

the company; he, Beteen wasn't always interfering and running details." (p.134) Don Rickey reinforces this concept in Forty Miles a Day on Beans and Hay when he goes on to say that the officers delegated the running of the company ~~down~~ to the 1SG, who then turned many of those duties over to the Sergeants and Corporals. (p.131) The NCOs were responsible for the supervision of a myriad of tasks. L.R. Arms in ^{his} Short History of the NCO reports that the "soldier of this period spent much of this time engaged in manual labor. Soldiers in the west were called upon to build or repair housing and fortifications, repair roads and bridges, serve as butchers or bakers, perform guard duty and other tasks." The standardization of duties and duty descriptions appeared later in this period when senior war department officials began to understand that the Army was under utilizing NCOs. In 1903, Captain Stewart's *Handbook for the Noncommissioned Officer of the Infantry* laid out the duties of the NCO from Corporal through Sergeant Major. Junior officers and even NCOs themselves now had a document to define their duties guiding their professional conduct. Later, in 1914 the *Manual to Noncommissioned Officers and the privates of the Infantry of the United States* laid out the duties of the 1SG as an assistant to the company commander in duties ranging from training, administration, discipline, and when the commander was not present the 1SG ~~to~~ ^{ed} command. (Fischer p 186) These duties became consistent with duties of NCOs in European armies and began the [?] process of a more productive NCO corps. Assigning the proper duties at the appropriate level was important to a professional army as was the discipline that was administered to the Soldiers of the period.

Von Steuben's
Blue Book
did this

Discipline

Discipline has and always will be an important aspect in the art of war and the profession of arms. Without discipline armies become mobs and objectives cannot be met. Discipline in the ^AArmy from 1865-1925 was not clearly designated in ^{Army}publication and largely left up to the individual NCO for administration. Rickey points out that NCOs punishment was often humiliating and sometime illegal ^{AS} and some NCOs used physical force to handle discipline problems. ^{Fisher} (p.129) He also points out that in some cases company commanders selected ^{soldiers to become} ^{to} as NCOs men ^{who} that were able to handle the men physically. This all could be done without official endorsement of the commander. These unofficial standards stemmed from a lack of training on the part of NCOs and created a tyrannical environment that was eroding away at the Army. Individual discipline standards were attributed to the high desertion rates in the army that by 1871 reached a third of the army at over 8,000 desertions. (Fischer ^{P.} 139) The battle over discipline ended in the death of a 1SG and Medal of Honor winner. 1SG Emanuel Stance, F Troop 9th Cavalry was killed by his men for what is believed to be ^{high harsh} the administration of discipline and punishment in his company. Stance had passed this leadership style on to all the company NCOs which reported 10 acts of violence between soldiers and NCOs of a 45 man company in a two year period. These problems culminated in the death of Stance. It was clear to many that the standardization of discipline standards within the army was required. In 1872 General Ord declared "the noncommissioned officer has almost entire and continuous control over the men, as is often the case [?] their petty officers are bullies, drunkards, or tyrants the men desert wholesale." (Fisher ^{Ibid.} p 139). General Ord's comments again demonstrate the need for training and standards regarding discipline.

something wrong with the quote

Thus far we have looked at duties and discipline in relationship to the NCOs of the army. We have demonstrated that the NCOs of this period lacked the proper training needed to carry out the duties required of them.

Training

Training in the modern army begins almost immediately upon enlistment. There is a systematic approach to Soldier and leader development. ^{today} Individuals go through initial entry training and advanced individual training. Training for NCOs is delivered through the NCOES system ^{spell out} guaranteeing a well trained cadre of NCO. The army and NCO from 1865 to 1925 were not that fortunate. With the exception of the Artillery all training for soldiers was completed as on the job training. Again without the benefit of standardization each newly assigned soldier was trained by the unit he was assigned. ^{to} There was no ^{Warrior Leader} Primary Leadership Development Course, NCOs were simply selected by the company commander for promotion and approved by each regimental commander. Fischer describes the training pipeline as a short stop at a reception station for a small bit ^{as consisting of} of training then shipment to his regiment. Once at the regiment the new recruit was assigned a unit, a squad leader, usually a corporal who trained the new soldier. ^{Fischer} (p.132) It is easy to see how in this type of system how training proficiency could swing ^{between} from extremes.

