3 3</sup> Spring Bivouacs are conducted at Camp Ripley, a Minnesota National Guard facility. For six years the National Guard has significantly contributed to the training of the cadets by permitting the ROTC Detachment to use its facilities for training purposes.

enabled our junior cadets to win the Camp Commanders Trophy at Fort Riley, Kansas for their outstanding performance.

In April 1961, the Advisory Panel on ROTC Affairs, first formed in 1952, recommended far-reaching innovations in the ROTC program. The 1964 ROTC Vitalization Act, based on these recommendations, made two major changes in the collegiate division of the ROTC that are of significance.

Firstly, a two-year ROTC program was initiated to allow students who have not had an opportunity to take ROTC in their first two years of college to qualify for a commission in their last two years. An initial basic summer camp is required in this program as a substitute for the Basic Course.<sup>3 4</sup>

Secondly, the Act provided two and four-year scholarships, a totally new incentive for ROTC. These scholarships pay the tuition at the school of a student's choice, provided Army ROTC is offered, with no limitation on cost. In addition, books and fees are paid, and the student receives \$50.00 per month for his participation.<sup>3 5</sup>

Additional benefits for deserving students in the scholarship field came from the Twin Cities Chapter of the Association of the United States Army in 1967. This organization offers annually a scholarship grant of \$500.00 a year for two years to a deserving junior cadet in the AROTC program.

Since 1964, thirty of our students have received scholarships resulting from the passage of the 1964 Vitalization Act, while two cadets have benefited from the AUSA scholarship grant.

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<sup>3 4</sup>The initial summer camp for two-year ROTC students is required in addition to the Advanced Summer Camp which must be attended by all ROTC students. The Advanced Camp is normally completed by the students between their junior and senior years.

<sup>3 5</sup>Final selection of four-year scholarship students is made by the Department of the Army. NOTE: Selection is based on academic excellence, physical standards, results of college entrance board examinations, and evaluation of motivation and leadership potential.



The entire history of the AROTC program has been marked by periodic improvement, innovation, and progress. The intent of those who direct the program, as well as the educators who are involved with the program on hundreds of campuses, has always been to insure that the ROTC curriculum is consistent with the high standards set by this Nation's institutions of higher education. In a continuing effort to keep pace with high collegiate standards, the Department of the Army, and the university agreed to institute a unique course of study, on a two-year experimental basis in 1968.

This Army Developmental Curriculum program (Option C), was designed to increase the academic creditability and acceptance of the AROTC program by the university administration and faculty, while continuing to produce a graduate who meets the requirements for a commission in the United States Army.<sup>3 6</sup>

The pre-professional phase (freshmen and sophomore years) consists of a course for freshmen in "World Military History" and a course for sophomores in "Foundations of National Power". This portion of the new program is conducted by professors from the Departments of History and Political Science assisted by Army officers who have a masters degree in the subject field.<sup>3 7</sup>

The professional phase (junior and senior years) continues in the traditional manner offering military subjects, taught by professional Army Officers, necessary to qualify the student for an Army Commission upon graduation.

Local changes enacted to upgrade and improve the overall AROTC program have kept pace with the national changes.

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<sup>3 6</sup>Ten other universities are presently using the Option C Curriculum for Basic Course ROTC students.

<sup>3 7</sup>Professor Rodney C. Loehr of the History Department, and Professor Robert E. Riggs of the Political Science Department are the principal instructors. NOTE: Beginning in September 1969, the "World Military History" course is also offered quarterly as HISTORY 41-43 open to non-ROTC students.

In January 1966, the junior and senior cadets were invited to participate in the first Advanced Corps Night. Each quarter the cadets and military staff hold a dinner at the Fort Snelling Officers Open Mess. A prominent speaker highlights the evening with an address on current events or history which is relevant to their course of study. The overall intent of these quarterly get-togethers is to provide cadets with a unique and valuable exposure to the Army Officer Corps and to Army life in general.

Relative to the intent of the Advanced Corps nights, the wives and fiancées of the senior cadets are invited to an informal social meeting with the Cadre wives each Spring. At these socials, the Cadre wives offer the benefit of their experiences in Army life. The favorable response of the cadets' wives toward the Distaff Orientation insures its continued success.

