

WEST POINT OF THE WEST: A HISTORY OF THE DEPARTMENT OF
MILITARY SCIENCE AT UTAH STATE UNIVERSITY

by

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A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

American Studies

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2016

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ABSTRACT

West Point of the West: A History of the Department of
Military Science at Utah State University

by

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Utah State University, 2016

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The documentary film “West point of the West: A History of the Department of Military Science at Utah State University” follows the creation of the Utah State University and its initial use by the Army as a training ground for soldiers as per the Land Grant Act of 1862. With the outbreak of war in Europe in 1914, the United States realized its military was extremely undermanned and led. Congress drafted the National Defense act of 1916 that created the ROTC program. This program’s mission was to train cadets for military service as officers while they studied at colleges and universities. Utah State University was one of the first schools to receive the new program. During the post-WWI years, the school flourished with the Army building new buildings to be used as barracks and a thriving ROTC program. With the rise of Hitler in Nazi Germany the U.S. war department called upon USU to train men for frontline combat, during the war the school trained over 30,000 men who fought for their country. Following the surrender of the Axis powers the USU ROTC program began to boom, men came home and went to college on the newly implemented GI bill and the program soon had over 2,000 cadets

enrolled, this gave it the name of West Point of the West. Following the Korean war and the declining number of officers the Army needed. The ROTC program at USU saw a steady decline. Currently the program commissions on average ten officers a year. Though the program has shrunk in size, the rich history and heritage of the program lives on.

(Film length: 53 minutes)
(Companion paper: 30 pages)

PUBLIC ABSTRACT

West Point of the West: A History of the Department of Military Science at Utah State University

Camon A. Davison

The Department of the Military Science at Utah State University was created in 1898 and is the oldest department at USU. Until the mid-1950s it was mandatory that all male students be enrolled in Military training at the school and, if they so decided, would finish up the last two years of military training to become officers in the United States Military. This program is known as ROTC. Fully implemented at USU in 1916 the ROTC program continued to grow and would help fund the growth of campus during the 1920's and 30's. Following World War II the program became the largest ROTC unit in the nation and was nicknamed "West Point of the West". The school produced more officers than any other college besides the Military Academy at West Point.

The documentary film that I made follows the history of Utah State University from its founding in 1888 to the modern day research University of today. Using interviews of past and current ROTC cadets as well as the experts on the history of USU and ROTC, the film weaves the history of the expansion of the USU campus and the role that the Army ROTC unit had in the school's development. Much of my research was done in special collections at the USU library where many of the photos for the film were found. Some of my research took me to the National Archives and the Library of Congress which proved to be invaluable when finding early military photos and documents. A total budget cost of USD\$10,000 was spent on camera gear, travel

expenses, drone footage, and digital storage solutions. The film was fully funded, written, shot, edited, and finished by myself and took 1 ½ years to make from start to finish. The end result is a 53-minute documentary delivered on a Blu Ray disk, the film is also accessible to the public via online streaming.

ACKNOWLEDGMENTS

I would like to thank Robert Parson of Special Collections for his helping me find the required pictures and documents needed to make this film happen. Lt. Col. Robert Batmen for his support of the project and his willingness to sit through many hours of being interviewed. I would especially like to thank my thesis committee members. Dr. Keri Holt, Brain Champagne, and Maj. Jonathon Kenworthy, without their support and input this project would have never been accomplished.

A special thanks to my parents, Scott and Renee Davison, for pushing me to be a first generation college student. And to my many filmmaking friends who helped me immensely to ensure the finished product was well made.

Camon A. Davison

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CHAPTER 1

DESCRIPTION OF THESIS

Utah State University's Army Reserve Officer Training Corps (ROTC) has a rich history of excellence and tradition. Utah State University was one of the first western universities to be used as a military training ground in WWI where trainees spent class time learning about mechanics, trench digging, supplies, and many other skills that were specific to trench warfare of the day. During WWII the way warfare was fought changed drastically; soldiers spent time learning about radios and communications, squad and platoon tactics, the use of air power, and the significance and implementation of artillery on the battle-field. The days of soldiers training on the quad and sleeping on cots in the fieldhouse to commissioning as many officers as the United States Military Academy at West Point (Army) in the 1950s; Most of the university as it is seen today was built by and maintained by the Army through both world wars and up to the Korean War. Utah State University and the US Department of the Army have worked together during these wars to build the University of Today.

