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LITERARY DEPARTMENT.

THANKSGIVING.

O, Father, from Thy bounteous hand
What blessings freely fall!
Throughout our loved and happy land
There's food enough for all;
From where Atlantic's billows break
To far Pacific's shore,
On fertile plain, by limpid lake,
Are heaps of golden store.

The hymn of praise we lift to Thee
From hearts that own Thy sway;
Our fleets upon the boundless sea
In triumph ride to-day;
Our beauteous banner of the star
Before Thee lies unfurled,
Beloved in peace and feared in war,
And honored 'round the world.

Thy gracious bounties, God, bestowed
And ne'er to us denied,
Are precious, like the blood that flowed
On Calvary's rugged side.
A grateful people bend the knee
Where'er Thy name is known,
And praise, now, from sea to sea,
Seek out Thy august throne.

Safe in the shadow of Thy wings
The land we love to name,
The pæans of Thanksgiving sings,
Secure in glorious fame;
Thy watchful care, O God, has proved
The source of all our might;
Oh, let us be by Thee beloved,
And keep us in the right.

Our fathers' God, we bow to Thee
With thankfulness to-day;
Upon the land, upon the sea,
Be Thou our shield and stay!
The North and South, the East and West,
Praise Thee from shore to shore;
Strengthen our trust, O Father blest,
Be with us evermore.

—T. C. Harbaugh.

What some people know would fill a volume.
What they don't know would fill a library.

MILITARY INSTRUCTION IN LAND-GRANT COLLEGES.

Army Service of Colorado Agricultural College Students in the War with Spain.

The College Cadets Could not Secure Recognition—Spirited and Pointed Letter of President Ellis in Response to a Request of the Inspector General of the Army for a Statement Showing the Military Service of the Cadets and Alumni of the College in the War with Spain.

An oft-quoted paragraph of the Morrill Bill of 1862 contains one provision that makes it obligatory upon the authorities of all land-grant colleges to provide for instruction in military science. An amended act of Congress, approved September 26, 1888, gives the President of the United States power to detail an officer of the Army or Navy to act as professor of military science in certain educational institutions having capacity to educate at the same time not less than one hundred and fifty male students. The amended act referred to, limited the number of officers thus to be detailed for professorial service to sixty—fifty from the Army and ten from the Navy. The first details were to be made to the land-grant, or agricultural and mechanical, colleges provided for in the Morrill Bill. In 1893, Congress passed an act to increase the number of officers to to be detailed to one hundred and ten, the land-grant colleges being still the first to be recognized by the President in making the details provided for.

Lieut. Warren H. Cowles, 16th Infantry, was the first officer detailed by the President for service in The State Agricultural College of Colorado. Lieut. Vasa E. Stolbrand, formerly of the United States Army, preceded Lieut. Cowles as military instructor. Lieut. Cowles was succeeded by Capt. John C. Dent, 20th Infantry; he in turn by Lieut. Harry D. Humphrey, 20th Infantry, and upon the expiration of Lieut. Humphrey's detail, in the summer of 1897, Lieut. William C. Davis, 5th Artillery,

became the professor of military science and tactics at the College. When war against Spain was declared, Lieut. Davis was ordered to rejoin his regiment, since which time the College Cadets have maintained their organization without the aid of an officer detailed from the Army.

Recently President Ellis received the following letter from the Inspector General of the Army:

"In order to determine the practical results of military instruction at the civil institutions of learning and with a view to further stimulate the military work conducted at these institutions, kindly fill up the inclosed blank forms and return one to this office."

"It is desirable that the information requested be given as fully as possible; and any further information or remarks upon the subject will be thankfully received."

The blanks referred to contain a series of ten questions designed to bring out full information regarding the military service of students and ex-students of the College in the late war with Spain. Herewith is given President Ellis's answer in full:

THE STATE AGRICULTURAL COLLEGE, }
PRESIDENT'S OFFICE. }

To the Inspector General, United States Army,
Washington, D. C.

