

“THE TIMES THEY ARE A-CHANGIN’” UNIVERSITY OF WISCONSIN-EAU CLAIRE  
AND THE RESERVE OFFICER TRAINING CORPS: A HISTORY

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History 489

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## **Historiography.**

There has been research and writing on the topic of ROTC and the relationship between ROTC and higher education. Historians take the approach and focus their efforts on controversies surrounding the program. This paper will do that as well, but much of the work by other historians has been focused on the period of the Vietnam War and the anti-war and anti-ROTC protests on college campuses around the United States. Adam Garfinkle's work in *Telltale Hearts*, goes into great detail over the anti-war movements on college campuses during the Vietnam War. Kenneth Heineman's *Campus Wars*, also covers the anti-war movement on college campuses across the United States extensively. While my research will compliment those efforts, this work will continue to analyze controversies of more contemporary events in history that are associated with ROTC. Currently there is not extensive work that has been written about the current issues between colleges and ROTC, but as stated earlier, where other researchers and historians have stopped, this paper will continue the history, and address more contemporary events.

## **Introduction.**

During a meeting of the general faculty of UWEC concerning the issue of ROTC in December of 1971 a professor spoke out, "The Pentagon is cultivating less prestigious colleges where the students are more docile. This is not a compliment to Eau Claire"<sup>1</sup>. These were the words of Dr. Howard Lutz, history professor at UWEC from 1957 through 1989. Lutz also called into question the university's commitment to excellence as well. Lets us consider the implied elements of that statement. In effect what Lutz said is that the Pentagon believes that students of

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<sup>1</sup> Howard Lutz papers, circa 1951-1985. Box 1, Folder ROTC 1968-1971. Special Collections and Archives. McIntyre Library. University of Wisconsin-Eau Claire. Eau Claire, Wisconsin.

UWEC are more easily manipulated than students at other more prestigious universities, or even possibly implying that Eau Claire students would not care about this issue. Today, UWEC is home to an ROTC unit. So what has changed on UWEC's campus that allowed an ROTC to establish itself? Are UWEC students different than students at other universities? Are UWEC students today different from the UWEC students in the late 1960s and early 1970s? Has UWEC abandoned excellence as a measure, motto, and goal? This paper will answer those questions, and will examine elements of culture, and legislation from the government, and how those factors have influenced the ROTC nationally throughout history, and locally here at UWEC.

### **Pre-World Wars.**

The demand for a better trained and more prepared military became evident early on in this nation's history. During the War of 1812, the British invaded the United States with a military that was reduced to about half because of the war they were engaged in with France at the same time. With this smaller army, the British successfully burned Washington D.C, and threatened New Orleans and Baltimore. The weaknesses of a disorganized military that was the United States' military at that time became clear during the War of 1812. These events made it clear that changes to the military needed to be made in order to be properly prepared for war.<sup>2</sup>

The United States government responded to the embarrassment of the War of 1812 and the early stages of the Civil War with legislation to better prepare the military. The Morrill Act of 1862 was the government's response, and the act created 30,000 acres of land in every state for the establishment of public colleges. These colleges could teach any subject they desired, but

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<sup>2</sup>Michael Neiberg. *Making Citizen Soldiers: ROTC and the Ideology of American Military Service*. (Cambridge, Mass.: Harvard University Press). 2000, 17.

they were required to offer classes in agriculture, mechanical arts, and military tactics. The Morrill Act was also created because there was a lack of quality military officers during the Civil War. In 1861, the Union estimated the army needed 20,000 officers to command the Union Army. At the time, there were only two military academies, and they were capable of providing only 1,500 officers. This gap in properly trained officers led to the Union relying heavily upon nonprofessional and civilian leadership in the officer corp.<sup>3</sup> The nonprofessional officer corps proved to be disorganized and lacked the leadership needed to lead soldiers through battle.

### **World War One and World War Two.**

Before the First World War, there was a movement in United States to both modernize and professionalize the military further in order to respond to the strides in modern warfare. The Preparedness Movement from 1914 through 1916, which was led by Leonard Wood and Teddy Roosevelt, called for a stronger United States military after WWI broke out in Europe. This movement, led to the creation of the National Defense Act (NDA) of 1916. The NDA connected ROTC programs and the military in order to better prepare officers for military service. This also helped the military better train the cadets enrolled. The NDA promoted a more efficient military with an emphasis on the study of modern weaponry, tactics, and the study of past, current, and future wars. The NDA organized the army into three categories, active duty, reserves, and National Guard.<sup>4</sup> This is how the army is organized today. These changes made to the army were not applied until World War Two.

