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MILITARY TRAINING IN OUR LAND GRANT COLLEGES

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

Urbana-Champaign, Illinois

To the Editor:

MY DEAR SIR:

Enclosed please find an abstract of an argument which I am proposing to make on Thursday, February 10th, 1916, before the Committee on Military Affairs of the House of Representatives, Washington, D. C., concerning:

MILITARY TRAINING IN OUR LAND GRANT COLLEGES.

Those of us who are entrusted in large measure with the administration of this important public interest are anxious to make it as efficient as possible. We are also anxious to ascertain as far as may be, the real public opinion of the American people on this subject.

I shall be very much obliged therefore if you would read the enclosed abstract and make such editorial comment as the matter in your opinion may deserve.

Faithfully yours,

EDMUND J. JAMES

President of the University of Illinois

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(To be released at twelve o'clock, noon, Thursday, February 10, 1916.)

ABSTRACT OF ADDRESS

BY

DR. EDMUND J. JAMES

PRESIDENT OF

THE UNIVERSITY OF ILLINOIS

BEFORE

THE COMMITTEE ON MILITARY AFFAIRS

OF

THE HOUSE OF REPRESENTATIVES

WASHINGTON, D. C.

THURSDAY MORNING, FEBRUARY 10TH,

1916

OUR LAND GRANT COLLEGES AS CENTERS OF MILITARY
TRAINING.

The economic, social and political interests of the American people are today in a condition of unstable equilibrium. Our nation is facing serious dangers of unknown import and extent, and it behooves us as at no time since the outbreak of the great Civil War to make a canvass of our present situation, to take stock of our resources, and to cast if we can in the light of such an examination an intelligent horoscope of the future. The events of the last year and a half have, I think, changed completely the attitude of the average American towards a whole series of very important problems connected with our national development. One of these I believe to be the question of our national defense.

I am not going to undertake a general discussion of that question on this occasion. It is being considered in Congress, by the press of the country, and by the countless firesides of our American homes. I think there is no doubt that a more adequate measure of national defense will be adopted by an increase of the armed forces of the Republic.

I am not proposing either to discuss today the best method of accomplishing this result, whether by an increase in the standing army, a vitalizing and energizing of the militia, or the creation of a new force like the proposed continental army.

I desire to submit for your consideration at this time only a few suggestions upon a fundamental element in this whole question of military preparedness; namely, the creation of a sufficiently numerous body of adequately prepared officers to man properly the armed forces of the nation.

This is of course one of the fundamental problems in the creation of an army. Our own Civil War, like all previous wars, demonstrated that fact. It was further emphasized by our experience in the Spanish War, and certainly no war ever furnished a more complete proof of it than the present one. The statement by the distinguished Ex-Secretary of State, Mr. Bryan, that in answer to a call from the President of the United States for volunteers to repel an actual invasion, a million men would answer over night, is not, I believe, in any sense exaggerated. Thank God for this fact. The existence of such a spirit is of course the best guarantee of our national salvation. But these million men would not be an army, but a mere horde, and to convert them into an army would require months of severe discipline under the tutelage of a trained and efficient corps of officers, and to produce such a corps of officers would require years. Let us make no mistake on this point.

We see how true this is from the experience of England in the present world struggle. When the history of this war comes to be written, it will be found that the slowness with which England got into the real conflict on the land is not explained merely by a lack of ammunition or by the lack of volunteers, but in a still higher degree by lack of officers to command the volunteers and direct wisely the use of the ammunition.

Now where are we in the United States going to get today under any scheme which has been thus far proposed a sufficiently numerous body of properly trained officers to man these enlarged forces which we are talking about, whether they take the form of a larger regular army, an energized militia, or a newly created continental body, or consist of all these together?

We may just at this point, by inconsiderate action, waste an enormous amount of money, as we are apt to do in this country in so many other public enterprises, by attempting to do over night what requires months or years. The longer it takes to accomplish any enterprise which it is necessary to complete, the sooner we ought to be about the beginning of it.

Any method of training officers for the active and reserve forces of the United States which is to be efficient and satisfactory to the country at large, must rest, I believe, on three principles.