SIR:—I have before me the blank forms whereon you request me to furnish statistical information regarding the military service rendered by students and ex-students of The State Agricultural College of Colorado in the late war with Spain. I have knowledge of four graduates and seventeen undergraduates and ex-students who were in the army after the war before named began. Herewith I give their names, and present rank and location as fully as information at present available will permit:

GRADUATES.

1. Archie Jesse Harris, (Fort Collins, Colo.) 2nd Lieutenant, 2nd Infantry, U. S. A., now at Montauk Point, New York. This enlistment was a result of the action of the War Department whereby students of meritorious standing in military service in certain institutions of learning were made eligible to a commission in the Regular Army.
2. Edgar Avery Mead, (Greeley, Colo.) Sergeant Co. D, 1st Regiment, Colorado Volunteers, now at Manila.

3. Richard Appleton Maxfield, (Rifle, Colo.) Sergeant Co. I, 2nd Regiment, U. S. Volunteers, Engineer Corps, now at Honolulu.
4. Grafton St. Clair Norman, (Hamilton, Ohio) Sergeant Co. K, 8th Infantry, U. S. A., now at Fort Thomas, Newport, Kentucky.

UNDERGRADUATES AND EX-STUDENTS.

1. Frank D. DeVotie, (Greeley, Colo.) Sergeant Co. D, 1st Regiment, Colorado Volunteers, now at Manila.
2. Neil Carmichael Sullivan, Jr., (Longmont, Colo.) Sergeant Co. H, 1st Regiment, Colorado Volunteers, died at San Francisco, California, June 4, 1898.
3. John McMillan, (Fort Collins, Colo.) 7th Infantry, U. S. A., wounded at San Juan.
4. William B. Sexton, (Fort Collins, Colo.) Co. G, 20th Kansas Volunteers, Engineer Corps, now at San Francisco, California.
5. James Pullar, (Fort Collins, Colo.) Co. G. 8th Infantry, U. S. A., service at Santiago; three year term just expired.
6. Simon Moses Marks. (Buena Vista, Colo.) Co. F, 1st Regiment, Colorado Volunteers, now at Manila.
7. Joseph Clinton Holschneider, (Buena Vista, Colo.) Co. A, 20th Infantry, U. S. A., was at Santiago; is now at home on furlough for sickness.
8. Francis Virgil Leroy McCandless, (Florence, Colo.) Corporal Co. A., 1st Regiment, Colorado Volunteers, now at Manila.
9. Perry Hjalmer Nyberg, (Pueblo, Colo.) Sergeant Co. A, 1st Regiment, Colorado Volunteers, now at Manila.
10. Robert James Potter, (Gunnison, Colo.) Co. F, 1st Regiment, Vermont Volunteers, at present at home on furlough.
11. John Thomas Richards, (Erie, Colo.) Co. F, 1st Regiment, Colorado Volunteers, now at Manila.
12. Benton Sylvester, (Berthoud, Colo.) 2nd U. S. Volunteers, Engineer Corps, now at Honolulu.
13. George Washington Springer, (New Windsor, Colo.) Co. D, 1st Regiment, Colorado Volunteers, now at Manila.
14. Everett Washburn Taylor, (Fort Collins, Colo.) Corporal Co. G, 1st Battalion, Wyoming Volunteers, now at Manila.

15. Fred Montgomery Westlake, (Florence, Colo.) Lieutenant 2nd U. S. Volunteer Engineer Corps, now at Honolulu.
16. Guy Surinus Hooper, (Greeley, Colo.) 2nd U. S. Volunteer Engineer Corps, now at Honolulu.
17. Henry E. Voegeli, (Cincinnati, Ohio) 1st Illinois Infantry, U. S. Volunteers, service at Santiago; now on furlough, Chicago, Ill.

Doubtless there are other ex-students who are enrolled in some branch of the army service, but in-

portance of the military department therein as seen from the standpoint of the authorities at Washington. The military instruction and drill to which college students are subjected, under present regulations, are not designed, primarily, to foster a war-like spirit, but to afford a wholesome exercise whereby the bodily vigor of the student will be stimulated and conserved. The drill, as conducted, offers the young men of our educational institutions the best possible athletic exercise under conditions favorable to physical upbuilding and suggestive of permanent health. The thought of possible service in the



Charles W. Mayer, 1st. Lieut. Charles S. Newell, Capt. Addison L. Kellogg, 1st Lieut and Ajt. Clifford S. Atherly, 2d Lieut.
 J. C. Mulder, 1st. Lieut. and Qm. W. J. Littleton, 1st Lieut. Jas. A. Stump, 1st Lieut. Lewis C. Hall, 2d Lieut.
 Wm. B. Headden, 2d Lieut. Harry C. Miller, Capt. Frank Corbin, Capt. Alston Ellis, Col. Commanding.

