

UNITED STATES MILITARY ACADEMY

TRAIN FOR PEACE OR TRAIN FOR WAR:
TURMOIL IN THE USMA SUMMER ENCAMPMENT 1919-1923

A RESEARCH PAPER SUBMITTED TO
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Since the birth of the United States Military Academy in 1802, there has been a growing debate on the primary mission of the Academy. Does the Military Academy exist solely to produce officers capable of performing their war-time mission in the Army effectively, or does it exist to provide an education for the officers with military training taking second seat to academics? The possibility also exists that the dual missions of the Military Academy, academic and military, possess equal importance in the shaping of the Academy's policies and procedures. As World War Two loomed on the horizon in 1941, Brigadier General Robert L. Eichelberger, then Superintendent of the Military Academy, sought to save West Point from the fate it had met in World War I. His reforms included increasing the military training hours during the academic year and decreasing the amount of recreation time during the summer encampment for more military training. Brigadier General Eichelberger's reforms were added to by his successor, Major General Francis B. Wilby. In a sweeping change that abolished a 124-year tradition, the Superintendent moved the Corps of Cadets to an off-post site, Lake Popolopen, to conduct their summer encampment. The move allowed the cadets to train on rifle marksmanship, artillery, and maneuver to an extent that the encampment at Fort Clinton on the Plain had not allowed.¹ With the limited quality and quantity of training afforded to cadets in preparation for past wars, why did previous Superintendents not see the need to relocate the summer camp as Eichelberger had?

In fact, there was one precedent for the move made in 1942. Shortly after World War I, a fledgling Superintendent, Brigadier General Douglas MacArthur, abolished the summer

¹ Theodore J. Crackel, The Illustrated History of West Point (New York: Harry N. Abrams Inc., 1991), 232-237.

encampment at Fort Clinton for a period of two years and sent the Corps to a major Army installation to conduct intensive military training. His radical changes met with strong opposition and were reversed completely after only two years. With the mission of the Academy to train officers who will support and defend the Constitution of the United States against all enemies, foreign and domestic, why were changes in the summer encampment that supported that goal touted as ineffective? More importantly, why did the encampment return to its pre-war model immediately following MacArthur's removal, only to change again permanently to the MacArthur model twenty years hence?

Many sources attribute the return of the pre-MacArthur encampment solely on pressure raised by the unpopular sentiments of alumni, staff, faculty, and cadets resisting reforms. In light of the theory that popular opinion effected the summer encampment reversion, MacArthur's replacement, Brigadier General Frederick Sladen was an agent who was chosen to return the Academy to its pre-war glory, pomp, and tradition. Evidence proves, however, that the downsizing of the Army following World War One and the reduction in Congressional appropriations provided the primary impetus for the return of the Cadet Summer Encampment to the pre-war model with public sentiments and training efficiency playing a supporting role.

For its first one hundred years of existence, the cadet encampment was a time of rest from the academic rigors of the school year at the Academy. Instituted by Sylvanus Thayer in 1819, the summer encampment was situated in a grove of trees in the vicinity of the Fort Clinton ruins. The camp was laid out in company streets with a general parade ground in front and officers' tents on the north. Two cadets occupied each tent, with each cadet responsible for a modified equipment

layout stated by camp regulations. The encampment began each year following the graduation parade.² With the commissioning of the First Class and the exodus of the Third Class on furlough, the Second and Fourth classes packed up their belongings in the barracks and moved onto the Plain. The name for the camp changed yearly and usually celebrated a recently deceased distinguished officer. Sentinels ringed the camp, walking their posts between small sentry boxes positioned around the perimeter of the camp. This thirty-cadet guard force prevented cadets from entering or leaving the camp, except during authorized hours. Training during the summer period was limited to the mornings. The cadets practiced mounted and dismounted drills in artillery and equitation on the Plain. Occasionally, the cadets would engage in dismounted maneuvers across the Post from the current Buffalo Soldier Field to Target Field. During the summer months, the cadets who were not on furlough left West Point on only two occasions for training. First, the Third Class took one extended march off post that lasted for three days. Also, the First Class cadets took a two-week trip to a Coast Artillery fort, normally Sandy Hook, New Jersey, for service practice.