In the field of specialized training, a volunteer Cadet Ranger Detachment was formed in September 1967. The mission of the organization is to study unconventional warfare. Following a block of instruction, the cadets go on various field exercises throughout the school year to apply the lessons learned in the classroom.<sup>3 8</sup>

In a continuing effort to publicize and promote the value of the AROTC program, the Parents and Sons Banquets became an annual affair in June 1967. The banquet is designed to promote an enjoyable and informative evening for the cadets and their parents. The real asset of the affair is that the parents have an opportunity to learn more about the program in which their sons are enrolled. They also have a chance to meet their sons' instructors, and listen to a prominent guest speaker discuss the AROTC program or related subjects.

In conjunction with the quarterly graduation ceremonies, the Military Science Department decided, in December 1968, to conduct a formal commissioning ceremony. The intent of the ceremony is to

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<sup>3 8</sup> The cadets are supervised by Cadre personnel from the Detachment, and assisted by local Reserve Special Forces personnel.

honor the graduates in a formal manner, with appropriate pomp and ceremony commensurate with the level of academic and personal excellence that they have achieved on completing the AROTC program.

## CONCLUSION

The year 1969 marks the centennial of AROTC training at the University of Minnesota. They have been turbulent years of progress and decline, of success and of setback, but in the main the AROTC program which began in 1916 on the foundation of the past has made a substantial contribution to the intellectual development of young men as well as being a valuable asset to the maintenance of freedom throughout the entire world.

The true value of the AROTC program was never so clearly evident as in World War II. In 1941, over 56,000 AROTC officers were called to active duty, and late General of the Army, George C. Marshall, himself an ROTC graduate, said that "Without these officers, the successful rapid expansion of our Army . . . would have been impossible."<sup>3 9</sup>

A survey conducted in 1944, disclosed that three-fourths of the captains and majors in five veteran divisions were ROTC graduates. Altogether, more than 100,000 Army ROTC graduates served as commissioned officers in World War II, and according to General Marshall, without these men". . . our plans would have had to be greatly curtailed and the cessation of hostilities on the European front would have been delayed accordingly".<sup>4 0</sup>

United States Senator Edward W. Brooke recently offered his view about the importances of the ROTC program. He stated:

ROTC training creates many opportunities for the individual in his military career that otherwise might not be available to him. But perhaps the most important benefit of all comes from the manner in which ROTC training broadens one's comprehension, sharpens one's sense of responsibility and develops a maturity of judgment that will be a source of

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<sup>3 9</sup>General George C. Marshall, et al., *The War Reports of General of the Army George C. Marshall, General of the Army H.H. Arnold, and Fleet Admiral Ernest J. King* (New York and Philadelphia: J.B. Lippincott Co., 1947), p. 53.

<sup>4 0</sup>*Ibid.*, p. 296

strength and confidence throughout one's life. My own ROTC training proved invaluable, and I am sure this holds true for other ROTC graduates as well.

There can be little doubt when viewing today's world situation that the price of freedom is high. Every peace-loving man seeks an alternative to armed confrontation, but until a practical and multilateral solution is found by the leaders of the world, programs such as the ROTC must continue in their primary objective of providing a reserve of citizen-soldiers trained for a national emergency. Their mission will be to lead the men of the United States Army in their defense of the Free World.



## APPENDIX I

### PROFESSORS OF MILITARY SCIENCE

University of Minnesota

1889-1969

1. **Major General Richard W. Johnson, USA, Retired.** (PMS&T: Sep 1869-Jan 1871) Graduated USMA in 1849--Awarded the Silver Star Medal for gallantry in action on three occasions during the Civil War--A.M. degree University of Missouri, 1868-- Author: **A Soldier's Reminiscences in Peace and War**, 1866--Highest rank held: Major General--Status: died April 1897 at St. Paul, Minnesota.
  
2. **1st Lieutenant Eli L. Huggins, 2nd Artillery** (PMS&T: Jul 1872-Jul 1875) Awarded the Congressional Medal of Honor during Indian Campaigns, at O'Fallon's Creek, Montana, April 1880--Retired: Brigadier General, USA October 1929--Status: presumed deceased.
  
3. **1st Lieutenant John A. Lundeen, 4th Artillery** (PMS&T: 1876-Jun 1879) Graduated USMA in 1873--In addition to the duties as PMS&T, he was an instructor in mathematics, astronomy, and Swedish grammar at the university--M.S. University of Minnesota--Retired: Colonel, USA, March 1912--Recalled to active duty for period 1917-1919--Status: presumed deceased.
  