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<sup>3</sup> Ibid., 20.

<sup>4</sup> Ibid., 23.

In response to the brutality of the First World War, a movement began in the United States called the Isolationist Movement. The Isolationist Movement lasted from the 1920s through the 1930s and the movement called for a drawback of military forces and military spending. This was also a period of time where the ROTC was called into question. One organization, which had major influence on this topic, was the Committee on Militarism in Education (CME). The CME pressured the ROTC to end their compulsory element of ROTC training for all male students on college campuses. The CME also argued during the Great Depression, the ROTC was a waste of taxpayer dollars.<sup>5</sup> The CME did accomplish some of their goals during this period of time. Twenty-one colleges dropped the compulsory ROTC component from their curriculum in favor of a voluntary ROTC. They stopped an appropriation for two-million dollars to help pay for new ROTC units. The CME also kept military drill out of the Civilian Conservation Corps. But when the CME attempted to have a bill passed that would make all ROTC units voluntary across the nation, the bill failed to pass. The failure of that bill, and the rise of Nazi Germany, ended the movement.<sup>6</sup>

During World War Two ROTC trained officers performed so well in battle that in 1948 it was recommended the ROTC be renamed the Army Officer Training Corps and it would become the primary source of active-duty army officers. Also due to how well ROTC trained officers performed, in 1935 the Thomason Act was passed, and this act allowed for more ROTC

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<sup>5</sup> James H. Hawkes. "The Campaign Against Compulsory ROTC, 1920-1940". (Wisconsin Historical Magazine) 1965, 54.

<sup>6</sup> Ibid.

graduates to receive commissions. Before this act, the best jobs went to graduates from West Point. This legislation helped open more pathways for ROTC graduates.<sup>7</sup>

The world wars period proved to be a test for the ROTC trained officers, and these officers performed so well that the ROTC program would become vital in the production of officers in the military. Looking ahead, new universities without ROTC programs reached out to the army in order to establish ROTC units on their campus. As the United States goes to war in Korea, and the Cold War heats up, the ROTC would continue to play a key role in the United States' military.

### **The Korean War and The Cold War.**

During the Korean War, the military needed to expand again. This expansion led to more growth for the ROTC, as demands for officers grew accordingly. By 1955, ROTC existed on three hundred and thirteen campuses in every state, and including Puerto Rico and Washington D.C. Another factor contributing to the rapid expansion of ROTC was the fear of a Soviet invasion into the United States, and retiring army officers from World War Two.<sup>8</sup>

After the Korean War, ROTC graduates went from reserves status, to active duty status. This action led to a decrease in Army ROTC enrollments, and an increase in Air Force ROTC (AFROTC) enrollment, which did not have their graduates serve active duty upon graduation.

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<sup>7</sup>Neiberg, *Making Citizen Soldiers*, 28.

<sup>8</sup> *Ibid.*, 36.

The ROTC of the 1950's changed to meet the needs of student and the communities of universities as well. The ROTC produced active duty officers, because of their successes in World War Two and the Korean War. The army played an influential factor in how the ROTC would function. Fear of nuclear war and of a Soviet invasion allowed the ROTC many liberties on college campuses across the country. These fears, allowed the ROTC to make many changes that went unchecked by universities.<sup>9</sup> These changes and unchecked supervision would cause problems for the ROTC in the future.

### **The Vietnam War.**

Compulsory training became an issue again during the Vietnam War. With university enrollments expected to increase, universities struggled with requesting additional funds from their states to pay more money to upgrade facilities for military training. This position was hard to argue since state funds could be used elsewhere on campuses to accommodate the expected increase in enrollments. Advocates for voluntary ROTC training argued that the compulsory component was expensive and inefficient, and lowered the image ROTC on campuses. Instead of targeting students that wanted to seek commissioned officer status, it targeted everyone, and in 1961 through 1965, sixty ROTC units on campuses made the switch from compulsory to voluntary.<sup>10</sup>

As a result from shifting to a voluntary ROTC, many campuses' enrollment into ROTC dropped. In response to the decrease in enrollment, the ROTC Vitalization Act of 1964 was

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<sup>9</sup> Ibid., 37.