First, the officers must be liberally educated as well as technically trained men. The old days when all that was necessary to become an officer was to possess a rifle and be raised to command by the votes of one's fellow soldiers, have passed away, and any nation which relies on the old system will certainly be doomed when thrown into the vortex of modern war.

Even fifty years ago in this country where all the conditions of life favored the development of the volunteer officer, and where the volunteer officer, man for man, was fully equal in intellect and general ability to the trained West Pointer, as the war wore on, its conduct on both sides came more and more into the hands of the educated and trained man.

Today the officer who would be competent for the serious responsibilities resting upon him must know far more and be far better trained than his predecessor in 1861.

Second, such a body of officers should be recruited from all sections of the country, from all states—roughly speaking, in proportion to the population. If we are to develop and maintain our armed force in such a way as

to protect the country adequately from invasion, we must keep alive the interest of every section of the United States in this fundamental function of government. One of the most efficient minor means to accomplish this result is to see that the national forces and the corps of officers are recruited from every section of the country alike.

Third, the majority of such a large body of officers as is called for under present conditions should be obtaining a practical preparation for the pursuits of civil life while acquiring their military education, since the most of them will of course enter the reserve instead of the active corps.

West Point offers an admirable center for the training of a considerable number of the officers of the active and permanent force, but even if it were greatly enlarged and often multiplied, it could not turn out a sufficient supply even for the active service alone.

Moreover, it should be emphasized that neither West Point nor schools like it can turn out the body of reserve officers necessary, since its curriculum is too exclusively military in character, and not sufficiently broad to serve the purposes of a training which, while primarily organized for other purposes, namely, the pursuits of civil life, should as an incident, furnish the preparation required for a reserve officer.

A partial answer to the question I have raised, namely, how can these officers be provided,—and I believe it will be found to be more nearly a complete answer than it would seem to be at first blush,—is to utilize the means at hand in the series of national-state institutions, now more than fifty in number, at least one in each state and one also in Porto Rico and Hawaii, known as the Land Grant Colleges.

These institutions are first of all national institutions. They owe their origin to national initiative, were created in response to national legislation, and are supported in large part by national appropriations. They are required by federal law to give instruction in military science and tactics, and nearly thirty thousand young men are now receiving in these institutions such military training as may be obtained by three hours' work per week through two years under the supervision for the most part of an officer of the regular army detailed for this purpose by the War Department of the United States, and carrying out a scheme of instruction approved by said Department.

All that is necessary to make at least the beginning of an adequate scheme for supplying the reserve officers, and for that matter, many of the active officers of our national forces, is to energize and vitalize the military departments of these institutions, already in organic connection with the federal War Department, already attended by fifty thousand young men, all of whom are pledged to perform at least two years' military service. How much better it is to train effectively the young men who are now on hand and who are willing to accept this training, instead of trying to get thirty thousand other volunteers who will come in, in any case, with reluctance.

These institutions are already among the strong centers of intellectual life and light in the states where they are located. They are permanent foundations of no mean extent, and will with the passing years exercise an

ever larger and more important leadership in their respective communities. The value of the property of these institutions already exceeds one hundred and sixty million dollars; their annual income exceeds thirty-five million dollars; and their total attendance exceeds one hundred and fifteen thousand.

The fact that they are state as well as national institutions, drawing the bulk of their income from state sources, and that in them the cooperation of the state and the nation is so finely exemplified should be an additional reason for making them an important link in this great chain of national defense.

These institutions are moreover peculiarly democratic in their nature. The tuition charges are moderate or altogether absent, the mode of life of the student and professor is simple, and the cost of living is comparatively low. Because of their relation to the state and the nation, the feeling of loyalty and patriotism on the part of the students is strong, and the time and effort and expense required for this military service are given cheerfully, and in some cases enthusiastically.

The people of this country have in general little idea of the importance and significance of this work. If you will pardon me, I shall describe briefly what one of these institutions, a typical one, the University of Illinois, is doing in this field. I take Illinois because I know most about it and I am most fully aware of its defects. I presume the other institutions are doing as much, *ceteris paribus*, as Illinois, and in much the same way.