4. **Captain Edgar C. Bowen, USA, Retired** (PMS&T: Oct 1881-Mar 1883) Graduated USMA in 1865--Registrar, University of Minnesota--Retired: Captain, USA, 1879 for disability in line of duty--Status: died 1927 at Oshkosh, Wisconsin.
  
5. **Professor Claus J. Breda (Clergyman)** (PMS&T: 1884-1888) Founder of the Department of Scandinavian Languages--Instructor of Latin, University of Minnesota--Pastor of the Norwegian Lutheran Church, St. Paul--Resigned as PMS&T and language instructor to teach in a Military College in Norway--Status: died 1917.

6. **1st Lieutenant Edwin F. Glenn, 25th Infantry** (PMS&T: Oct 1888-Oct 1891) Graduated USMA in 1877--Awarded Legion of Honor (French) for World War I service--Author: **Plan for the Development of Transportation in North Carolina**; published **Glenn's International Law** in 1895--Highest rank held: Major General in WW I--Retired: Brigadier General, USA, December 1919--Status: died August 1926 at Mentor, Ohio.

7. **1st Lieutenant George H. Morgan, 3rd Cavalry** (PMS&T: Oct 1891-Oct 1895) Awarded the Congressional Medal of Honor during the Indian Campaign at Big Dry Forks, Arizona in July 1882; received the Silver Star Medal (twice) for gallantry in action at San Juan Hill, July 1898, and at Putol Bridge, Luzon, Phillipines, January 1900--Retired: Colonel, USA, January 1919--Status: presumed deceased.

8. **1st Lieutenant Harry A. Leonhaeuser, 25th Infantry** (PMS&T: Oct 1895-May 1898) Graduated USMA in 1881--Awarded the Silver Star Medal (twice) for gallantry in action at O'Donell, Luzon, Phillipines in November 1899, and at Mr. Aragat, Phillipines in January 1900--Highest rank held: Colonel, August 1898--Retired: Major, USA, October 1908--Volunteered for active duty 1917; retired: Lieutenant Colonel, USA, August 1918--Status: died in March 1935.

9, 10, and 11--Cadet Acting Commandants 1898-1901 (Names are in f.n., see page 7)

12. **1st Lieutenant Haydn S. Cole, USA Retired** (PMS&T: Jun 1900-Jul 1903) Graduated USMA in 1885--Awarded the Distinguished Service Medal for exceptionally meritorious service in the National Army, January 1919--Retired: 1st Lieutenant, USA, January 1892--Recalled to active service for WW I; relieved from active service holding the rank of Colonel in January 1919--Status: died February 1939 at St. Paul, Minnesota.



13. **Major George H. Morgan, 9th Infantry** (PMS&T: Aug 1903-Oct 1905) See entry 7 this appendix.
  
14. **Captain Edward Sigerfoos, 5th Infantry** (PMS&T: Oct 1905-Sep 1909) LLB, University of Minnesota 1908--Awarded the Distinguished Service Medal for organizing the School of the "Line" at Langres, France--Highest rank held: Brigadier General; the only General Officer to be killed in action as a member of the A.E.F. in WW I.
  
15. Cadet as Acting Commandant during a number of months in 1906 during the temporary absence of Captain Sigerfoos. (Name is in f.n., see page 7)
  
16. **Captain Edmund L. Butts, 3rd Infantry** (PMS&T: Sep 1909-Sep 1912) Graduated USMA in 1890--Author: **Butt's Manual of Physical Training** in 1897--Awarded the Distinguished Service Cross for extraordinary heroism in action at Bois d' Aigrement, France in July 1918--Retired: Colonel, USA, Jan 1919--Status: presumed deceased.
  
17. **1st Lieutenant James B. Woolnough, 21st Infantry** (PMS&T: Sep 1912-May 1914) Graduated USMA in 1904--Awarded the Silver Star Medal for gallantry in action, October 1918; awarded the Croix de Guerre (French) November 1918--Highest rank held presumed to be Colonel, USA, October 1918--Status: presumed deceased.
  
18. **Captain Walter F. Rhinow, Minnesota National Guard** (PMS&T: May 1914-Nov 1914) Years of service: 1897 to 1908; retired because of disability in line of duty--He joined the MNG and became the Adjutant General and Military Secretary to Governor Burnquist, April 1917--Status: presumed deceased.
  