<sup>10</sup> Ibid., 58.

drafted, and went into affect. The act incentivized enrollment in ROTC by increasing monthly pay for cadets to 50 dollars a month. The act created scholarships for students who decided a career path in the military was what they wanted to pursue. The act ensured that the army provided cadets with books, uniforms, and equipment. This used to be an expense the cadets were expected to cover.<sup>11</sup>

The Vietnam War and the lottery draft changed everything for the ROTC cadets. The lottery draft attracted people that were less concerned about being officers and leaders, and more concerned with having some kind of control over where and how they wanted to serve in the military. The Tet Offensive in 1968 also had a dramatic affect on ROTC enrollments. Nationally total enrollments fell from 218,466 in October 1968 to 161,507 in October 1969.<sup>12</sup> Before the Tet Offensive, many men had joined the ROTC in order to have some kind of control over where they were going to serve. But after the Tet Offensive, enrollment in the ROTC carried with it the possibility of going to fight in a more brutal and less meaningful war than they had previously envisioned.

This change in ROTC sentiment from the victory in World War Two to the Vietnam War was be felt at large universities across the nation. But that is not the only places where feelings towards the program had changed. UWEC had its own history with the ROTC and that history is very similar to that history which was experienced nationwide.

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<sup>11</sup> Lutz Papers, Box 1, Folder ROTC 1964-1968.

<sup>12</sup> Neiberg, *Michael. Making Citizen Soldiers*. 117.

## **UWEC ROTC 1950-1972.**

Fresh off from a win in World War Two, and having supported a temporary Air Force training unit, UWEC attempted establishing an AFROTC unit on campus. In 1950, the Air Force was petitioned for an ROTC unit at Eau Claire, but the issue was put on hold. In January of 1965, UWEC applied for an ROTC unit by president Leonard Haas. At a meeting of the School of Arts and Sciences in March of 1967 the issue of an AFROTC was discussed. President Haas argued there were a dropping number of male students enrolling at Eau Claire, and the AFROTC unit could help Eau Claire compete for more male students. This meeting to discuss the program ended with the School of Arts and Sciences voting 2-1 in favor of an AFROTC unit on Eau Claire's campus. Later in 1967, another vote was held among the general faculty, and they voted in favor of opening the campus to an ROTC unit. However, because units were established at Whitewater, Oshkosh, and Stevens Point, Eau Claire was not considered because the Department of Defense did want to over-extend the ROTC program in this region at that time.<sup>13</sup>

As previously mentioned, after the Tet Offensive in 1968, Lutz was played a key role in the anti-ROTC movement on UWEC's campus. He left behind many records in his collection located in the archives. Lutz helped mentor students for research papers about the relationships between campuses and their ROTC units. This was evident by two research papers left behind in his collection with thank you cards from the students he helped. These papers used literature provided by Lutz from the CME and portrayed the ROTC in a negative light. Lutz organized professors and collected signatures from every department of the university in an attempt to show disapproval of an ROTC at UWEC by the professors. Dr. Lutz and other members of the

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<sup>13</sup> Lutz Papers, Box1, Folder ROTC 1964-1968.

faculty created and distributed anti-ROTC flyers around campus. This flyer below was left in Dr. Lutz's collection:

Would you welcome on this campus, courses for college credit where a major aim of instruction is admittedly indoctrination, where the free exchange of ideas has most often been discouraged, and where course content is determined by military authorities virtually independent of the normal processes of academic control?<sup>14</sup>

Flyers like this must have been posted all over on campus. Dr. Lutz's collection held dozens of flyers such as this one. Dr. Lutz created pamphlets like these and he also organized students as well. He urged students to sign anti-ROTC petitions and to also contact their student representatives to urge them to vote in favor of an anti-ROTC bill. What kind of environment existed on UWEC's campus at this time? On December 5, 1969 the Student Senate formally requested that President Haas withdraw UWEC's application for a ROTC unit. The Student Senate came to the conclusion, "It is resolved at Wisconsin State University-Eau Claire the establishment of ROTC undermines the integrity of the university".<sup>15</sup> In April 1970, Lutz collected the signatures of professors from every department at UWEC. Even though the faculty did not have any power in approving the ROTC and bringing the ROTC to the university, Lutz's goal was to show the administration that the idea of having an ROTC on campus was not welcomed by the faculty. In October 1971, at a Special Faculty Meeting a vote on the ROTC issue was held. The vote was 150 to 109 in favor of denying ROTC access to UWEC.<sup>16</sup> In a statement by Richard Hibbard on February 29, 1972 the issue of ROTC was put to rest,

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<sup>14</sup> Lutz Papers, Box 1, Folder ROTC 1968-1971.