The University of Illinois is one designated as Class C under Paragraph 4, General Order No. 70, War Department 1913, that is, Colleges and Universities not essentially military where the curriculum is sufficiently advanced to carry with it a degree and where the average age of the students on graduation is not less than 21 years. This Military Department was established under the Morrill Land-Grant Act of 1862. The total Federal appropriation for the last fiscal year under the various Acts, Morrill, Adams, Nelson, Hatch, etc., was \$122,422.14. The expenditures on account of Military have been as follows: During the two years ending March 31, 1915, \$227,918.87 was expended upon the new Armory (floor space 200x400), which has been in use since January 1st, 1915. It will require \$250,000 more to complete this building. In addition to the above, the appropriation for incidental expenses, Military Scholarships, etc., pertaining to the Military Department was \$8500 for each of the past two years.

The organization of the Corps of Cadets is as follows: Two complete regiments of infantry (24 companies), a Foot Battery of Field Artillery, Signal Company, Engineer Company and Hospital Company. Also, a band for each Regiment, a Reserve Band, and a Trumpet and Drum Corps. The total number of cadets in the Military Department, Nov. 1, 1915, was 2069, including the band of about 165 men. The band is composed of members from all classes of the University. Those of the first two years substitute this for their Military drill. During the last two years they have the same status as the Cadet Officers, and receive \$24 per year.

During the Freshman and Sophomore years, Military Training is compulsory. Sergeants are selected from the Sophomore class, Lieutenants from the Junior class, Captains and Field Officers from the Senior class. These selections are made by the Commandant of Cadets and approved by

the Council of Administration, provided the appointees are in good standing in their under-graduate course, and morally fitted as well. The commissioned officers receive a special Military Scholarship (value, \$24 per year), which is paid to them upon the satisfactory completion of each year's work. They are, also presented by the University with a sabre and belt upon graduation, as well as a commission by the Governor of Illinois as Brevet Captain in the I. N. G.

All students must gain five credits [out of a total of 130] in Military Training in order to be entitled to graduate. Any student excused from Military for any purpose whatsoever must make up these five credits in some other department.

Drill is held twice a week, and the requirements of Paragraph 27, G. O. No. 70, are fully complied with, that is, each cadet receives eighty-four one-hour periods of instruction in Military, at least two-thirds of the total time being devoted to practical instruction. Paragraph 28 same order is fully complied with, except in Range practice and regular encampments for the entire Corps. There is no rifle range within forty miles of the institution, and no provision has been made as yet by the authorities for summer camps. The entire Corps of Cadets is given gallery practice in the Armory throughout the year. Only a small percentage of the cadets get outdoor range practice, because the expense of going to and from the Range is too great, and has to be borne by the cadet himself. Forty-six students attended the various summer encampments this year. Forty-three at Ludington, two at San Francisco, and one at Plattsburg. The majority of these men are now officers in the Corps of Cadets and greatly increase the efficiency thereof.

The Military Instruction, both practical and theoretical, is conducted by the Commandant of Cadets with the assistance of the Cadet Officers of the Senior class. Theoretical Instruction is given to all Freshmen in the second semester, and to the officers and non-commissioned officers of the Cadet Corps throughout the entire year, one hour per week. The Theoretical Instruction of the Freshmen is compulsory, and constitutes one of their five credits. That of the officers and non-commissioned officers is elective, and is a necessary qualification in order that they hold their positions. This instruction of the Freshmen is conducted by Cadet Officers of the Senior class selected by the Commandant and approved by the President. Last year, ten of these officers were utilized at a salary of \$100 for five months' work. The same or a greater number will be required during the present year. The Theoretical Instruction of the officers and non-commissioned officers is conducted by the Commandant of Cadets, ten periods per week, one period for Seniors, three for Juniors, and six for Sophomores. During the second semester, the Cadet Captains are held responsible for the theoretical and practical instruction of the company officers and non-commissioned officers, Par. 159, Inf. D.R.