One of the primary focuses of the encampment was the rest and relaxation of the Corps, and so the training for the day ended at noon. Following lunch in the mess hall served by civilian waiters, the cadets were free to engage in tennis, golf, or relaxation on a "comforter spread 'neath a shady tree."³ Post Engineers went so far as to lay out a nine-hole golf course that criss-crossed the entire Plain. The evenings of the summer encampment were reserved for social gathering and

²William H. Tripp, A Guide to West Point and the United States Military Academy. (West Point: 1906), 11.

³United States Military Academy, Bugle Notes (West Point: 1924), 16:96-97.

entertainment. Three nights a week the cadets enjoyed formal hops at Cullum Hall with females from the surrounding communities and from the Hotel. In addition to attending the hops, with the advent of motion pictures, the cadets could watch movies on the same three nights. On nights when there wasn't a hop, the cadets attended band concerts or watched vaudeville shows that they produced themselves. The encampment lasted approximately sixty days and always ended with Camp Illumination, a gala tradition dating back to 1781. Here the cadets decorated the camp in themes ranging from the Wild West to the Far East. The night was highlighted with cannon salutes, fireworks displays, a formal ball, and a general carnival atmosphere. The gay atmosphere and relaxed schedule often made reminiscences of summer camp some of the fondest memories of the West Point experience.⁴

In addition to the training of the new First and Third Classes at the encampment, summer was the time to indoctrinate a new class of Plebes. Prior to World War I the Plebes arrived in July and were quartered in the vacant barracks. During their "Beast Barracks" the Plebes were taught drill and regulations by an upperclass cadre. The training also included physical hazing such as bracing and excessive physical exercise, a practice that many Superintendents tried unsuccessfully to abolish.

As the Military Academy began the first decade of its second century, the traditions of summer encampment on the Plain and "Beast Barracks," continued with no impetus for change. The United States entry into World War I in 1918, however, threw the Military Academy into turmoil. The War Department ordered the Academy to graduate all of its classes within one year.

⁴Ibid.

After an initial call to graduate the First Class early, the War Department ordered the upper two classes graduated on 1 November 1918. This early graduation left the Academy with only one class, the Plebe Class with less than five months of experience, to run the Corps. With the war's end on November 11th, the War Department returned one class of the three hastily graduated classes in December to "recover some of the education it had ruthlessly snatched away." The War Department also ordered West Point to admit a new class of Plebes immediately. The staff and faculty expressed reservations about this decision because inexperienced cadets would lead the new Plebes. The Academy decided to keep the two Plebe classes separated and to have the class entering in November wear an olive uniform with a yellow hat band rather than the traditional gray uniform. Adding to the turmoil was the issue of treatment of the returning "student officers." Not only could they not be treated as cadets and not be used as upperclassmen over the plebes, they also could not be given full officers' privileges as students while housing them in barracks much like enlisted men. The "student officers" returned to the Academy in December 1918 and were greeted with restrictions similar to the ones they had endured as cadets. Faculty members admitted that returned officers lacked discipline and attention span in classes because they questioned the need for more academics following their short tour in the Army. The War Department made the decision to graduate the "student officer" class in June, six months after their return to West Point.⁵

General Peyton March, the Army Chief of Staff, called upon Brigadier General Douglas MacArthur to assume the Superintendency of the Military Academy and to lead it out of this

⁵William A. Ganoe, MacArthur Close-Up (New York: Vantage Press Inc., 1962), 13-20.

period of turmoil. MacArthur, a brigadier general at thirty-nine, was the youngest Superintendent to command the Military Academy since Sylvanus Thayer just after the War of 1812.⁶ In an office call with MacArthur, General March stated that "West Point is forty years behind the times," and that the situations during and following the World War had left the Academy in a "state of disorder and confusion." MacArthur's orders from March were succinct: "Revitalize and revamp the Academy." Caught by the surprise of being nominated for the position, MacArthur objected, saying "I am not an educator. I am a field soldier." March retorted, "Yes ... You can do it."⁷