<sup>15</sup> University Senate WSU-Eau Claire, ROTC Program, (Bill Number 69-12-5-27). (December 5, 1969).

<sup>16</sup> Lutz Papers, Box1, Folder ROTC 1968-1971.

“Reactions of the students and administrative staff was sent to the Department of the Army, and there will be no further consideration of an ROTC on our campus at this time”.<sup>17</sup>

It appears that Lutz was successful in his bid to keep an ROTC off of campus. Lutz was able to organize an anti-ROTC movement on campus. He moved and organized other professors as well as students. He was out speaking in the Eau Claire community spreading his message. The issue of an ROTC would not come up on UWEC’s campus for quite awhile, and the issue would prove to be another catalyst for discussion.

### **ROTC and Western Wisconsin in the 2000s.**

UWEC was not the only campus to have its own ROTC debate. In 2005, the University of Wisconsin-Stout was facing its own ROTC debate. In May of 2005, Stout’s chancellor, Charles Sorensen, made it abundantly clear that he did not support an ROTC on Stout’s campus. Sorensen cited the military’s “Don’t ask, Don’t Tell” (DADT) policy as the key issue behind his stance. “I do not think, in good conscience, we can invite an organization to campus that discriminates against anyone because of sexual orientation.”<sup>18</sup> But the University of Wisconsin System President Kevin Reilly and three Republican state senators from the area said the chancellor’s position on this issue would be in danger of breaking the Solomon Amendment, which would cut off Federal funding to Stout’s campus if the ROTC was denied a place on campus. The area that form the triangle that is UW-River Falls, UW-Stout, and UWEC was very important for ROTC to get established. “There are 24,000 students up there currently with no

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<sup>17</sup> Ibid.

<sup>18</sup> Therese Kattner. “National On-Campus Report”. Updates, Madison, Wisconsin: (Magna Publications) 2005.

ROTC opportunities at any one of those campuses”<sup>19</sup>. Clearly getting a program started at Stout would have significant implications for students at UWEC, since they would have to travel to UW-Lacrosse in order to take ROTC courses.

### **ROTC Arrives at UWEC.**

With UW-Stout now offering ROTC classes, UWEC students that were interested in ROTC could enroll as “Special Students” at UW-Stout and take their ROTC classes there. However, this meant that cadets from UWEC would have to in addition to their tuition at UWEC; they were also paying tuition for ROTC classes at UW-Stout. The number of cadets from UWEC that enrolled at UW-Stout for ROTC was between six and ten cadets in the fall of 2007.<sup>20</sup> With this number of cadets going to UW-Stout for classes every week, the cadets needed to be creative in how they would train. ROTC classes were held at UW-Stout and the National Guard Recruitment Center in Eau Claire. The ROTC also utilized the McPhee Center for Physical Training as well. The cadets also used Carson Park for land navigation exercises as well. This was how the program would function, until in the spring of 2009 when UWEC’s College of Business’s Dean Tom Dock, offered to take the ROTC and offer the classes through their curriculum. Since the College of Business would be teaching skills like leadership and management, this was a fit for the ROTC.<sup>21</sup>

In the spring of 2009, the ROTC was going through the transition of getting approved at UWEC. This process of getting approved actually started in the fall of 2009, this was the first

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<sup>19</sup>Ryan J Foley, “Stout Relents, To Allow ROTC” (Maj. Ed Ripp) *Chippewa Herald*. June 1, 2005.

<sup>20</sup> LTC. Eric Beuerman, interview by author. (April 11, 2012).