The long history of the ROTC program at Utah State University has been documented through various books and articles from the past. Though all of these documents provide a good picture of the past; the history of USU ROTC has never been put on film. A broader audience of today can be reached by this medium, history students, current serving members of the military, and veterans of the past and present wars will be able to learn of the ROTC program and how it has changed USU. My thesis is a 55-minute documentary shot to the professional standards and delivered in Blu-Ray format. The target audience is the younger generation of USU students who have no idea

just how rich the history of USU is and how it was changed and sculpted by the needs of the Army during America's greatest conflicts. For the past 200 years the history of USU has been meticulously documented in pictures and writings¹; such history can only be found by digging into the archives of the Special collections. It is my intent to make this information accessible to any person regardless of age or interest. By documenting the history of USU and the ROTC program on film and making it easily accessible, the students of USU and past alumni will be able to learn about the history of this amazing University.

The United States has been in continuous conflict² since gaining its independence in 1776, from wars at home in the 1800s to wars abroad in the 1900s and now the Global War on Terror; the American Army has always been called upon to defend the freedoms and livelihood of US citizens. How this Army gained superiority of arms through the past two centuries is a history of change, change, and more change; there is much to be said about the morphing of the Army from the militiaman at Concord to the most trained and well equipped soldier in the modern era. I have focused on one specific area; that of the US Officer, and, more specifically, the training that is required and implemented to make these men and woman leaders of the most powerful armed forces the world has ever seen. These men and women (officers) must have college degrees before they can commission³

¹ These can be found in the special collections, but are not available for public distribution. Only students of USU are able to access this.

² By definition: War is when congress declares war upon another nation and military action is used. The US Military has been involved in many peacekeeping and pacification missions when not in a declared state of war. Deployments have been often for members of the armed forces.

³ Officers are commissioned by appointment of the president of the United States. They are given authority over the enlisted personal and are granted the authority to undertake certain functions that are specific to the military.

and are held to the highest standards in the military. The four paths to becoming a commissioned officer are going through OCS⁴, Direct commission⁵, attending the Military Academy at West Point, and going through the ROTC program⁶. It is this last one that has a direct effect on Utah State University and thus my thesis.

My thesis explores the beginnings of the Land Grant act that was the driving force behind the creation of Utah State University and the reasons this act was put into place by congress; this act was the beginnings of the modern ROTC program. With this history being explained, I next explore the starting of the university and the first military units that were assigned here to train and commission officers. In 1916 the ROTC program was implemented and the university became a premier school in the western United States for young men wanting to serve their country as officers. USU was known for hard training, tough drills, and a terrain that was not accessible to those who trained in the eastern states. During WWI the Army and the university worked hand in hand to train soldiers for the fighting in Europe; during this time the Army built barracks, and many other buildings required for this training to happen were built around the campus; with the end of the war these buildings were donated to be used by USU for educational purposes.

At the end of the war the Army gave the buildings to the University to be used for educational purposes, during the 1920s all males entering the university were required to

⁴ Young men and women who have graduated college with a Bachelor's degree can take an 8-week course that teaches them how to be an officer. Upon graduation they are commissioned into the Army as an officer.

⁵ This is reserved for special fields of study. Those wishing to be a JAG officer, chaplain, or medical officer can commission without attending formal training. In order to do this, they are required to have a master's degree of above in the field of study required by the Army. This is the rarest form of commission in the Army.

⁶ The ROTC program is a way in which a cadet can earn his or her bachelor's degree while attending training at the university. This is the most common form of commission in the Army.

spend two years in the ROTC program. This made Utah State University a prime location for those wishing to join the Army as officers. Young men from all over the US came to the small town of Logan in hopes of being selected for active army service. During the 20s and 30s the ROTC program was the center of student life; daily drills were held by the entire student body, the military ball was the highlight of the school year, and every student was required to take military classes. This relationship brought in large amount of funds from the war department to help with the rapid growth of the university as more and more men enrolled⁷.