MacArthur assumed command of the Military Academy on 12 June, 1919. Having used the previous weeks to review the files and policies of the Academy, MacArthur began to observe the Academy first hand to determine the need for change.⁸ He was convinced that the Academy had come to the end of an epoch; that the cadets were being trained for the past and not the future; and that "conceits, sentiments, and blind worship had sustained outmoded offshoots of tradition too long." Concerned that the Academy was still preparing officers to "fight the War of 1812," MacArthur began to develop plans to train the cadets before they graduated to fight the next war. Drawing from his experience with the Regular Army and the National Guard during World War I, MacArthur realized that "the type of West Pointer we are developing is not the type well suited for the training and leadership of civilians. We need not lower our level, but we must accommodate ourselves to radical change in the world."⁹

⁶Clayton D. James, The Years of MacArthur, vol. I, 1880-1941 (Boston: Houton Mifflin Company, 1970), 261.

⁷Ibid.

⁸Ibid., 262.

⁹Ganoe, 30-33.

Of the many practices that supported General March's "forty years behind the times" claim, MacArthur saw the summer camp as particularly abhorrent and in need of change. Confiding in his adjutant, Captain William F. Ganoë, MacArthur stated:

Of what possible benefit is Cadet Summer Camp? No, it's out of time and out of place. It is not only inappropriate, it's baneful. We bring them up as fashion-plate soldiers in a rich man's vacation spot. Sentry duty-sentry duty! Walking post like that against the Boches! Walking that way would have been a man's end.¹⁰

These strong feelings grew from his assertion that "graduation was far too late to teach the theoretical lieutenant how to take care of himself and his men in the field." He further asserted that "wars haven't been in the habit of giving us much warning. The youngster may be graduated right into a conflict, as has recently been the case."¹¹ Armed with this vision of training for a future war amidst the demobilization of the post-World War I Army around him, MacArthur set out to redesign the Cadet Summer Encampment.

Douglas MacArthur envisaged a sweeping change in the conduct and character of the Cadet Summer Encampment. Instead of the "tent city" that had adorned the Plain each summer since 1819, MacArthur proposed to send the First and Third Class cadets to a "major army cantonment" to train with Regular Army enlisted soldiers and to experience military training that was impractical at West Point. MacArthur was under the impression that:

up to now the cadet gains the impression he's had camp training. What he's really had was a life of Riley in a rich man's summer resort with all its luxuries. He is unduly and unjustly shocked when he encounters a real

¹⁰Ibid., 32-33.

¹¹Ibid., 31-33.

Army camp to find the rawest recruit knows more about taking care of himself under rude conditions and field practice.¹²

The installation chosen for the move was Camp Dix, New Jersey.

Given the impression that the encampment did not train cadets properly for the war and his plan to change the encampment, MacArthur had four primary goals that the movement of the encampment would accomplish. First, by moving the summer camp to Camp Dix, the cadets could learn military skills that could not be practiced at West Point. The cadets could fire artillery at realistic ranges, they could use aircraft and balloons in battlefield reconnaissance, and they could participate in large scale maneuvers over unfamiliar terrain.¹³ Though the focus of the entire summer was military rather than social as previous encampments had been, the tactical department did program one hop a week and allowed the cadets to bring sports equipment to camp. The training period lasted sixty days, from June through August. The cadets conducted training both before and after lunch, with the evenings free to socialize at the canteens or prepare for the following day. The First Class cadets military skills and practiced leadership in a military environment by conducting some of the training for the Third Class. This was a sweeping change from the old system where the First Class practiced leadership skills by training the Plebes in the artificial environment of "Beast Barracks." The innovation of training and leading in a tactical environment would, in MacArthur's eyes, better prepare them for their entrance onto active duty a year later.

¹²Ibid., 149-150.

¹³United States Military Academy, The Howitzer (Buffalo, NY: Baker, Jones, Hausauer Inc., 1921), 104-105.