The instruction, both practical and theoretical, comprises all of the Drill Regulations, portions of the Field Service Regulations, Ceremonies, Calisthenics, Bayonet Exercise, Guard Duty, Target Practice, Signalling, and minor Tactics.

The organization of the Engineer Company and Hospital Company effected this year will improve the instruction along these lines.

The uniform has just been changed from the cadet gray to the O.D. Service, the same as that used by the Regular Army.

At the end of the year 1915, twenty-two Company Rifle Teams of ten men each competed for first and second prizes (10 medals for each team). The average of the lowest of these teams being over 80%. A rifle club under the National Rifle Association has been organized the past two years in the Military Department, and a team entered in both outdoor and indoor Inter-Collegiate Contests.

A list has been furnished the War Department of eighty-five students who have had suitable instruction in plain table methods as a preliminary to becoming efficient in Military Topography. An effort is being made to introduce a course of credits which will lead up to a degree of B.S. in Military Science. The University Council of Administration has approved a rule giving credit for two semesters' work for all students attending the summer camps.

During the past year, by the authority of the Board of Trustees, the Military Information Division was organized with a Senior Cadet Officer as Chief, two Junior Cadet Officers as assistants, and six non-commissioned officers of the Sophomore class as clerks. Seniors to receive \$10, and Juniors \$4 per month for a period of eight months. The object of this division is to collect and tabulate, as far as possible, all military information regarding schools and colleges, National Guard, equipment and organization of the Regular Army and Militia of the United States, in order to keep in touch with everything of that nature, and stimulate in the Cadet Corps and the University, interest in military affairs.

According to the opinion of a recent inspector, "The Military instruction is of such extent and thoroughness in the case of the cadet officers, as to qualify the average cadet as a Lieutenant of Volunteers." This is the object for which the law of 1862 was passed,—a point which has been lost sight of by some institutions of this class in the country. The sooner they are all brought to this state of efficiency, the sooner will the law be carried out strictly to the letter, and the greater will be the efficiency of Military Training in the United States. The above report indicates that we are already turning out men qualified to become officers of the Volunteer Army in case of emergency, and are doing our part to build up a reserve force, so necessary in a country with a Military policy such as we have. In 1915, we graduated thirty-three such officers, and in 1916, we shall graduate forty-four.

During the past two years, the Military Department of this institution has been rated as distinguished in its class, which means that it is one of the ten most efficient out of over fifty such institutions in the United States.

In doing this work, however, we are sorely lacking in experienced and trained officers. General Wood has recommended that there should be at least one regular army officer for every five hundred cadets, while, as it is, we have only one for more than two thousand cadets.

In addition to the above recommendation that more Regular Army officers be detailed at institutions of this size, it is desirable that one or more competent non-commissioned officers on the active list of the army be detailed to assist in the instruction of the cadets. At least one Sergeant

of Infantry who is expert in target practice, one Sergeant of Engineers for instruction of the Engineer Company, and one Hospital Sergeant for instruction of the Hospital Company. Service of non-commissioned officers in institutions like this is fully as valuable as that of instructors of Militia.

In addition to the organizations above stated, there is a troop of Cavalry, I. N. G. stationed at Urbana, which is composed of 70% students (all members of the Cadet Corps), whose officers are members of the faculty, or civilians connected with the institution in some way. Also a National Guard Battery of Field Artillery has been organized. This battery was mustered in on November 9, 1915, and at the present time contains the necessary quota of men, and the entire equipment valued at \$125,000 has been received. Ten horses for the battery are now in Chicago awaiting shipment. This will be Battery "F", First Regiment, Field Artillery, Illinois National Guard. It is composed of six batteries, two battalions, the Second Battalion being composed of Batteries "D", "E", and "F". "D" and "E" are both in Chicago, and are composed entirely of college graduates. This gives us what is known in the Field Service Regulation as a reinforced brigade.

The Signal Company is practically on a par with any similar National Guard organization, and the Engineer Company and Hospital Companies will in time be the same.

The students who graduate from this institution as officers of the Cadet Corps are as good as the average National Guard officer, and possibly better fitted for command as Lieutenants, or even Captains. The increase in interest and the zeal with which Military duty has been performed during the past two years has been most marked; and to this zeal, especially of the cadet officers, has the increased efficiency of the Corps been due.