C. A. C. BATTALION STAFF, 1898-99.

formation at hand does not give their names or location. This may not be regarded as a creditable showing for an institution in which compulsory military drill, under an army officer detailed by the War Department of the Government, is required of two hundred and fifty students each day of the college-year. The military drill is an important feature of the work of the land-grant college as outlined by Congressional acts.

The detail of an army officer to fill the post of professor of military science and tactics in such an institution must be accepted as evidence of the im-

portance of the military department therein as seen from the standpoint of the authorities at Washington. The military instruction and drill to which college students are subjected, under present regulations, are not designed, primarily, to foster a war-like spirit, but to afford a wholesome exercise whereby the bodily vigor of the student will be stimulated and conserved. The drill, as conducted, offers the young men of our educational institutions the best possible athletic exercise under conditions favorable to physical upbuilding and suggestive of permanent health. The thought of possible service in the fighting force of the Nation is not absent, but it is not the thought uppermost in the minds of those who conduct, or engage in, the military drill under normal conditions. When the blast of war blows in our ears, then it is natural to look to the young men trained in military science and tactics for loyal, patriotic, efficient service in the armies of the Republic. That such service was not proffered in larger measure by the students and ex-students of our institution is due to no lack of patriotism or courage on their part. These young people, without exception, are intensely loyal to their Government

and under proper conditions would be among the first to respond to their country's call in time of war.

I regret to say that these conditions have not existed and do not now exist. At the first call to arms, Lieut. William C. Davis was ordered to return to his regiment and the College Battalion was left without an organizing and a directing head. This was not a move calculated to awaken and stimulate the military ardor of the two hundred and fifty cadets forming the three companies of the Battalion. The boys felt, perhaps without due consideration of all the conditions, that the Government had but little interest in the military work they had done, and were doing, and less call for any service they might feel prompted to offer. Some of them could look back upon five years of faithful service as members of the College Battalion, and at a critical juncture that organization had been practically ignored by the Government. If the late war, although making no great draft upon the military resources of the country by reason of its short duration and the second-rate war power of the nation with which we were contending, shall better instruct those in authority, with us, how to utilize the military energy and enthusiasm of students whose college course requires attention to military study and the varied exercises of the drill, it will bring about a condition in our college life greatly to be desired. Under the new regime, the officers of the War Department will have full power and ample means to put military instructions in our higher institutions of learning on a more efficient and a more enlightened basis. Then it will not be thought best to furnish grudgingly, and under useless and annoying restrictions, the various battalions of college cadets with out-of-date arms and equipment. The field pieces that lumber up our drill room or, when laboriously dragged upon the campus, excite the open-eyed wonder of small boys, will be retired from service and replaced with something less suggestive of Revolutionary days. Few of our cadets have ever seen, much less handled, a Krag-Jorgensen rifle.

The attitude of the War Department towards the college military drill is now one of "masterly inactivity," in which "how-not-to-do-it" is made conspicuously prominent. I have written two letters to the Department requesting information as to when to expect the detail of some officer to organize and direct our military work and have received nothing definite in reply. I have been forced to reorganize

our military department with the highest officers available for help ranking as *first sergeant*. There are many retired officers efficiently serviceable for such work as is performed by a professor of military science and tactics in an educational institution, but I am not advised that any official attempt has been made to put them in charge of it. A letter from the Adjutant General's Office, of recent date, suggests that possibly the services of a retired officer could be secured by advertisement in the Army and Navy Journal, New York City, and the Army and Navy Register, Washington, D. C.