<sup>21</sup> Ibid.

time ROTC was located on campus with a pilot program. Although, the cadets were already on campus, ROTC program had a presence for the first time. In the fall semester of 2009, the ROTC was considered as a pilot program. This meant that the program was on campus and getting familiar and working out any issues that occurred. At this point, the program had twenty cadets enrolled. The curriculum, for the first semester was sponsored by Continuing Education. This meant that any changes to the curriculum had to be submitted to Continuing Education and get approval. Continuing Education had to also approve the instructors as well. At this time, ROTC had one instructor at UWEC. This was LTC (Lieutenant Colonel) Eric Beuerman. Beuerman joined the military in 1991 where he received his officer commission from the ROTC at North Dakota State while earning a bachelor's degree in music and German at Concordia College. He then went on to graduate school at the University of Denver where he earned his master's degree in music and then earned his Doctorate in Musical Arts from the University of Arizona. He taught in the music departments of the University of Arizona and at the University of Wisconsin-Madison.<sup>22</sup> Beuerman was already teaching cadets at UW-Stout and teaching cadets from UWEC before the pilot program started on this campus. So Beuerman was approved by the department of Continuing Education and the pilot program was underway.<sup>23</sup>

The plan was to continue as a pilot program for one semester, then go before the Curriculum Committee to get the approval to switch the course prefix from Management (MGMT) to Military Science and Leadership (MSL). On February 23, 2010, the committee met and discussed their concerns for the change in course prefix. They argued that a MGMT 400

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<sup>22</sup> Department of Military Science of the University of Wisconsin-Stevens Point. <http://www.uwsp.edu/rotc/Pages/cadre.aspx> (Accessed April 4, 2012) .

<sup>23</sup> LTC. Beuerman, Eric, interview by author (April 11, 2012).

level course would give the impression to students that in order to enroll in those upper level courses; you had to be a Business Major, when in fact the ROTC courses are actually open to all students. The committee discussed the benefits of having ROTC programs on campus. One point that was made during the meeting was that ROTC can offer student opportunities for other careers and also graduate studies after they have graduated from the ROTC. The committee also discussed how the program could attract culturally diverse students to UWEC. Another point that was then discussed was how popular the program was after its first semester on campus, as the program grew and attracted 34 students. Not every point was positive though. The biggest objection to the establishment of the program was the military's "don't ask, don't tell" policy as well as the lack of a peace studies program at UWEC. In the end however, the committee voted unanimously to approve the prefix 9 to 0.<sup>24</sup>

Later that spring semester, the Faculty Senate held a vote on the approval or disapproval of the program on campus. The vote was delayed a couple of times due to representatives wanting to have more time to discuss the issues with their departments further. The issues discussed in the Senate, mirrored the issues the ROTC were faced with at UW-Stout and nationally as well. Mainly, the issue of concern was the military's policy on homosexuals "don't ask, don't tell". UWEC faculty's main objection was to this policy. The university itself maintained a strict anti-discrimination policy, and many argued the military and thus ROTC, would conflict with the university's policy.<sup>25</sup>

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<sup>24</sup> University Senate Committee: Academic Policies Meeting. February 23, 2010. (Minutes)

<sup>25</sup> LTC. Beurman, Eric, interview by author (April 11, 2012).

Another question the senate had to have answered was the issue of the instructors. UWEC faculty was concerned with who would be teaching the upper-level classes. They were worried that the instructors would not have a PhD or even a master's degree. "The University didn't like people with master's degrees teaching 300 or 400 level courses".<sup>26</sup> As part of a compromise, cadets are required to take an American Military History course at the 300 level or above. This course must be taught by the college history department, and the entire curriculum and instructors approval must go through the Professor of Military Science at UW-Stout and that person will be required to have a Master's Degree.<sup>27</sup>

The issue of fairness to the students was brought up as well. The pro-ROTC side argued that UWEC students should not have to pay extra for something that could be taught here instead. "If they are going to learn about the military's history, I want them to learn that from me."<sup>28</sup> Scholarships and a chance for students to achieve upward mobility came up in the discussion on the pro arguments. Loss of Federal funding was an issue that was not brought up in this case. "That was not something we wanted to do. I am happy that we did not have to play that card in the UWEC example...we are not an in your face organization."<sup>29</sup> The vote was close, 16 to 14, and the ROTC program was approved by the Faculty Senate in the spring of 2010. UWEC was the last UW-System school to bring in ROTC.

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<sup>26</sup> Ibid.

<sup>27</sup> Thomas Dock. *An Academic Addition to the College of Business-Army ROTC*

<sup>28</sup> Dr. Selika Ducksworth-Lawton, interview by author (March 27, 2012).