19. **1st Lieutenant Bernard Lentz, 21st Infantry** (PMS&T: Dec 1914-Oct 1916) Graduated USMA in 1905--See entry 29, this appendix, for further information.

20. **Major George W. Moses, 16th Cavalry** (PMS&T: Oct 1916-Jun 1917) Awarded the Silver Star Medal and the Croix de Guerre (French) for gallantry in action in the Meuse-Argonne Offensive, November 1918--Retired: Colonel, USA, July 1922 due to a disability incident to the Service--Status: presumed deceased.
21. **Captain Stanley Y. Britt, USA, Retired** (PMS&T: Sep 1917-Sep 1918) Retired as a Captain in the Artillery, August 1901--Status: presumed deceased.
22. **Major Ralph R. Adams** (PMS&T: Sep 1918-Nov 1918--in charge of the Student Army Training Corps /SATC) An ex-Rough Rider--Status: presumed deceased.
23. **Major E.E. Wheeler** (Temporary PMS&T: Nov 1918-Dec 1918)--Assumed command of the SATC program pending arrival of Colonel F.H. Burton--Boston Attorney--Status: presumed deceased.
24. **1st Lieutenant Ray Harris** (Temporary PMS&T: Jan 1919-Mar 1919) Status: presumed deceased.
25. **Colonel Frank H. Burton, Infantry** (PMS&T: Mar 1919-Aug 1919) Retired: Colonel: USA, April 1932--Status: presumed deceased.
26. **Major Jere Baxter, Infantry** (Temporary PMS&T: Aug 1919-Sep 1920) Status: presumed deceased.
27. **Lieutenant Colonel Albert G. Goodwyn, Infantry** (PMS&T: Sep 1919-Aug 1920) Retired: Lieutenant Colonel, USA, June 1930--Status: presumed deceased.
28. **Lieutenant Colonel Girard Sturtevant, Infantry** (PMS&T: Aug 1920-Feb 1924) Graduated USMA in 1895--Retired: Colonel, USA, August 1928--Status: died in May 1938 at San Diego, California.

29. **Major Bernard Lentz, Infantry** (PMS&T: Feb 1924-Sep 1929) Author: **Lentz System of Close Order Drill**--Retired: Colonel, USA, August 1935--Status: died in December 1961.

30. **Lieutenant Colonel John H. Hester, Infantry** (PMS&T: Sep 1929-Sep 1933) Graduated USMA in 1908--Retired: Major General, USA--Status: residing in Atlanta, Georgia.

31. **Lieutenant Colonel Lloyd R. Fredendall, Infantry** (PMS&T: Sep 1933-Sep 1934) Highest rank held: presumed to be Colonel, August 1935--Status: presumed deceased.

32. **Lieutenant Colonel Adam E. Potts, Coast Artillery Corps** (PMS&T: Sep 1934-Sep 1939) Graduated USMA in 1914--Author: **70 Years of Military Training at the University of Minnesota, 1869-1939**--Retired: Colonel, USA--Served as Military Commissioner at Fort Monroe, Virginia--Status: died in October 1968.

33. **Colonel Charles A. French, Coast Artillery Corps** (PMS&T: Sep 1939-Jun 1941) Awarded the Legion of Merit and the Bronze Star Medal--Retired: Brigadier General, USA, February 1948--Status: In June 1962 resided in Palos Verdes Estates, California.

34. **Colonel Harry L. King, Coast Artillery Corps** (PMS&T: Jun 1941-Jun 1945) Status: deceased; service records are not available at present.

35. **Colonel Theodore W. Wrenn, Infantry** (PMS&T: Jul 1945-Apr 1946) Retired: Colonel, USA, January 1947--Status: In May 1962 resided in Denver, Colorado.

36. **Colonel Richard A. Ericson, Coast Artillery Corps** (PMS&T: Jun 1946-Sep 1949) Attended the University of Minnesota, 1913-1916--Graduated USMA in 1918--Awarded the Legion of Merit (2 OLC) and the Distinguished Service Citation from the University of Minnesota Board of Regents--Retired: Colonel, USA, August 1954--Status: In May 1962 resided in Oakland, California.

37. **Colonel Clarence H. Schabacker, Coast Artillery** (PMS&T: Sep 1949-Jun 1952) Graduated USMA in 1920--Awarded the Legion of Merit (OLC) and the Bronze Star Medal--Retired: Brigadier General, USA, October 1953--Status: In October 1962 resided in Tucson, Arizona.