With the outbreak of WWII in the Europe and the Pacific, the university again found itself and as a training ground for soldiers, seamen and airmen. The navy built a mock aircraft carrier landing strip so that pilots in training could have the best simulation of landing at sea. This program led to the development of the civilian pilot program still being used to this day. All of the campus buildings were again being used entirely for military training. The campus became a scene of cadets training for the war. Not much change to the USU's infrastructure happened during these years as the war department was in need of huge amounts of officers to fill the gaps left by casualty's overseas. Mass amounts of men⁸ were sent to USU and quickly trained and shipped out. With the ending of the war in sight the war department began to look at USU for a training ground for officers to be in a peacetime military.

Following the war, the Army ROTC program was the largest in the nation. It commissioned roughly 750 officers annually; as many officers as the military academies,

⁷ The dollar amount and amount of growth is not known at this time.

⁸ 30,000 men is the estimated number.

earning USU the nickname “West Point of the West.” Following the Korean conflict, the university discontinued its practice of requiring male students to enroll in ROTC.

Over the course of the next 70 years the university continued to grow and work hand in hand with the ROTC program. Though the program became smaller and less of a driving force behind the development of the university; no longer bringing in funds that are directly used to build the infrastructure, it is still an integral part of the campus.

My thesis concentrates on the history I just outlined. It explores the founding of the university and the start of the Military tactics and science department. I spent the bulk of the time looking at the years 1916-1955 when the ROTC program was at its height. Woven through the documentary is a history of the university. The film concludes with a look at the current program and how it is thriving.

CHAPTER II

RESEARCH SOURCES AND OVERVIEW

The literature found about the USU Army ROTC program is very small. One book that is the basis of my thesis is *West Point of the West: A History of the Department of Military Science at Utah State University* by Shawn Harris. This book was published by the university in 2003; written by a cadet in the ROTC program at the time this book is almost a mirror image of the documentary. It uses photographs that are found in the universities special collections that are essential to the success of my thesis. There are several documents found in the special collections that were written by members of the military who went through the ROTC program in the 40s and 50s. These have proved invaluable to my research as they gave an excellent picture of the program during the time frame that is most explored in the doc. As I stated above this doc is adding to this already published history by bringing it to life and using interviews to bring emotion and a visual presence to the story.

Using the newspapers of the day is another source, *The Journal* has several articles about the ROTC program from the 1930s to the current time, these articles document the growing of the university and the impact the ROTC program had on the township of Logan. But these are not academic sources and as such have been used with caution.

The *Utah Historical Quarterly* has two articles that I found that discuss on a surface level some of the changes that happened to USU because of WWI. These articles however fail to dig into the history of the university and the ROTC program. There are many references to the program but these are mostly talking about young men who went

through the program as a passing reference to their education as they go on to become prominent members of the LDS church.

Generally speaking, however there is very little written about the history of the ROTC program at Utah State University. Special collections have many documents that can be found that have not been looked at for many years (when I went and asked about them the special collections personal had no idea they existed). This has made my thesis a work that will enter the historical and American studies fields as a topic that has not been explored for some time (2003 was the last time it was written about).

Another set of sources I drew on in my research involves interviews, more specifically, the bulk of my research for this documentary involves interviews with prominent historians at USU. Col. Bateman is a military historian and he has an extensive background in the history of the ROTC unit that has provided much insight into the history of USU's history, during his interview he focused on the creation of the USU and its relationship with the ROTC program from its inception to the present time.

The last and main source for my thesis is the ROTC photograph collection found in the special collections. There are over 1,000 photographs taken from 1890 to 1997 that detail the history of the ROTC program and its relationship with the university. These photographs provide hard evidence of what was happening at USU as outlined above and add much production value to the film.