<sup>29</sup> LTC. Eric Beuerman, interview by author (April 11, 2012).

## What Happened at UWEC?

The ROTC coming to UWEC marks a vital turning point in the university's history. Eau Claire now has an ROTC on campus for the first time in history. So what has changed in order for this to happen? One argument out there is the generational shift in UWEC faculty members. The Baby-Boomer generation is beginning to retire, giving way to Generation X. With Generation X coming in, a change in values goes with it. The faculty of this next generation has completely different opinions of the military, the ROTC, and what those institutions stand for. For many faculty members that are Generation X at Eau Claire, they have more experience with the military than other generations before them. These experiences with the military have helped shape attitudes on campus today into being more open when it comes to the idea of having a ROTC program at UWEC.<sup>30</sup>

Events in history such as the Persian Gulf War, Hurricane Katrina, and the attacks of September 11, 2001 have also had an impact on the perceptions of the military and ROTC. Following a very successful war in the Persian Gulf with very low American casualties, and the way the American military overwhelmed the Iraqi military had an impact on how professional and effective the military could be. These positive images from these events erased many images from the Vietnam War for many people. Images from Hurricane Katrina and of the National Guard helping and saving people from disaster were a change in the norm of how these people and institutions were perceived. All of a sudden, there is this noble cause associated with these military institutions and helped with the overall image of the military and thus the ROTC. The terrorist attacks of September 11, 2001 were the uniting event equivalent to the attack on Pearl Harbor. That event is tied into The War on Terrorism; the soldiers that continue to fight in the

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<sup>30</sup> Dr. Selika Ducksworth-Lawton, interview by author (April 24, 2012)

war will be appreciated for their sacrifice. “Today we have a force where everybody screams so much; thank you for your service. The servicemen run screaming into the night”.<sup>31</sup>

Today, UWEC has over 300 veterans on campus. Back in 2009, UWEC was named a military friendly school by *GI Jobs* magazine. UWEC has continued catering to the needs of its veteran students since that award. The Veterans Center in Schofield Hall was established in an effort to provide a meeting place for veteran students and faculty. Student veterans can also receive counseling services through the Veterans Center as well. The center has a full time staff and can assist veterans with accessing veteran benefits UWEC has adopted a motto specific to the cause of providing a veteran friendly environment, “You served, We Care”.<sup>32</sup>

For writing this paper, the author was unable to obtain an interview with anyone that voted against the ROTC in the faculty senate hearings. Even though this issue was debated back and forth between the faculty, and so many on the senate ended up voting against the program, no one felt the need to discuss with the author their opinions on the issue. In the post-September 11, 2001 world that we live in, combined with the benefits that the ROTC can provide students and the overall positive embrace soldiers are experiencing on this campus, and the fact that DADT has been repealed. There is not very many arguments one can make other than being anti-war, which this new generation of faculty and students can agree with, but they can also be pro-soldier and pro-ROTC at the same time.

### **UWEC and ROTC Today.**

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<sup>31</sup> Ibid.

<sup>32</sup> University of Wisconsin-Eau Claire News Release: *GI Jobs Magazine Honors UW-Eau Claire For Support for Student Veterans*. August 20, 2009.

Eau Claire's ROTC is considered a sister program to Stout's ROTC. Currently the Eau Claire's program has 46 cadets enrolled. The cadets themselves have variety of majors from a range of departments. The ROTC classes themselves, count toward the 120 credit graduation requirement. Although, ROTC is not offered as a major or a minor at UWEC, students enrolled in these classes have the opportunity to seek an officer's commission and go active-duty or serve in the reserves. There is not a commitment for the first two years of being in the program. Any UWEC student can enroll in the 100 and 200-level courses offered by the ROTC. The upper division courses have prerequisites tied in for enrollment. Beuerman has moved on, and taken a position as the Department Chair for Military Science at UW-Stevens Point. The faculty for the program now includes, Capt. Bradley Frahm, Assistant Professor of Military Science, and Staff Sergeant Michel Geiger.<sup>33</sup> There exists a pro-soldier attitude on campus today, and the program is getting a lot of support. In fact, more grief came from the veterans on campus because the cadets, many of whom were only wearing the uniform for the first time, were not wearing the uniform correctly.<sup>34</sup>

## Conclusion

The quote, "Illustrative of the difference between older and the newer faculty types, as well as of the change in time were the proposal for a Reserve Officers Training Corps unit and the discussion it provoked",<sup>35</sup> was used by Hilda Carter, and John Jenswold to describe the ROTC discussion during the Vietnam War on UWEC's campus. This was the only written history of the ROTC program at UWEC. Certainly, this applies to what has happened again on

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<sup>33</sup>Emily Gresbrink. "Military School". *The Spectator*. September 15, 2011.