For the value of this work, and the thoroughness and spirit in which it is performed, I refer you to the Official Reports of the United States Inspector on file in the War Department.

The State of Illinois has conceived its duties to the nation in this particular in a serious manner. It has erected an Armory containing a drill hall with an uninterrupted floor space of 200 x 400 feet. The 80,000 square feet thus available provide ample space for the entire brigade to carry on its full schedule of drill no matter what the weather may be outside. So far as I know, this is the largest drill hall in the world.

It is located on a drill field of twenty-five acres which is carefully drained, graded, and sodded, so as to make it available for as much of the year as is possible in the climate of Central Illinois.

The state has also erected a fire-proof building, 54 feet high at the front, 148 feet deep, with circular ends 92 feet in diameter, enclosing a total ground area of 30,000 square feet for use as a stock judging pavilion. The arena, 216 feet long by 65 feet in width, will afford an excellent riding school for the cavalry troop when it is organized.

An additional brick structure, two stories in height and approximately 50 x 100 feet in size, has been set aside as headquarters for the field battery which the appropriate inspector has approved as furnishing satisfactory accommodations. All this is in addition to the general equipment which one finds about a first-class University plant. It would cost fully half a million dollars to reproduce it.

Surely this plan of cooperation between state and nation offers the method under which each part of our body politic may bear its share of the total expense in an equitable manner.

Now, if the state is willing to furnish such a large part of the equipment, and in addition, the boy who is to be trained, surely the nation should be willing on its part to provide the rest of the essentials in order to make this work fully effective.

What are these essentials?

First, more officers detailed by the War Department for the work of supervision and instruction. We have at present at the University of Illinois only one such officer for a brigade of over two thousand men. The military authorities in the War College are willing to recommend the increase of this force, and some of the most experienced officers think that it should be increased to one officer for every five hundred cadets.

In my own opinion, this would be a minimum force. It should rather be one for every four hundred cadets. The commanding officer of such a brigade as ours should be of the rank of Colonel in the regular army. And yet, owing to the lack of trained officers, the War Department solemnly proposed two years ago sending a second lieutenant.

Furthermore, the time spent on such a detail as that at Illinois should count for the officer as time spent with the troops in considering his service and promotion. The discrimination against such work as this, which is involved in the present rules, acts to discourage officers from accepting such details. The Commandant of a University brigade like ours is as busy and hard working as any officer with the regular troops in time of peace.

Every officer detailed for such work should be in first-class condition as to his health. He should not, generally speaking, be a retired officer, but a man in the full vigor of active work. The Military Commandant at such an institution as Illinois has a position of unique influence with the young men of the University. No other person comes in such intimate contact with such a large number of the Freshmen and Sophomores in college as he. Personal influence still counts today as always in the past for more than any other kind of influence. The man detailed for this work should be the very highest type of the gentleman and the scholar, fully sensible of the great responsibility he assumes in taking such a position.

Secondly, the Federal Government should furnish the same kind and amount of supplies and equipment for the use of these cadet regiments as for the National Guard itself. In fact, the War Department should be authorized to make a distinct class of these regiments and furnish them all the supplies and equipment of every sort which they can show they will make good use of, dealing directly with the authorities of these land grant colleges themselves in promoting the efficiency of this branch of the national defense.

I desire to call your attention, Gentlemen, to the fact that for many years past the authorities of these land grant colleges have besought the government of the United States for the necessary means of making this work of military training in these institutions more effective. For more than ten years, in cooperation with my colleagues, I have personally labored to beget a keener interest in this subject on the part of our federal authori-

ties. With all due regard to previous Secretaries of War, I am bound to say that the present Secretary is the first man whom I have found in that position to show any real interest in this matter or any real conception of the possibilities of this kind of work. We are not complaining, therefore, of the present administration. We are simply calling attention to the fact that no administration and no Congress has up to the present time given the requisite attention to this subject. It is of course the business of educational institutions to foresee the course of events and to urge upon the country adequate provision against evils sure to come. It is the business of college officers to study the signs of the times in their respective fields and to direct the attention of their generation to needed changes in all those matters of university administration affecting the general public and its interests. We labor gladly in these fields and do not complain even if our voices are sometimes like those crying in the wilderness. We are not concerned with blaming people who have failed to meet their responsibilities in the past. But we are deeply concerned to get those now in authority to take the requisite action. The matter is, of course, up to you first of all, for Presidents and Secretaries and Chiefs of Staff have united for many years in saying that Congress will not do anything in the premises, and there is consequently no use of advising it.