CHAPTER III

METHODOLOGY

Since my thesis is a documentary it took shape as I shot it. I used interdisciplinary methods of filmmaking, historical research, and narration screenplay writing. The first thing I did was research the history of the university and ROTC program and formulate the most important questions that needed to be answered. I then ran camera, audio and lighting tests to ensure I had a smooth workflow that gave me the best production value. I used the methods of documentary filmmaking, which involves camera work, interviewing, and editing. Following this I set up my editing system with 10TB of storage (dual locations, 5TB mirrored) that was ready to dump the footage for editing; I archived the footage using Blu-ray disks stored by date of filming and subject matter. Once I was ready to start filming I consulted Mr. Champagne about my lighting and shot selection, with his approval given I started the interviews. I had several main sources for the interviews in the film, these men and women come from various backgrounds that add much to the film. I have 4 main sources who will carry the bulk of the story. Once I interviewed these men and women I began to create the story and find other subject areas that will required experts to be interviewed. I spent an extensive time in special collections looking at the photographs they have and decided which ones I wanted to have high res scans of. The key to making this documentary work is having a smooth workflow and keeping up on transcribing the interviews and getting the main interviews shot early on. Once I had the story figured out using the interviews I wrote a list of the shots and pictures I needed as overlaying footage. This was an ongoing process of

shooting and editing; I used the run and gun style of shooting for this as I was out shooting ROTC events.

The credit I bring to this project is my undergrad degree work. I studied filmmaking and spent three years working in the professional film industry in L.A. I have learned how to utilize small crews and low budgets to get the best product possible. The last project I worked on in California was a feature length documentary where I was the DP⁹. This prior experience plus my service in the military brings a passion and level of excellence that has turned out a well-made and researched project.

TECHNICAL SPECIFICATIONS

The thesis takes form as a 53-minute documentary. It was shot in AVCHD using the Sony A7S and A6000 cameras and finished using Adobe Premier. The aspect ratio is 16:9, 1920x1080p and the frame rate is 30ps. It consists of an opening act followed by five chapters, each chapter focuses on a specific time period in the history of the ROTC program. The delivery method is on the industry standard of a Blu Ray DVD and online streaming.

⁹ Director of Photography (DP) is the person who is in charge of the lighting, camera, and color palette of the film.

CHAPTER IV

TRANSCRIPT OF FILM

This part of the film starts with interviews of Major General Lynn Stevens and Colonel Raymond Bills, they explain in a quick manner what they thought of ROTC with drone shots of the campus taking place. Following these quick interviews, the opening credits begin, intercut between the credits are interviews with Robert McPherson, Clifford Ploughman, Lynn Stevens, and Robert Bateman. These interviews explain what an officer is and the importance they have in the military.

FOUNDINGS

On April 12th, 1861. The confederate states of America opened fire on Fort Sumter, South Carolina. This began the bloodiest conflict in American history, The Civil War.

For the next four years, the nation would tear itself apart with bloody battles raging from the Potomac to the Mississippi Rivers. At the outset of the war, Senator James Morrill of Vermont, made the astute observation that the union forces were being led by incompetent officers.

He made the point that the Officers who were winning battles were those who were trained at the US military academy at West Point, located in New York.

[Interview with Robert McPherson]

Morrill came to the conclusion that the nation needed young men who were trained in the classical arts being taught at the universities, but who also had formal military training.

In 1861, He introduced the Land-Grant Act bill that would forever change the education and military culture of America.

The Land Grant Act bill gave each state or territory thirty thousand acres per seat held in the national senate or house, this land was to be sold to the public and the profits were to be used as funding for state ran Universities. The bill passed in July of 1862 and the birth of the land grant university system began.

[Interviews with Daniel Davis and Stan Albrecht]

Following the end of the Civil War in 1865 and the beginning of the reconstruction era, the university system saw unprecedented growth.

However, the territorial government of Utah failed to make use of the Land Grant act until 1888 when the Cache County legislature's delegation saw this unused opportunity to create a college in the small town of Logan.

[Interview with Robert Parson and Stan Albrecht]

Setting aside 100 acres of land on Logan's East bench, The Agriculture college of Utah was established. Construction on the college's first building, given the name of Old Main began in 1889 and classes officially began on September 4th, 1889.

[Interview with Robert Bateman]

In 1892 The War department sent Lieutenant Henry D. Styer to be the first Primary military instructor of the Agriculture college of Utah. Under his command the Department of Military science was created and all students had to participate in military tactics and training for their first two years at the college. The military drilling and classes however, did not warrant military service. To become a career officer, a young man still had to attend West Point Military academy.