38. **Colonel Robert T. Connor, Artillery** (PMS&T: Jun 1952-Jul 1956) Received B.S. degree from University of Pittsburg, 1928; M.S. degree in Engineering from the University of Bridgeport, Conn., 1959--Awarded the Bronze Star Medal--Retired: Colonel, USA, December 1956--Status: In June 1962 resided in Stratford, Connecticut.

39. **Colonel Dean M. Benson, Artillery** (PMS&T: Sep 1956-Jul 1959)--Status: died May 1970 Walter Reed Army Hospital.

40. **Colonel Roy K. Kauffman, Artillery** (PMS: Aug 1959-May 1961) Graduated USMA in 1931--Awarded the Legion of Merit--Retired: Colonel, USA, in May 1961--Status: In 1962 resided in Durban, North Carolina.

41. **Lieutenant Colonel Robert J. Elliott, Artillery** (PMS: Jun 1961-Jul 1965) B.A. degree from Hamline University, St. Paul in 1937--Awarded the Bronze Star Medal--Retired: Colonel, USA, July 1965--Status: presently is Director of the University of Minnesota Civil Defense Program.

42. **Colonel William D. Beard, Infantry** (PMS: Aug 1965-present) B.S. degree from Pennsylvania State University in 1942--Awarded the Silver Star Medal for gallantry in action, WW II, and the Bronze Star Medal w/ "V" device and 2 OLC. Presently resides in Bloomington, Minnesota.

## APPENDIX II

### LISTING OF CADET COMMANDERS

YEARS (UMCC)	NAME	RANK	REMARKS
1869-1870	none mentioned	-	-
1870-1871	none mentioned	-	-
1871-1872	no drill	-	-
1872-1873	none mentioned	-	-
1873-1874	Clarence Ward	Cadet Captain	From Shattuck School
1874-1875	J.S. Clark	Cadet 1st Lieutenant	-
1875-1876	no drill	-	-
1876-1877	none mentioned	-	-
1877-1878	none mentioned	-	-
1878-1879	none mentioned	-	-
1879-1880	no drill	-	-
1880-1881	no drill	-	-
1881-1882	none mentioned	-	-
1882-1883	none mentioned	-	-
1883-1884	no drill	-	-
1884-1885	none mentioned	-	-
1885-1886	none mentioned	-	-
1886-1887	none mentioned	-	-
1887-1888	Christopher Anderson	Cadet 1st Lieutenant	-
1888-1891	Alfred F. Pillsbury	Cadet First Captain and Adjutant	W.B. Folwell- acting First Cpt. during part of 1888-1889
1891-1893	F.W. Foote	Cadet First Captain and Adjutant	-
1893-1894	Russell H. Folwell	Cadet First Captain and Adjutant	-
1894-1895	Harry D. Lackore	Cadet Major	-
1895-1896	E. Fay Smith	Cadet Major	-
1896-1897	Carl O.A. Olson	Cadet Major	-
1897-1898	Washington Yale	Cadet Major	-
1898-1899	Frank M. Warren	Cadet Major	Also acting PMS&T
1899-1900	Edward Wiltgen F.G. Ryder	Cadet Major Cadet Major	Also acting PMS&T Ag. School