A key development occurred in 1866. The US Military Academy at West Point moved it curriculum away from ^{an} engineer centric ^{instruct} instruction to a more liberal arts based curriculum. This left the engineers to establish an engineer only school. Shortly, thereafter a permanent home for the artillery was established at Ft Monroe, the Signal

Service and the Infantry and Cavalry soon followed suit. (Stewart, p.309) This began to answer some of the initial entry questions but left the training of NCOs still open.

Another key development was a trip that MG ^{Emery} Upton made to Europe in 1875 and 1876. He gleaned from the trip that NCOs were very important to a modern army. He determined the major difference between European NCOs and their American counterparts was training. In Europe it existed in the US it did not. (Fischer, p.143) ^{However,} Things did change as World War I loomed.

The Army in the early 1900s was too small to fight the type of conflict that was on the horizon in Europe. General Pershing understood that trench warfare required different techniques than the American army possessed. Additionally, the army was expanding at an unprecedented rate. To help the NCOs and officers General Pershing brought European officers and NCOs to train division and corps cadre on trench warfare. This cadre would then in turn train the remainder of their elements.

By 1918, the War Department realized it needed special schools to train NCOs. The War Department recommended the creation of these schools at each regimental level. The American Expeditionary Force (AEF) took this to heed. They set up a school lasting four or five weeks which ended up training a third of the AEF's NCOs and Officers (Hamburger, p.18).

Training at all levels is important. By the end of the period from 1865 to 1925 NCOs ^{to move} began down a path of specialized training consistent with their duties. The efforts of Army leaders during WWI lay the foundation for what eventually would become the NCOES system.

Heroes

Every conflict in history has produced heroes, the period from 1865-1925 is no different. The definition of hero can vary from person to person, for our discussion we will define the term hero as those receiving the Medal of Honor (MOH). The medal was established during the Civil War to recognize acts of bravery.

During the Indian Wars 426 medals were awarded, of those 388 were awarded to NCOs. There were ~~there~~ ^{who} NCOs that won the medal twice during this period. (unknown p. 307) First Sergeant Henry Hogan received his first MOH for actions during a four month period while fighting the Nez Perce Indians near the Canadian border. His second award came in 1877 when he rescued his wounded company commander under heavy fire at a place called Bear Paw Mountain. Sergeant Patrick Leonard was recognized for gallantry in 1870 and again in 1876 for ~~Gallantry~~ ^{Stewart} during a Sioux Indian charge. Sergeant William Wilson received both his medals in 1872 both for gallantry in action while fighting Indians in Texas. These three men and many other NCOs demonstrate the core values that NCOs hold true. ^{dislike?} (Core value is heroics.)

During the Spanish American War, 31 soldiers received the MOH. One notable recipient was Sergeant Major Edward Lee Baker Jr. Baker was an African American ^{who} that saved a wounded soldier under heavy fire. ("Edward L. Baker") Baker later was commissioned and commanded in the 49th Infantry. [?]

During World War I Army soldiers received 124 Medals of Honor. The most well known recipient was Corporal Alvin York. York was a reluctant soldier who had attempted to be ~~exempted~~ ^{ASA} from the draft ~~for~~ conscientious objector status. The draft board

denied his request and York went on to basic training. In training, York excelled and after much counsel with his company commander York shipped off to Europe. In October 1918, York took command of his platoon, charged machine gun nests and helped capture 4 German officers and 128 men. York typified the values of an NCO during his action; he was a humble soldier doing what he was asked to do. Hero's have and will always exist.

The hero's presented here demonstrate the values and beliefs of the American NCO.

*what are those
values + beliefs*

In this paper we ~~will~~ looked at the American NCO from 1865-1925 from the perspective of duties, training, discipline, heroes. As demonstrated over the last several pages the United States Army NCO holds an important position in the nation's army and in its history. Today's NCO has a direct link to the NCOs during the period 1865 to 1925. Many of the practices that trace back to this period laid the foundation for methods in place in the modern Army.

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