MacArthur's second goal in training the cadets at Camp Dix was to increase the interaction between cadets and enlisted soldiers of the Regular Army.¹⁴ MacArthur believed that cadets:

had come from the cloistered confines on the Hudson inadequately prepared to cope with volunteers and draftees straight from civilian life. The citizen soldiers of the National Guard and National Army Divisions constituted a vast majority of American troops in the war, and they represented the highest physical and educational standards of any soldier the United States had ever sent to battle. But too often...they were handled like the scurvy soldiers of professional armies of old "which frequently required the most rigid methods of training, the severest form of discipline, to weld them together into a flexible weapon for use on the battlefield."¹⁵

As MacArthur stated in his 1920 Superintendent's Report, one of the many aims of his administration was "to bring West Point into a new and closer relationship with the Army at large."¹⁶ The training at Camp Dix would accomplish this goal by allowing the cadets daily interaction with enlisted soldiers. Regular Army sergeants would conduct some of the training for the Third Class that would "bring the cadets in close touch with, and understanding of, the routine of the Army, and the life of enlisted men." For the First Class the proximity to enlisted soldiers would allow them to observe actual officer interaction with enlisted men and would allow them to hone their skills as officers in the training exercises.¹⁷

A third goal of the removal of the summer encampment from Fort Clinton was the restructuring of Plebe training. The Commandant of Cadets, Lieutenant Colonel R. M. Danford,

¹⁴United States Military Academy, Annual Report of the Superintendent (1922), 6-7.

¹⁵James, 264.

¹⁶United States Military Academy, Annual Report of the Superintendent (1920), 4.

¹⁷Ibid., 8-9.

approached MacArthur early in 1919 with the intent of changing the Plebe system. The Academy had recently undergone an investigation on hazing as the result of a suicide by one of the Plebes. Danford sought to change the system of cruel treatment by upperclassmen to a system that more closely resembled the treatment given an enlisted soldier. In doing this he "feared entrusting the training ... to upperclassmen, who in reality [in 1919] were not much more than plebes, and were apt to continue the snarling, crawling, and other pernicious inheritances inviting personal cruelties." Moving the Corps to Camp Dix allowed Danford to institute an officer-run Plebe training during the summer of 1920. Here, the new cadets enjoyed a training period devoid of hazing and cruel treatment. The officers administered a program that trained the Plebes with "severity, yes, but administered in the manner of a proud gentleman rather than a common thug."¹⁸

MacArthur's final goal in moving the summer encampment was the integration of cadets with civilian communities. MacArthur was adamant about relaxing the restrictions imposed upon cadets in the name of increasing their experience with life outside of the Army. Prior to MacArthur's Superintendency, cadets were not allowed to take passes or leaves beyond the confines of West Point. MacArthur believed that pass privileges for the First Class cadets would "serve both as a relaxation from the rigid grind of study and training, and as a means of keeping in touch with life outside the institution." He also maintained that cadets had been "too long cloistered to a monastic extent," and then, upon graduating were "thrust out into the world a man in age, but as experienced as a high school boy." The plan to move the encampment to Camp Dix

¹⁸Ganoe, 104-107.

acted as another opportunity to bring the cadets in contact with life outside of the Academy. First Class cadet pass privileges extended into summer with cadets taking six-hour passes in the communities surrounding Camp Dix during non-training hours on Saturdays.¹⁹ Third Class cadets also mingled with the community during hops and during their road march to West Point at the completion of Camp. In addition to cadet familiarity with the community, the move brought civilians in contact with the cadets, an added bonus hailed by the Board of Visitors report in 1921.²⁰

With the goals set and approval for the move from Secretary of War Baker, Douglas MacArthur abolished the summer encampment on the Plain. In a move that made the decision final, MacArthur ordered his Quartermaster, Lieutenant Colonel E. J. Timberlake, to "raze the Cadet Camp site."²¹ The Superintendent gave this order despite \$40,000 of renovations appropriated by Congress in 1919 to improve the site.²² The Quartermaster placed MacArthur's plan into motion by uprooting trees, by removing the sentry boxes and graveled streets, and by destroying the outbuildings of the encampment. One can only theorize that the order was motivated by MacArthur's desire to make his off-post encampment decision permanent. A by-product of the decision, however, was the use of the land formerly occupied by the Cadet Camp for another of MacArthur's renovations, a running track for mass athletics. The camp site was

¹⁹James, 279

²⁰United States Military Academy, Report of the Board of Visitors (1921), 32.