What I have said thus far applies to the work in military training as it has been thus far organized in these institutions, and is a discussion of the action which should be taken to make it more effective. I might say, before passing from this point, that in my opinion this military drill at our land grant colleges is one of the most valuable elements in the general education of the young men who come up to these institutions. The drill in regular, immediate obedience to the commands of superior officers is something which is needed very much by our American youngsters, and the habit of doing things in the proper way because they are told to do it, is worth cultivating in the young people of this country.

This military drill is one of the most democratizing elements at work in our student body. It crosses all lines of college, church, fraternity or social organization. It is susceptible to no pull of favoritism. It measures all classes, rich and poor, idle and industrious, social and misanthropic by the same standard and insists on efficiency or elimination. Its principle is "do" or "get out"—a most desirable antidote for the enervating policy of indulgence pursued by so many American parents and college faculties which tends to develop a race of mollicoddles and inefficient.

I am not disturbed by the fears of some of my pacifist friends that such military drill as we are proposing will develop a militaristic spirit. This nation is much more likely to go to pieces upon the greed of Mammon, or indulgence in the lust of the eye and of the flesh, or the pursuit of pleasure and other dangerous rocks of that kind than upon any development of a war-like spirit.

But, after all is said and done, the real results accomplished by two years of such training as we have at the present time, and as I have indicated in the above description, are very limited; results which are well worth while accomplishing, fully worth all it costs to achieve them, and yet entirely inadequate to meet the present needs of our national defense.

I desire to present for your consideration, therefore, a still more comprehensive plan in connection with these land grant institutions, and that is in brief the establishing of a regular four-year course in military science and tactics in each of these universities, at any rate in each of the larger institutions, leading to the degree of Bachelor of Science in Military Science and Art, and qualifying the student to enter the regular army as Second Lieutenant upon a par with the graduate of West Point.

Most of the elements of such a curriculum are already present in the schedule of any of these larger institutions, and in many of the smaller ones. The courses lacking could easily be supplied by the staff of officers which the institution would be entitled to if the plan above suggested were to be carried out.

Such a course in Military Art and Science could easily be combined with the other courses now offered in the University in such a way that the student could complete both courses at the same time, taking, for example, the degrees of Bachelor of Military Science, and Bachelor of Electrical or Mechanical Engineering in the course of six years. Such a graduate would have, in addition to the military course, an extended curriculum in an entirely different field which would greatly heighten the value of his military course from the standpoint of a military officer. On the other hand, in addition to his course which would prepare him for a civil occupation, he would have the military training which would be no mean supplement, strengthening and fortifying the other course. Such a graduate would be fully qualified to enter the army as Second Lieutenant or to enter civil life as an engineer, or lawyer, or farmer.

If, after the completion of this course, he were admitted to the army for one year, he could obtain a final and complete training, qualifying him fully as a reserve officer in the regular army, continental army, or national guard.

So far as I am aware, all of our military authorities would agree that such a course properly constructed and properly taught would be amply satisfactory from the military point of view. The subjects of instruction would be so distributed throughout the curriculum that the student would be pursuing a military subject in each semester, thus completing the military features of the course at the same time as the others.

I believe that if the Federal Government would offer a military scholarship of \$250 per annum, or \$1500 for the course, on condition that the candidate after graduation in the University should enter the army as Second Lieutenant for one year, with Lieutenant's pay, and then enter the reserve corps for a certain number of years subsequent, the Government would find no difficulty in getting a considerable number of first-class officers in each of these institutions at a cost very much less and for the purposes of such an officer under very much better conditions than a corresponding training can be furnished in an institution like West Point. I believe that at Illinois, for example, we could turn out fifty such men a year, half as many as graduated from West Point in 1914. It would be necessary, of course, for students who wish to pursue this curriculum to enlist for this service much as they enlist at the present time when they enter West Point.