The first few years of military science training was plagued with trouble. A lack of funding and access to military gear was a constant problem. Styer, however, was not troubled with these shortcomings and became vigorously involved in campus life. By 1900 there were over 200 students enrolled in the military courses being taught. Styer was a strong proponent of the required military training at the College. Being a veteran of the Philippines war, he recognized the need for men to have proper training to serve their country when called upon to do so.

[Styer Quote] - “The great need of our armies at the breaking of war has always been competent officers. There are always plenty of men who are brave enough, but very few who are able to direct this energy into proper channels. By the present system this is being remedied”

Over the course of the next ten years the Agriculture college of Utah saw continued growth. Styer was promoted to Captain and left for a new post in 1906. But his legacy lived on, the rules and regulations he had implemented for the corps of cadets were continued by his successors and set the tone for the next step in military integration with the university system.

ROTC

On the 28th of June, 1914. Archduke Franz Ferdinand of Austria was assassinated by a Serbian terrorist group. Austria immediately declared war on Serbia. Kaiser Wilhelm of Germany followed suite, Britain and France quickly became embroiled in the conflict and world war one officially began.

As the European powers tore themselves apart with trench and chemical warfare. President Woodrow Wilson assured the American people that he would not

allow US troops to become entangled in a war that was not their own. The general staff of the War Department understood that even though the president vowed not to become involved, steps had to be taken in order to ensure America was ready for the un-expected. The “proper Plan” was implemented. This plan assumed that the US could come under the invasion of a European power at any given time. To prevent this invasion, the war department believed that a million-man army was needed. The biggest hindrance of this plan was the need for enough officers to lead such a large army.

In 1916, General Leonard Wood proposed that the Land Grant act schools would provide officers through a training program that would be implemented in times of need. This program, he proposed, would train officers while they studied in the Universities to create a higher educated and mentally sharp officer. The National Defense act, passed by congress in 1916, called for the establishment of a Reserve Officer Training corps at the Land Grant schools.

Shortly after congress approved the creation of the ROTC program. Utah Agricultural college president E. G. Peterson went to Washington to talk to the war department. His goal was to get an ROTC unit at the Agriculture College. His reasons were far more than just patriotic. The financial benefits of a school hosting an ROTC detachment were great. Along with federal funding to expand the campus, students were issued uniforms, paid a stipend of nine dollars a month, and given a six-month active duty commission before returning home and being implemented in the National Guard. President Peterson saw this as an opportunity to have the school grow and giving students a new chance to succeed. The War Department announced in less than a month of Peterson's visit that the Utah Agricultural College would host an ROTC infantry unit.

[Interview with Robert Bateman]

At the start of 1917 it became apparent that the US would not be able to stay out of the European conflict for long. The war was dragging on into its third year and the German empire began to take new tactics to find a swift victory. Kaiser Wilhelm, the leader of the German Empire, declared an all-out U-boat war on shipping in the Atlantic Ocean to stop the Americans from sending aid to Britain. The US could no longer hold out its stance of neutrality and on April 6th, 1917, The US declared war on Germany.

With the declaration of war, the Land Grant Universities were called upon to conduct a new mission. This mission was to use their facilities to train soldiers in the technical skills required for the modern battlefield. The Utah Agricultural College was no exception. President E.G. Peterson saw this as another opportunity to help students by expanding the size of the college while training men for combat.

[Interviews with [Robert Parson and Robert Bateman]

The Cadre who were in charge of the ROTC unit dealt with many issues that came along with a new military program being implemented at the outset of the war.

[Interview with Robert Bateman]

With the victory of the allies in 1918, the Utah agricultural college found itself with a campus twice its prewar size. The contribution to the war effort of the college was so great that the 145th field artillery unit was decommissioned on the campus following its tour in Europe. The governor of Utah held a ceremony on the campus and Logan had parade down Main Street in recognition of the unit's service.

During the post war years, the college continued to see growth under the leadership of President Peterson. The ROTC unit became a vital part of student life and

the annually held military balls were seen as one of the biggest events during the year. The Cadre of the ROTC units also became heavily involved in campus life. Serving on committees and helping out the sports teams with fitness and discipline. These years of plenty were about to come to a grinding halt.