²¹Ganoe, 149

²²U. S. Congress, Laws of Congress Relative to West Point and the U. S. Military Academy, 1786-1922. 2 Vols. (West Point: USMA Press, 1922.), 60.

razed in a few days and work was immediately begun on the running track. It must also be recognized that the order to raze the camp came directly from MacArthur with no input from the Academic Board, and the destruction of the camp did not appear in the Report of the Superintendent in 1920 or 1921 as had improvements to the camp in previous years.

On June 17, 1920, the Corps entrained at South Dock for their trip to Fort Dix. MacArthur had accomplished his "*fait accompli*" without the advisement of the Academic Board.²³ Summer Camp as it had existed since 1819 ceased to exist. Where the Plain had once been alive with cadets in gray and white during the summer, now there was desolation. With the exception of the officer-run Plebe training, the Post remained relatively lifeless during the summer months.

Though the training seemed to be successful and rooted in logic, the change in the one hundred-year tradition of summer encampment met with strong opposition. Disgruntled Old Grads (DOGs) opposed moving the cadets to a "rude rough camp with its shacks and its mud, where the cadet runs around with common soldiers, lounges in canteens at all hours, and ...In general, is contaminated by low company." Still others questioned the need for moving off West Point when Congress "built this huge establishment at so much expense." Loudest of all were the DOGs who complained, "It was good enough for the Lees, Grants, and Pressing's, but it's not good enough for MacArthur."²⁴ Captain Omar Bradley, a math instructor, Class of 1915, "deplored the abolition of the Summer Camp on the Plain, since [he] believed it provided the First Classmen a rare opportunity to exercise command, however limited or artificial."²⁵

²³Ganoe, 150-151.

²⁴Ibid., 151-153.

²⁵ Omar N. Bradley, and Clay Blair, A General's Life (New York: Simon and Schuster, 1983), 52.

A second group to protest the abolishment of the summer encampment was the West Point faculty. For years the West Point community had enjoyed the Hops and evening festivities of the encampment on the Plain. With the Corps at Camp Dix the social life at West Point took a downturn in the summer that the faculty and their wives disliked. Women with marriageable female friends or relatives said:

It's a calamity not to have any West Point all summer. It's a shame that young Superintendent is doing away with all that was so good for the Corps and sending it off to those awful, shabby camps. I don't see how you can make officers and gentlemen that way.²⁶

Here, the wives not only display their dislike for the deterioration of their own social life, they also lent insight into the unwritten charge of West Point to train gentlemen and not combat leaders.

The Corps returned to West Point on 28 August 1920, having completed a 100-mile foot march from Camp Dix. With the first summer encampment at Camp Dix complete and opposition growing to his revitalization plans, Douglas MacArthur began a campaign to defend his reforms. His primary vehicles for the defense were his Superintendent's Reports. In his second report, dated June 30, 1921, MacArthur changed the layout from past Superintendent's Reports, which included extracts of department heads, to a prose style written solely by his Adjutant, Captain William Ganoe, and signed by himself. The 1921 report touted the successes of increased post privileges, the new academic curriculum, and the new summer encampment. Of the summer camp at Fort Dix he wrote, "the experience of training the upper classes at a large cantonment has resulted signally in superior training and a greater breadth of outlook for the Corps. The

²⁶Ganoe, 152.