I have received information, from a source somewhat distant from the War Department offices, that "no details whatever will be made till after the report of the Peace Commissioners." It is thought possible that this report may see the light of day about October 15. How doth hope deferred make the heart sick! The same mail that carried me that promise, whose fulfillment will doubtless project itself well into the future, brought your request for statistical information that will show the service rendered their country in time of war by our students and ex-students. A stream is not likely, by natural means, to rise above its source. I fear it will be next to impossible to imbue our cadets with much of patriotic war spirit when so little concern for their growth in military experience and knowledge is shown by those to whom they look, with some right, for encouragement and help. I shall welcome the day when the military departments of our educational institutions are made highly efficient by reason of the hearty support and intelligent supervision they receive from the authorities connected with the War Department. Give the cadets every facility in the way of instruction and equipment that military experience can suggest and they will not be without military ardor or the power and will to give their country prompt and effective service in her time of need.

The opening of the late war found our male students prepared and eager for military service, but deprived of the commander who had brought their organization to a high state of efficiency. The Government seemingly had no call for their service as an organization or as a picked part of an organization. The only way open to our students, in their wish to serve their country, was in the complete disbandment of the organization to which some of them had belonged all through their college life and to which they were, with just reason,

most strongly attached. If they turned to the state, in some hope that they would receive recognition from that quarter, they were told to wait until the mustering in of all divisions of the National Guard was completed and a place might be found for them in the ranks thereafter to be recruited. Meeting disappointment at every turn, they reluctantly gave over effort to secure recognition as a military organization. Those who enlisted did so on their own account, took pot-luck so to speak, and became tail-enders in some company whose efficiency as a military organization was not comparable with that which they were forced to abandon.

Some may say that patriotism should have prompted the boys to put aside the *esprit de corps* that so warmly attached them to their own organization and made them willing to pass down to the foot of some other one. Possibly had the exigencies of the Government, from the military side, been more pressing and urgent than they were, that course would have been uncomplainingly taken by our students, but the necessity for a disbandment of their organization to swell the membership of some other did not seem present. The officers of our companies had won their way to the front rank among their fellows by years of careful attention to, and pride in, the military drill. They were conversant with the manner and aims of military organization and were able to render what may not inaptly be called *expert* service. Throw them out of their battalion organization and their military advancement is lost, and they must take places as privates in companies officered by persons of inferior intellectual and military education to themselves. It takes a strong patriotic force to push one out of a well-earned position of command into ranks filled up chiefly with men but little more than raw recruits. The graduate of a college who has won with honor and credit the epaulets of a commissioned officer may well be pardoned for showing some reluctance to entering upon a military life as "high private."

Had there been place for an organized body of our students in the line of troops, that place would have been occupied had it been pushed well up towards the nearest point of hardship and danger. It was not possible for the Agricultural College Cadets to break into the Army by all the push, personal, political, and official, they could summon to their aid. The recital of these facts shows why the College, with a large body of students and ex-students avail-

able for efficient service in the Army, can report but twenty-one representatives as placed where military service in their country's behalf can be rendered.

In connection with what I have written, I feel disposed warmly to commend that heading in the annual report of the Military Department of the College under which is given the names of three cadets of the graduating class who have shown the most proficiency in the military work. Following this, the recent action of the War Department in giving some thus selected for complimentary mention a chance to show fitness for a commission in the Regular Army, can not but be productive of good result. Now that a permanent increase in our national military force is almost an assured fact, would it not be well to make the selection of a few college cadets, of approved scholarship and proficiency in the military exercises, for suitable positions in the Regular Army a settled policy? Such recognition of deserving cadets, with the desire to follow the life of a soldier, would give an impetus almost beyond measure to interest in every phase of college military instruction. I can not but think that the army organization would be rendered more efficient by such an infusion of young virile force. There are some of our people who profess to see in the increase of our standing army a menace to personal rights and free institutions. This feeling will be materially weakened if people see important posts in that army filled by their sons and their neighbors' sons who have been educated in their home institutions of learning.