1900-1901	Walter J. Allen	Cadet Major	Also Acting PMS&T
1901-1902	John F. Bernhagen	Cadet Major	-
1902-1903	Frank O. Fernald	Cadet Major	-
	Urni S. Duncan	Cadet Major	-
	E.G. Boemer	Cadet Major	Ag. School
1903-1904	Claude L. Haney	Cadet Major	-
	F. Alexander Stewart	Cadet Major	-
1904-1905	Claude L. Haney	Cadet Major	-
	Charles P. Schouten	Cadet Major	-
1905-1906	Claude L. Haney	Cadet Colonel	Fall Quarter
	Charles P. Schouten	Cadet Colonel	Winter and Spring Quarters
1906-1907	Charles P. Schouten	Cadet Colonel	Also acting PMS&T
1907-1908	Halstead P. Councilman	Cadet Colonel	-
1908-1909	Chester S. Wilson	Cadet Colonel	-
1909-1910	Maurice V. Jenness	Cadet Colonel	-
1910-1911	Howard R. Hush	Cadet Colonel	-
1911-1912	Raymond W. Whittier	Cadet Colonel	-
1912-1913	Robert Wilson	Cadet Colonel	-
1913-1914	Harry D. Lovering	Cadet Colonel	-
1914-1915	Howard T. Lambert	Cadet Colonel	Fall and Winter Quarters
	Theron G. Methven	Cadet Colonel	Spring Quarter
1915-1916 (ROTC)	Theron G. Methven	Cadet Colonel	Last Cadet Colonel of UMCC
1916-1917	Theodore L. Sogard	Cadet Colonel	First Cadet Colonel of ROTC
1917-1918	Kenneth W. Hinks	Cadet Colonel	
1918-1919	Karl P. Buswell	Cadet Colonel	Both men were commanders during the temp. existence of the SATC program
	Theodore Sander Jr.	Cadet Colonel	ROTC re-established
1919-1920	Arthur A. Sturdevant	Cadet Colonel	-
1920-1921	Lisle S. Swenson	Cadet Colonel	-
1921-1922	John M. Prins	Cadet Colonel	-
1922-1923	Richardson Rome	Cadet Colonel	-
1923-1924	Stanley A. Mc Kay	Cadet Colonel	-
1924-1925	A. Douglas McCullough	Cadet Colonel	-
1925-1926	Richard E. Kyle	Cadet Colonel	-
1926-1927	Stuart A. Bailey	Cadet Colonel	-
1927-1928	Richard C. Lindsay	Cadet Colonel	-
1928-1929	Clifford Butler	Cadet Colonel	-
1929-1930	Edwin A. Mertini	Cadet Colonel	-

1930-1931	Francis M. Linn	Cadet Colonel	Fall and Winter Q.
	Francis J. Biltz	Cadet Colonel	Spring Quarter
1931-1932	Forton O. Christoffer	Cadet Colonel	-
1932-1933	Howard R. Jones	Cadet Colonel	-
1933-1934	Wilbur Andre	Cadet Colonel	-
1934-1935	Jack D. Rode	Cadet Colonel	-
1935-1936	George W. Griffin	Cadet Colonel	-
1936-1937	Frederick W. Johnson	Cadet Colonel	-
1937-1938	Douglas B. Murray	Cadet Colonel	-
1938-1939	Benjamin E. Johnson	Cadet Colonel	Fall Quarter
	George B. Webster Jr.	Cadet Colonel	Winter Quarter
	Lester J. Larsen	Cadet Colonel	Spring Quarter
1939-1940	Robert White	Cadet Colonel	-
1940-1941	Neil M. Wreidt	Cadet Colonel	-
1941-1942	Jack Beattie	Cadet Colonel	-
1942-1943	Robert Stewart	Cadet Colonel	-
1943-1944	none	-	In the main, ROTC was replaced by ASTP
1944-1945	none	-	do
1945-1946	none	-	do
1946-1947	no senior class	-	ROTC re-established
1947-1948	none mentioned	-	-
1948-1949	Clarence Mueller	Cadet Colonel	-
1949-1950	Donald T. Bunker	Cadet Colonel	-
1950-1951	Thomas N. LeFebvre	Cadet Colonel	-
1951-1952	William Patty	Cadet Colonel	-
1952-1953	Donald F. Carlson	Cadet Colonel	-
1953-1954	Richard C. Rank	Cadet Colonel	-
1954-1955	Mario Santrizos	Cadet Colonel	-
1955-1956	Dean N. Lloyd	Cadet Colonel	-
1956-1957	Terry Klas	Cadet Colonel	-
1957-1958	Burl A. Zorn	Cadet Colonel	-
1958-1959	Robert R. Wolff	Cadet Colonel	-
1959-1960	Charles F. Jones	Cadet Colonel	-
1960-1961	John J. Igel	Cadet Colonel	-
1961-1962	Emery C. Strenquist Jr.	Cadet Colonel	-
1962-1963	James W. Mc Cormack	Cadet Colonel	-
1963-1964	Girts U. Jatnieks	Cadet Colonel	-
1964-1965	Michael J. Smith	Cadet Colonel	-
1965-1966	Philip Sawyer	Cadet Colonel	-
1966-1967	Larry Larson	Cadet Colonel	-
1967-1968	Herbert Linder	Cadet Colonel	-
1968-1969	Gerald E. Wallin	Cadet Colonel	-
1969-present	Gary J. Krump	Cadet Colonel	-