THE WAR TO END ALL WARS

In 1929, the stock market crashed and rocketed America into the great depression. Federal Funds began to dry up for the college and the military science department saw it's funding from the war department decrease year by year. The ROTC program made a drastic change in its policy, the first two years of training were still required, but for a cadet to get the coveted active duty slots he had to set himself apart and be selected by a board of officers, once selected he would continue on into the advanced ROTC program and receive a commission in the active duty Army.

For the next decade the nation began to make a slow recovery, the college's enrollment numbers started to rise and in 1938 the Utah Agricultural College's ROTC program had 850 cadets, with 53 of them being selected for advanced ROTC.

By 1938 the world again saw itself on the brink of another war, Adolf Hitler, the chancellor of Nazi Germany, invaded Poland, and the British Empire declared war, in less than twenty years after World War one, Europe was again tearing itself apart. The Japanese Empire in the pacific was expanding rapidly and the threat of an invasion of the US was becoming a reality.

Back in the United States the policy of President Franklin Roosevelt was to keep his country out of the European and pacific conflicts.

The war department knew the US military was severely unprepared to fight another global conflict, as with the previous wars, the US Army was downsized to a small defense force following the allied victory in 1918. It again began to build up the forces required to repel an invasion.

Longtime serving Utah Agricultural college president E.G. Peterson again offered the College as a potential training ground for US soldiers. An indoor field house was built to ensure drill could happen during the bitter Utah winters, and a Military Science building was finished in 1940 complete with an indoor shooting range.

During the fall of 1941, with war looming closer than ever before, the Army began calling Cadets to service before they had completed school, 18 were called from the Utah Agricultural College and Peterson began preparing the campus for another wartime effort.

[Interview with Robert Parson]

[Declaration of war on Japan by President Roosevelt]

Five days after the declaration of war between the United States and Japanese Empire, Germany and Italy declared war on the US. America's had now entered the Second World War

The Utah Agricultural College was again called upon to provide training for soldier's intent on fighting in Europe and the Pacific. The campus began a rapid transition from academic pursuits to military training. Many of the male students enlisted and left for war causing a rapid decline in the male student population, they were, however, replaced by incoming officers and enlisted personnel from all branches who took advantage of the advanced training being offered.

[Interview with Robert Parson]

One of the largest expansions of the Utah Agricultural College came when the Army needed campuses to train Army Air Corps pilots. In 1941, President Peterson called for the formation of the military flight education program, 20 students were selected to start immediately. With the war ramping up in 1942, the War Department needed military men to be trained faster, the National Defense classes were implemented, these courses taught auto mechanics, aircraft maintenance, and advanced welding on a 24-hour basis.

President Peterson knew that the war would take a large amount of students away from their studies, he implemented several policies that ensured the Agriculture studies were continued while the military training was taking place. This ensured that the college was able to function once the war was over.

[Interview with Stan Albrecht]

President E.G. Peterson also had another idea, he had in mind to offer returning servicemen who had fought during the war a free college education. This became known as the GI Bill. Peterson had a large hand in the drafting of the bill and was in contact with President Roosevelt about its contents and the impact it would have on the college system, he understood that a free education not only meant growth for the college, but a small way to thank the men who had fought for their country. Signed by President Roosevelt in 1944, the GI bill would forever change the Utah Agricultural College.

When the war ended in 1945, the Utah Agricultural College had trained over 30,000 men who fought during the war.

WEST POINT OF THE WEST

During the war the ROTC unit at the Utah Agricultural college was shut down due to the war department needing the school for other training, following the surrender of the axis powers in 1945 the program was reinstated, but was smaller than ever before with only 24 advanced cadets and two Cadre. In 1946 the war department sent Colonel EW Timberlake to take charge, under his command the program would undergo drastic changes.

Colonel Timberlake was a veteran of both world wars and had served as a brevet Brigadier General during the second war, he was the sixth generation of soldiers in his family and considered to be a military man to the core. At the end of the war he was offered full retirement as general but turned it down as he wanted to continue serving his country. Following the allied invasion of Normandy in 1944 he was in command of an anti-aircraft unit from Utah, during his time with them he gave them the nickname of “Mormon Joe's” and was so impressed with their self-reliance and initiative that he became convinced there was something special about Utah. He requested a transfer to the Utah Agricultural college ROTC unit and was granted it with one stipulation, he had to be demoted to his prewar rank of Colonel, he eagerly accepted the demotion and arrived in Logan in 1946.