<sup>34</sup>LTC. Eric Beuerman, , interview by author (April 11, 2012).

<sup>35</sup>Hilda Carter and John Jenswold. *The University of Wisconsin-Eau Claire A History 1916-1976* (p 123).

campus over thirty years later. A shift in generations has occurred in the faculty. The Baby-Boomer generation is retiring and giving way to Generation X. The students of UWEC are more specific with their views of the military, policy, and soldiers. A person can be anti-war, and still be pro-soldier at the same time. People can be for the war in Afghanistan, but against the war in Iraq. The times have changed, and so have opinions about the ROTC, especially at UWEC.

**Figure 1: Cadet Randall Combs Commissioning 2010 (UWEC Cadet).**



Source: ([http://www.uwec.edu/COB/info/photo\\_galleries/combs.htm](http://www.uwec.edu/COB/info/photo_galleries/combs.htm)) Accessed April 7, 2012.

**Table 1: ROTC Courses Offered at University of Wisconsin-Eau Claire.**

<p><b>MSL 101: Leadership and Personal Development. 1 Credit.</b> Introduction to the Army profession and military leadership. Exploration of the seven Army values and 16 Army leadership dimensions, as well as some core competencies critical to effective leadership (e.g. management, problem-solving, decision-making). Off campus weekend leadership orientation in a military environment with outdoor physical activities, including pugil stick, obstacle course, land navigation/orienteering, basic rifle marksmanship, and confidence course training.</p>	<p><b>MSL 301, Adaptive Team Leadership. 3 Credits.</b> Students conduct self-assessment of leadership style, develop a personal fitness regimen, and learn to plan and conduct individual/small-unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities. The lab reinforces small-unit tactical training while employing the troop-leading procedures to accomplish planning and decision making. Students plan and lead the labs and PT sessions.</p>
<p><b>MSL 102, Introduction to Tactical Leadership. 1 Credit.</b> Establishes foundation of basic leadership fundamentals such as problem solving, communication, goal setting, and techniques for improving listening and speaking skills. Life skills are reinforced as well as an introduction to counseling and operations orders. Lab provides instruction on squad movement techniques, map reading, physical fitness and marching techniques.</p>	<p><b>MSL 302, Applied Team Leadership. 3 Credits.</b> The role of communication, value, and ethics in effective leadership, to include discussion on topics such as ethical decision making and diversity in military units. Emphasis on improving oral and written communication abilities. Lab reinforces small-unit tactical training while employing troop-leading procedures to accomplish complex planning and decision making. Students plan and lead the labs and PT sessions.</p>
<p><b>MSL 201, Innovative Team Leadership. 2 Credits.</b> Identification of successful leadership characteristics through the observation of others and self through experiential learning exercises. Students observe traits (both good and bad) and discuss observations in small group settings. The lab applies basic leadership theory and decision making during practical exercises in a field environment.</p>	<p><b>MSL 401, Developing Adaptive Leaders. 3 Credits.</b> Develop student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques. The lab hones the students' leadership skills, attributes and abilities as they operate as cadet officers.</p>
<p><b>MSL 202, Foundations of Tactical Leadership. 2 Credits.</b> Examines building successful teams, methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem-solving process, and obtaining team cohesion through immediate feedback. The lab applies basic leadership theory and decision making during practical exercises in a field</p>	<p><b>MSL 402, Leadership in a Complex World. 3 Credits.</b> Study includes a case study analysis of military law and practical exercises on establishing an ethical command climate. Students participate in leadership projects that require them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. The lab continues to sharpen the students' leadership skills.</p>

environment.

Source: (University of Wisconsin-Eau Claire Course Catalogue 2011-2012).

**Figure 2: University of Wisconsin Cadets 1916.**



University of Wisconsin Archives

Source: (University of Wisconsin Digital Archives). Accessed March 3, 2012.

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