Commanding General of Camp Dix after the summer's work voluntarily attested to the advantages both to the cadets and the troops, of service of the Corps in an organized division." He further supported his programs by listing the support of "the press," "officers of the Army, prominent civilians," and "ninety-one distinguished educators."²⁷

MacArthur's changes also received the support of the annual Board of Visitor's inspection in 1921. The board applauded MacArthur's initiatives to bring them into contact with officers and enlisted men during the summer encampment and in contact with civilians more frequently. They concluded the report by stating "the board desires to emphasize its strong approval of the splendid service that Gen. MacArthur and the officers associated with him are rendering to the country by constructing a new West Point founded on the lessons and experience and the sacrifices of the World War and in the spirit of the Old West Point."²⁸

In November 1921, General Pershing, Army Chief of Staff, notified MacArthur that he was being transferred to an overseas assignment in June 1922. The move surprised MacArthur, as it came one year before the end of his four-year term as Superintendent. Pershing attributed the early change to MacArthur's seniority on the standing list of overseas assignments though other theories of MacArthur's early release from the Academy range from personal differences with General Pershing to pressure from outside sources.

One aspect of MacArthur's actions as Superintendent that caused great friction between he and Pershing was MacArthur's crusade to support and fund his reforms. MacArthur frequently

²⁷United States Military Academy, Annual Report of the Superintendent (1921), 13.

²⁸United States Military Academy, Report of the Board of Visitors (1921), 8.

traveled to Washington to testify before Congress for increased financial support of his reforms. Feeling that "a comparatively small outlay by the United States will serve in the future to lessen the tremendous expense and the loss of blood for which no money can repay when an unforeseen tragedy is upon us," MacArthur strenuously crusaded for more money and a larger Corps. The National Defense Act of 1920 and post-war demobilization began to turn popular support for the reforms in Congress against MacArthur. As the War Department hesitated to push vigorously for increased funding in the light of unpopular public opinion about the military, MacArthur continued to push for increased funding, much to the frustration of Secretary of War John Weeks and Army Chief of Staff Pershing. Pershing later revealed in a letter to MacArthur that he was displeased that MacArthur had testified before Congress early in 1922 without informing either the Secretary of War or General Pershing while he was in Washington. MacArthur replied to General Pershing in the form of an explanation and an apology, citing that "it has never been customary for the Superintendent to report for immediate instructions to his military superiors when summoned by a committee of Congress."²⁹

General Pershing chose Brigadier General Fred Sladen, the commanding officer of Fort Sheridan, as the incoming Superintendent. Sladen had been assigned as the Commandant of the Academy in 1911 to 1914 and had fought with the Allied Expeditionary Force at Chateau Thierry and at Meuse Argonne. Upon hearing of his replacement, MacArthur confided in his former Adjutant that he fancied "it means the reversal of many of the progressive policies which we inaugurated."³⁰

²⁹James, 287-288

³⁰Gano, 155-157.

Even with MacArthur's successor chosen and an assignment waiting for him in the Philippines, MacArthur continued to battle for his programs. Most notably in his 1922 Superintendent's Report, he defended keeping the summer encampment at a large cantonment and requested a permanent program authorizing the shipment of the Corps to a major Army installation each summer for training.³¹ Likewise the report of his officer in charge of new cadet training recommended that the Plebe training be conducted solely by officers, and that the presence of officers had a "salutary effect" on the new cadets.³²

Brigadier General Sladen assumed command of the Military Academy on 1 July 1922. Even before MacArthur had left for the Philippines, the new Superintendent reversed some of MacArthur's progressive reforms. Most notable were the return of the cadet encampment to the Plain and the return of upperclass cadets as cadre for Plebe training. Despite the "razing" of Fort Clinton by LTC Timberlake, Sladen returned the cadets to the tent city on the Plain and requested funds to replace the camp infrastructure. Many articles have blamed this return solely on the Superintendent, General Sladen, or have cited pressure from outside sources, such as the DOGs, and the faculty that resulted in the change. With regard to the return to the pre-World War I summer encampment, General Sladen revealed in his 1923 Superintendent's Report that the official decision to move the encampment in June 1922 was that of the War Department.³³ The

³¹United States Military Academy, Annual Report of the Superintendent (1922), 7.

³²United States Military Academy, Report of the Officer in Charge of New Cadet Training (1921). 2-3.

³³United States Military Academy, Annual Report of the Superintendent (1923), 6-7.