## APPENDIX III

### CADET SORORITIES, FRATERNITIES, AND ORGANIZATIONS 1869-196

1. **Company "Q"** (Military training for women/1888-1892) Established by coeds who desired to participate in military training--In 1889 drill was made compulsory for both men and women, thus an additional company was organized and referred to as Company "Q" Prime--Disbanded in 1892 by the Board of Regents at the request of Lieutenant Morgan (PMS&T)--Physical Culture classes became the substitute mandatory training for women--The first commander was Miss Ada Smith.
2. **Corps of Sponsors** (Coed affiliates to the Army ROTC cadets/1951-1963) Established under the direction of Colonel Schabacker, PMS&T--Designed to function in social and civil capacities--The women wore uniforms and held cadet rank--The first commander was Miss Katie LeRoy.
3. **Kadettes** (Coed affiliates to the Pershing Rifles/1963-present) This organization replaced the Corps of Sponsors and continues to assist the cadets in social and civic functions--Uniform and rank remain--The first commander was Miss Arlene Schubert.
4. **Pi Tau Pi Sigma** (May 1928-no further mention is made of this fraternity after 1945) The Epsilon Chapter evolved out of the Signal Club of the University of Minnesota which had been organized the previous Fall (December 1927)--Its purpose was to promote fraternal friendship among the cadet members of the Signal Corps Branch, United States Army--The first president was Cadet Carl E. Swanson.
5. **Phalanx** (November 1930-November 1942) Formed to promote interest in military training and foster a spirit of fellowship among military men--Its members sponsored numerous social and military events between 1937-1940--The first known commander was Cadet George Masters (1933).



6. **Pershing Rifles-Company E, 2nd Regiment** (May 1930-present) Established for the purpose of encouraging, developing and preserving the highest ideals of the military profession, and providing appropriate recognition for a high degree of military ability in the specific area of precision drill--This organization is open to all Army, Navy, and Air Force cadets--The First commander was Cadet William F. Sievers.

7. **Mortar and Ball** (December 1921-April 1943; re-established May 1948-December 1951) Established to maintain the friendship of cadets who attended summer camp at Fortress (Fort) Monroe, Virginia in 1920. An Artillery society, membership was restricted to AROTC cadets in the Coast Artillery Corps. The organization was continually active in promoting military social events.

8. **Phi Chi Eta** (January 1951-June 1954) A National Professional Quartermaster Fraternity, it was established as a result of the initiation of Quartermaster Corps Branch training at the University in October 1946--The fellowship among the cadets pursuing a course of training in the Quartermaster Corps--It was disbanded when the AROTC converted to a General Military Science program in 1954.

9. **Scabbard and Blade, Company B, 1st Regiment** (November 1905-present) The purpose of the fraternity is to raise the standard of military education; to encourage and foster the essential qualities of good and efficient officers, and to promote friendship and good fellowship among the cadet officers--The fraternity is restricted to members of the Advanced Course--It sponsors numerous military social functions.

10. **Rifle Team, The Minnesota Rifle Club** (January 1911-present) Its purpose is to encourage and develop rifle marksmanship among the male student body of the University--Affiliated with the National Rifle Association in 1912--During 58 years of competition, the Rifle Team had, on at least one occasion, won every major small bore rifle match in which it participated; the highest honor having been the National Intercollegiate Champions in 1924--Most active and

successful in National and Regional competition, the Rifle Team activity declined when it lost university support due to a lack of funds in 1951.

11. **Crack Drill Squad** (1898-no mention is made of the Crack Drill Squad during World War II. It was incorporated into the Pershing Rifles Drill Team in 1945--Open to all students of the university, the Drill Squad wore special military uniforms and performed exhibition drill routines in competition as well as for military and social functions.

12. **Cadet Officers' Club** (1929-probably discontinued during World War II) Established as a development in student government in the AROTC to provide leadership for cadet activities--Best known for its sponsorship of Military Balls, it supervised and coordinated all corps affairs from regulation of military fraternities to the enforcement of the honor system--Membership was restricted to Advanced Course cadets.

13. **Ranger Detachment** (1966-present) Its purpose is to study the history and techniques of insurgency movements--To study and practice counter-insurgency techniques--To maintain a high degree of physical fitness--Membership is voluntary and open to Army, Navy and Air Force cadets--Numerous weekend field trips are offered throughout the school year for the practical application of their classroom lessons.