Under his command the ROTC unit was immediately transformed. A huge influx of veterans came to the school on the newly implemented GI bill in order to become officers, Colonel Timberlake delivered hundreds of speeches in the cache valley to bring in civilian support of the program and soon became a favorite figure of the school and

valley. The Army Air Corps selected the Utah Agricultural College as one of the fourteen schools nationwide to get a pilot training program. And the ROTC swelled in numbers.

[Interviews with Robert Parson and Robert Bateman]

By the end of 1948, the program was the largest in the nation boasting over 2200 cadets. Colonel Timberlake had to keep requesting more and more advanced ROTC slots from the war department to keep the numbers growing, the quad could no longer hold all of the cadets for drill and so the football stadium and practice fields were used as well.

In 1948 the program became the only school in the nation to be given the title of superior program, this title has not been given before or after. Between 1947 and 1950 the Utah Agricultural College's ROTC program commissioned over 1000 officers, more than any other school besides the West Point military academy. This earned it the nickname of "West Point of the west" the oldest ROTC program in the west had become the nation's preeminent ROTC program.

In 1951 Colonel Timberlake retired from the Army, but his legacy lived on, the ROTC program at the Utah Agricultural College would be known as a model for other schools.

[Interviews with Robert Bateman, Lynn Stevens, and Raymond Bills]

DECLINE AND NEW BEGINNINGS

After the retirement of Colonel Timberlake, the ROTC program began to shrink, with the Korean War ending in 1953, the military was out of favor amongst college students. Then in 1957, 64 years after Military training was introduced to the Utah Agricultural College, the mandatory two years of military training was dropped by the school. This caused a rapid decline in numbers and performance of the unit, this was

apparent when only seventy-three freshmen signed up for ROTC in 1969. During the Vietnam War years, the program found itself under pressure, students held protest against ROTC and the ACLU began a national campaign to abolish ROTC from college campuses. Over the next two decades the ROTC program at the newly named Utah State University would struggle, numbers would continue to be at all-time lows.

During the Reagan administration, the Utah State University ROTC program saw a steady increase in numbers, during the gulf war in 1991, the school was commissioning 15 officers a year. However, the relationship between the administration of Utah State and department of the Army began to decline, in 1997 it was decided that the West Point of the west was no longer a needed asset, and the program was shut down.

[Interview with Robert Parson,

General Tarbet, the commander of the Utah Army National Guard, saw the untapped potential of having a ROTC unit at Utah State University. He approached the president of the university, Kermit T. Hall, who was enthusiastic about having the program back at the school, in 2001, the governing body of ROTC named Cadet Command, was also in favor of having an Army ROTC unit back at Utah State, it was reopened as a detachment of the Weber State University ROTC program for the fall semester of 2001.

[Interview with Clifford Ploughman]

On September 11th, 2001, America came under the attack of radical Islamic terrorist. President George W. Bush declared war and the United States was again preparing for a global conflict. The department of Defense called upon the armed forces to ramp up the active forces. The ROTC program at Utah State University was

immediately in full working order, in its first year of operation, the detachment had 50 cadets enroll, with 22 of them being contracted as advanced cadets, and this was above the national average.

Over the next decade the program would see a healthy growth in numbers, the Global war on terror would become America's longest war to date and would require an immense amount of officers to lead men into combat.

[Interviews with Jonathon Kenworthy, Clifford Ploughman, Robert Bateman, Stan Albrecht, and Raymond Bills.

THE END

CREDITS

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Archival stills courtesy of Utah State University Special Collections and the Library of Congress

Theme song composed by Audio Jungle

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Additional music by Audio Jungle

Special thanks to My Parents, Shawn Allan Harris, Daniel Davidson, Robert Bateman, Keri Holt, Brian Champagne, Jonathan Kenworthy, USU ROTC Jim Bridger detachment, Tristan Blommer, Andrew Vawser, and Jesse Bauder

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