



VALUE OF R. O. T. C. TRAINING
By Colonel Americus Mitchell.

In writing only a few paragraphs as is done here, on the value of R. O. T. C. training, it is, of course, impracticable to discuss the subject at all in detail. To determine the value of R. O. T. C. training, we must first consider its purpose and whether the carrying out of that purpose would be of much value; and if so, then its value will depend on how fully and well the purpose is carried out.

The primary object of this training, as stated in the regulations, is: "To provide systematic military training at civil educational institutions for the purpose of qualifying selected students of such institutions for appointment to the basic military forces of the United States." It is further stated that "the basic military training received by students, who for various reasons fail to complete their qualification course for the reserve corps, is of considerable military value to the government." The R. O. T. C. training is also intended to "give to the student a training which will be as valuable to him in his industrial or professional career as it would be, should the nation call upon him to act as leader in its defensive forces."

Now let us consider briefly the primary object as stated above. The National Defense Act of 1920 divides the forces of the U. S. into three parts: the regular army, the national guard and the reserves. The idea is for the regular army to be as small as may be, consistent with its duties.

The mission of the regular army as stated by General Harbord is:

First, to provide adequate personnel for the development and training of the national guard and the organized reserves.

Second, to provide the necessary personnel for the overhead of all three parts of the army of the United States wherein the duties are of a continuing nature.

Third, to provide an adequate and effective force which shall be available for emergencies within the continental limits of the United States or elsewhere and which will serve as a model for the organization, discipline and training for the national guard and organized reserves.

Fourth, to provide peace garrisons for our home coast defenses.

Fourth, to provide adequate garrisons in peace and war for our overseas possessions.

When a national emergency comes, the national guard is the first echelon of the force to be formed behind the small regular army and the organized reserves are to form the second echelon of this force. The present officers of the national guard and organized reserves have seen service in the world war, but the R. O. T. C. is expected to furnish generally in the future the second lieutenants and non-commissioned officers of the national guard and organized reserves. These lieutenants will acquire further knowledge and rise in rank, and it will be their duty to preserve the traditions and increase the efficiency of their organizations.

The item which it takes most time to train in time of war is the officers and the R. O. T. C. is intended to supply the officer and N. C. O. personnel which will enable the national guard and organized reserves to continue functioning as time goes on. The action of the R. O. T. C. student in becoming a part of the national guard or the Officers Reserve Corps is, however, purely voluntary.

It is thought that to those who do not believe that the millions who already have been carried away who love their country and believe in a republican form of government, the primary purpose of the R. O. T. C. will appear as being very necessary and far-reaching. It is of this purpose as being of great value.

The statement quoted above that "the basic military training received by students who for various reasons fail to complete their qualification course for the reserve corps is of considerable military value to the government" was included in the discussion just given. It is, then, men are expected to furnish N. C. O.'s for the organizations mentioned.

Let us now consider the third purpose of the R. O. T. C. i. e., to give the student a training as valuable to

him in his industrial or professional career as it would be if the nation called him to arms. That this third purpose is excellent cannot be gainsaid.

The methods by which the first and second purposes above stated are carried out, cannot be discussed in this short article further than to say that books comprising appropriate courses of study for each year of the R. O. T. C. course have been prepared and if any part of said course be found ineffective in attaining the desired end, a different and effective substitute will be adopted therefor.

How the training given is valuable to him if there is no war, however, is what so many wish to know. Some of the things in which it is intended to instruct and which are in answer to this question, are as follows:

1. The principal purpose of education is to fit the future citizen for a life of usefulness and this life of usefulness necessarily includes usefulness to the state. A real citizen must have not only the outward visible form but also the inward spiritual grace and this it is desired to inculcate.
2. Physical well-being including instruction in sanitation, personal hygiene and first aid.
3. Rifle and pistol marksmanship, care of fire arms, map reading.
4. Military law, also bringing out certain principles of law in general.
5. Respect for superior authority and property loyalty thereto.
6. Military courtesy including courtesy in general. Stimulation of the faculty of perception.
7. Initiative, energetic action and persistence.
8. History showing causes of successes and failures, such cases as are not in ordinary histories.
9. Discipline—the great need of our young men.

In summing up it may be said that in case his country never needs the R. O. T. C. student in war the military training is still such as to prolong his life by the physical training given, to teach him orderliness, obedience and loyalty by its discipline, to teach him military courtesy and to teach him to command and lead by the practice given in commanding and leading—all this to the end that he may understand what is said to him, do promptly what is his duty wherever found and do it efficiently and loyally. As a writer says, it is not book learning so much that young men need, nor instruction about this and that, but a stiffening of the vertebrae that will cause them to be loyal to a trust, to act promptly, concentrate their energies, know their duty when they see it and do it with a punch—their duty to their parents, to their fellow men, to their country.

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MANY HUSKER MEN AT CADET SUMMER CAMP

(Continued from Page 1.)

welfare organizations of Minneapolis and St. Paul. Last year at least one and sometimes two entertainments were held each week; on Wednesday afternoons and nights the cadets were free to go wherever they wished to and on Saturdays, after inspection, those who had good conduct cards were permitted to leave camp until Sunday night.

The recreation phase of camp life undoubtedly will be more complete and enjoyable this year than ever. The people of the two cities are planning some very delightful social events for the cadets.

Cadets to Attend

The following named cadets of the university will attend the camp:

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