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Cadets on Campus: History of Military Schools of the United States

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each other to survive and thrive, people are naturally fractious, routinely fighting with one another rather than cooperating. Political realism shares this outlook. By contrast, much contemporary just war thinking begins from a secular legalist perspective, which is more optimistic and idealistic about human nature and the ability of rules and norms to create a just society. Morkevicius argues that this modern idealism is responsible for both a pacifist tendency in modern just war thinking, which can weaken its power to create norms, since states are unlikely to give up the use of force entirely, and an interventionist tendency, which leads to concepts that challenge sovereignty, such as the responsibility-to-protect doctrine. While the motives are laudable, she asserts, these trends risk marginalizing the influence of just war thought.

Practitioners will find the argument of this book interesting and will benefit from exposure to Islamic and Hindu just war traditions, which are likely less familiar to them than the Christian tradition. Scholars will enjoy the rigorous research and careful textual analysis. Whether one agrees with its thesis or not, the book challenges readers and engages them in an important dialogue about how power, religion, authority, and norms interact in the international arena.

DOYLE HODGES



Cadets on Campus: History of Military Schools of the United States, by John Alfred Coulter II. College Station: Texas A&M Univ. Press, 2017. 464 pages. \$50.

J. A. Coulter has done a masterful job tracing the evolution and history of

military schools throughout the United States over the past 216 years. What really makes this book unique is the extent of Coulter's research. He provides a comprehensive review of all the military schools that have been established across the United States. The appendices, notes, and references are a testament to the research Coulter conducted to prepare the manuscript. He provides both history and analysis to demonstrate the impact of each of these schools on American history. As a graduate of the U.S. Military Academy, I was fascinated to learn about the important role that the graduates of military schools have played in our nation's history.

Initially, Coulter lays the foundation and explains the elements of military school culture in terms of Edgar Schein's organizational culture model using artifacts, espoused values, and underlying assumptions. Artifacts include the cadet uniforms, rank, and insignia. Espoused values consist of the cadet honor codes and leadership values. "According to Edgar Schein, the final and most powerful element of organizational culture is shared tacit assumptions which result in perceptions, feelings, and behaviors that are learned and taken for granted and are not debatable" (p. 4). These elements make the military schools unique and give them a special place in the history of American education.

Coulter tells the story of how just a few men, such as Major Sylvanus Thayer, USA, and Captain Alden Partridge, USA, who worked together in the early years at West Point, were instrumental in the growth of military schools and colleges across the United States. Partridge's subsequent court-martial and removal from West Point laid the

groundwork for him to establish a military school in Norwich, Vermont, which later became Norwich University. “Partridge would eventually be associated with the citizen soldier concept and years later be known as the father of ROTC [Reserve Officers’ Training Corps]” (p. 38). Thayer implemented systems still in use today, including a rigorous academic curriculum and the West Point honor code. “As superintendent at West Point, Sylvanus Thayer would lead that institution from 1817 to 1833. In that role he firmly established an ethos and standard of education that led to the expansion of the military school concept well into the current century” (p. 35). Thayer and Partridge planted the seeds of military education that would grow and prosper across the country. The students taught by Thayer and Partridge would go on to establish military schools and colleges throughout the United States on the basis of the model they developed.

Coulter does a superb job explaining how the growth and expansion of military schools and colleges is tied to events in U.S. military history. He notes that “[b]y far the greatest impact on military schools of the United States has been war” (p. 249). Except for a slight decline immediately after the Civil War, the number of military schools increased steadily from 1802 through 1926. Thus, it reached its peak after World War I; the numbers declined steadily after World War II and the Korean War. But it was the Vietnam War and the ongoing atmosphere of social change that sounded the death knell for several military schools and colleges. Coulter writes, “The political impact of the Vietnam War, along with a cultural shift among young people, was responsible for a 65

percent reduction in the nation’s military schools” (p. 250). Military service was clearly not the same badge of honor that it had been after previous wars.

Recently, however, there has been a resurgence in the number of military schools. “Starting in 1999 and continuing until at least 2014, the decline in the number of military schools and their enrollment ended, and these indicators have reversed” (p. 239). There are a number of reasons for this. Charter schools increasingly are adopting the military school model as a means of improving students’ character. Women also have integrated seamlessly into many of the programs. For example, the first captain at West Point last year was a female who eventually was accepted as a Rhodes Scholar. Finally, the public image of the military profession has improved radically, according to recent Gallup polls (p. 240). Each of these factors contributes to the resurgence of military schools in the United States.

Coulter’s research and storytelling indicate a level of scholarship that few achieve. My only criticism is that it would have been useful to have more background on the history of military schools in other cultures for comparison. Are the military schools in the United States unique, compared with the models established in other cultures? If so, what makes them unique?

Coulter has done an exceptional job tracing the history and factors that influenced military schools across the United States. I would recommend this book wholeheartedly to anyone interested in learning about the military school model.

THOMAS J. GIBBONS