War Department based its decision on the Board of Visitors' finding that, benefits aside, the abandonment of Camp Dix and other large cantonments as the result of the Army's drawdown had resulted in the lack of an adequate installation to send the Corps to in 1922. The only available post was Camp Travis in Texas. Movement of the Corps to Texas was deemed cost prohibitive, though the Board advised the War Department to seek alternatives for summer training and if possible continue to separate the Plebes from the remainder of the Corps during their initial training.³⁴

Further support for the changing the Summer Encampment back to the pre-MacArthur model came from a study conducted by Major General William F. Lassiter, the Assistant Chief of Staff G3 of the Army. Lassiter justified moving the Summer Encampment back to the Plain based on the excessive cost incurred in transporting and training the Corps away from West Point. He further supported his argument by citing that the West Point encampment better utilized officers and provided the upperclassmen with valuable leadership training inherent in Plebe training. Finally, Lassiter pointed out a "distinct lowering of discipline and tone, of precision drill, and a very considerable loss of time and efficiency in training" when the Corps trained at Camp Dix. observations that where in contrast to those of MacArthur.³⁵

General Sladen accepted the challenge of devising training to prepare the cadets adequately for their future roles as officers. He solved the challenge for maneuver space by utilizing the land at West Point and at nearby Queensboro brook, six miles from post, for maneuvers and artillery

³⁴United States Military Academy, Report of the Board of Visitors (1922), 5.

³⁵ Roger H. Nye, "The United States Military Academy in the Age of Educational Reform" (Ph.D. diss., Columbia University, 1968), 331-332.

training. He instituted a First Class trip to Mineola in upstate New York for flight training, and he continued the practice of sending the First Class cadets to a Coast Artillery installation at Sandy Hook, New Jersey. Some training continued on the Plain as it had before MacArthur. The cadets conducted mounted and dismounted drill and did some dry artillery training. The camp also included periods of rest and relaxation to allow the cadets to recuperate from the rigors of the academic year.

General Pershing advised Sladen that he respected the liberal attitude MacArthur granted to cadets based on the Board of Visitors Report. He also instructed Sladen to continue efforts to allow cadets to associate with the "outside world." To this, General Sladen replied that he agreed with the liberal attitudes, but disagreed with some of MacArthur's findings of success by holding summer camp away from West Point. He wrote to General Pershing:

the visit of the Corps to Camp Dix in 1920 and '21 does not convince me that these visits proved a "marked success", as stated by General MacArthur in his report of 1922 which is quoted at the top of page six in the report of the Board of Visitors. On the contrary, I am convinced that the effect on the Corps was decidedly detrimental to its training, its democracy and distinctly demoralizing to its discipline. I can't find that they gained anything by their experience.³⁶

General Sladen added his own support to the War Department decision to move the summer encampment back to West Point in his 1923 Superintendent's Report. Not only did he allude to the successes of his new training programs, he also explained the benefits of using the wealth of

³⁶ Frederick Sladen, Papers, United States Army History Institute, Carlisle Barracks, PA.

commissioned officers and non-commissioned officers stationed at West Point as trainers. He added that the close proximity of the training resources to the encampment provided a great economy of time and a large saving in expense in the transportation of men and supplies.³⁷

Thus, the primary reason that returned the encampment to the Plain was the cost savings with supporting arguments by the Superintendent on the increased efficiency of a West Point based encampment and the decay of discipline as the result of a movement off post. It took twenty years and the United States' involvement in a global conflict to reassess the validity of the military encampment during the summer. In 1941, however, West Point was contending with a mobilization rather than a demobilization and enjoyed both increased financial support from Congress as well as a growing public support for the military, which made the increase in military training during the summer more acceptable to the War Department, to West Point's staff and faculty, and to the alumni. At that point, the purchase of additional land around West Point allowed the training that MacArthur dictated with the close proximity of training to West Point that Sladen desired. It was only after this compromise that the Summer encampment on the Plain was permanently abolished.

³⁷United States Military Academy, Annual Report of the Superintendent (1923), 6-7.

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