I wish not to widen the gap that now exists between the military organizations in our educational institutions and those whose movements are under the immediate direction of the War Department of the Government. On the contrary, I earnestly desire to see the existence of a closer bond of union between them. I would force no graduate or undergraduate into the Army. A craze to enter the Army in ordinary times, would indicate an abnormal, an unhealthy state of student life. There is no just ground to fear that military instruction in college, even on a much more wide-reaching and effective plan than that to which we have been accustomed will engender a blood-thirsty, war-at-any-cost spirit among students. I would not have a student prepared to serve his country in war hampered in his desire to do so by hard conditions and red-tape regulations. The Government provides for the military training,

more or less effective, of a large student body. If war comes, and there is no opening in army ranks for these trained and scholarly young men, save in the lines of the raw recruits, they may reasonably question the purpose of such prolonged and costly military training. There ought to be a ready place in our war forces for any well organized body of college cadets seeking active service and there ought to be no unnecessary obstacles placed in the way of their enlistment.

Let us have a more thorough management of the military work of the colleges in which military departments exist and a more ready means, in the war emergencies of the Nation, of utilizing the product of this increased efficiency of organization.

Respectfully yours,

ALSTON ELLIS,
President.

FORT COLLINS, COLORADO, }
October 3, 1898. }

The Castle-Builders' Club.

"I just wish we could have a club like yours, cousin Jack," sighed Rick Burnham, and the twins, Rex and Roy, echoed the wish.

"And discuss 'Moral Obligations of Wealth and Culture,' as we did to-night!" laughed Jack.

"Yes, sir!" declared the twins, "we'd like it just as much as any other subject, if we were only a club, too."

A sudden thought struck Jack. "You shall have a club, boys, and you shall discuss just such subjects. You just see. We'll meet next Thursday evening."

When the "three R's" and their special chums entered the "gym" room at the top of Jack Strong's on the club night, they stopped short in surprise. Cousin Jack was building the queerest looking edifice with old pieces of wood, some bits of mud, and whisks of hay, wound with old, rotten string. And, only the day before, they had helped Jack, at the carpenter's table at the end of the gymnasium room, to turn out such nice, smooth blocks and had enameled them a snowy white, with ivory enamel. "Going to build a castle for our club with them." Jack had said when they asked what was going to be done with the blocks.

And here he was using that stuff!

"Is that your castle, Jack?" they cried.

"Why, what's the matter with it?" asked Jack, unconcernedly, going on with his building.

"Why, that'll never make any thing decent," protested Rick. "It'll just topple over. Doesn't look nice anyway."

"Now, young gentlemen," responded Jack, politely, "this is to be a club, you know. Will you just take seats, please, and write us out your arguments against using this material?"

Seats, tables, pens and paper were all ready, so the bewildered club sat down and wrote out those arguments.

* * * * *

"The key to my rather peculiar castle will be found on the other side of its building stones," said Jack, when the arguments had been written out. And the boys began to examine the inside of that "castle."

Sure enough, the little white labels glued to the "stones" told the tale.

"Wait-a-minute," "Shirk-a-little," "Not-exactly-so," "Cigarettes," "Look-out-for-No. 1," etc. What queer "stones."

All around the room were pinned photos of grand old buildings, temples, towers and castles. Cousin Jack told fascinating stories about them all. Then he added:

"We are buiding here a temple,
Day by day its walls arise."

"We are just starting out to build our castles—our lives, aren't we boys? And every day we put something into our building. How would you like to discuss 'Character Building,' for our first topic? We are each of us building a 'man.' What sort of one shall we build? And how? And you wanted me to choose a name for our club. Suppose you suggest one."

"'Castle-Builders,' of course," cried Rick, promptly. He was quick to catch one's ideas. And all the rest liked the name, so it was adopted.

"Now," said Jack at last, "here are our nice white stones. Let's build a first-class castle out of them, and let it stand all the year of our club meetings. We'll add to it each week. I've labeled a cornerstone for a starter—look it up, by and by, please. Now you name some stones." So one by one the boys labeled their stones and set them in place.

Rick contributed Punctuality, Perseverance, Honesty, Order, and Truth. Rex gave Good Habits, Courtesy, Unselfishness, "and I guess Good Thoughts would be one, wouldn't it?" he asked Jack, who at once put in "Right Thinking." And so the foundation work went on.