Some distinguished military authorities whom I have consulted, think

that the necessary combined course leading to both these degrees could be completed in five years instead of six, and an officer of high rank expressed to me the opinion that by utilizing the vacations in the training camps recently established by the government, the work could be done in four years. If so, all the better. It would save time and money. But the important thing is that the work should be well done and not that it should be done quickly or cheaply. This is a matter for the expert opinion of such bodies as the General Staff and the War College.

Now the advantages of such a scheme as we are proposing are:

First, a *large* number of officers can thus be secured, and it will be necessary to have a very large number if we actually try to enlarge the regular army, or create a continental army, or energize the militia, and particularly if we attempt all three.

Second, a *well trained* body of officers can be thus obtained; officers who would have not only the military point of view, but the civilian point of view; officers whose military preparation would be greatly strengthened and vitalized by their other studies.

Third, a *well distributed* body of officers could thus be obtained, coming from all sections of the country and all classes of society.

Fourth, a body of officers would thus be secured who, while competent from a military point of view, would have received their training in institutions dominated by *civilian* ideas and ideals; a body whose members, while trained for their duties as military officers, would still feel themselves not primarily soldiers, but primarily civilians, having prepared themselves primarily not for a military but a civilian career.

Fifth, a body of officers would be obtained animated by the same fundamental notions on politics and government as the great mass of the American people from whom they have sprung and in whose midst they have lived while receiving their training. They would be, in fact, a true citizen corps of officers, qualified to command a citizen soldiery.

To sum this whole matter up, we are asking you, Gentlemen, to incorporate in the law for a more efficient organization of the national defense the following provisions:

First, that the land grant colleges, as a peculiar group, be distinctly recognized in the law and administration as sources from which a considerable number of officers and men may be drawn for the various branches of our military service.

Second, that service with the cadet regiments of the land grant colleges shall be counted for officers in the regular army as service with the troops.

Third, that at least one officer shall be detailed to every land grant college maintaining a satisfactory cadet force, and that in the case of those regiments numbering at least eight hundred, one officer of not lower rank than Major shall be detailed, and in case of corps of 2000 and over one officer of not lower rank than Lt. Colonel or Colonel be detailed.

Fourth, that additional officers of suitable rank be detailed, one for each group of five hundred cadets or fraction thereof.

Fifth, that such non-commissioned officers of experience and training shall be also detailed as the circumstances and needs of the force may demand.

Sixth, that the Secretary of War be authorized to furnish such arms and supplies to these institutions as they may ask for, and as in his opinion will be wisely used.

Seventh, that the land grant colleges be authorized to establish a four-year course in military training open to such students as may desire to take it. This course may be so combined with any other course in these colleges that they may both be completed in six years, or with the approval of the Secretary of War, in five years or even in less time, if in his opinion it can be done with due regard to the interests of the service.

Graduates of this course shall be admitted to the regular army as Second Lieutenants for one year, with Lieutenant's pay, and upon the completion of this year's practical service, be assigned to the reserve corps. Students who enlist for this course shall be paid the sum of \$250 per annum for each of the years of the course, approved by the Secretary of War.

If the policy indicated in the above argument were followed by the Government of the United States, it is believed that a larger return for a smaller amount of money may be secured than from any other scheme which has been thus far submitted. Aside from efficient military training for the officers this plan would secure many and important incidental advantages of real significance.

The creation of a series of special and separate military schools in each State after the model of West Point would be a wasteful duplication of effort. If the Federal Government is willing to spend still larger sums for the training of officers than those implied in the above plan, they should be devoted to the further development of military work at these institutions. A fraction of one per cent of the sums it is proposed to expend on "Preparedness" applied at this point in our system of national defense would yield far larger returns in efficiency than equal sums spent anywhere else.

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James, E. J.

Military Training in our land grant
colleges.