

AD A195 077

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

STUDY  
PROJECT

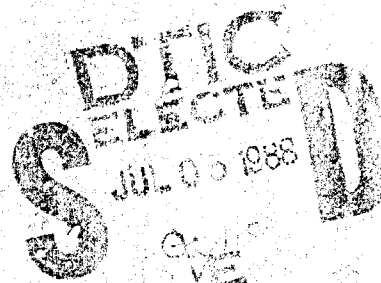
THE ARMY RESERVE OFFICERS' TRAINING CORPS  
THE PAST, THE PRESENT, THE FUTURE

BY

LIEUTENANT COLONEL RONALD M. JOE

DISTRIBUTION STATEMENT A: Approved for public release; distribution is unlimited.

11 MAY 1988



U.S. ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013-050

Best Available Copy

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

A 195 077

| REPORT DOCUMENTATION PAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       | READ INSTRUCTIONS<br>BEFORE COMPLETING FORM                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------|
| 1. REPORT NUMBER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2. GOVT ACCESSION NO. | 3. RECIPIENT'S CATALOG NUMBER                                  |
| 4. TITLE (and Subtitle)<br>THE RESERVE OFFICERS' TRAINING PROGRAM:<br>The Past, The Present, The Future                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       | 5. TYPE OF REPORT & PERIOD COVERED<br>Individual               |
| 7. AUTHOR(s)<br>Lieutenant Colonel Ronald M. Joe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       | 6. PERFORMING ORG. REPORT NUMBER                               |
| 9. PERFORMING ORGANIZATION NAME AND ADDRESS<br>US Army War College<br>Carlisle Barracks, PA 17013-5050                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       | 8. CONTRACT OR GRANT NUMBER(s)                                 |
| 11. CONTROLLING OFFICE NAME AND ADDRESS<br>SAME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       | 10. PROGRAM ELEMENT, PROJECT, TASK<br>AREA & WORK UNIT NUMBERS |
| 14. MONITORING AGENCY NAME & ADDRESS (If different from Controlling Office)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       | 12. REPORT DATE<br>11 May 1988                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       | 13. NUMBER OF PAGES<br>38                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       | 15. SECURITY CLASS. (of this report)<br>Unclassified           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       | 15a. DECLASSIFICATION/DOWNGRADING<br>SCHEDULE                  |
| 16. DISTRIBUTION STATEMENT (of this Report)<br>Approved for public release; distribution is unlimited.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                                                                |
| 17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |                                                                |
| 18. SUPPLEMENTARY NOTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |                                                                |
| 19. KEY WORDS (Continue on reverse side if necessary and identify by block number)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                                                                |
| 20. ABSTRACT (Continue on reverse side if necessary and identify by block number)<br>The Reserve Officers' Training Corps (ROTC) has a proud tradition of service to this country. The National Defense Act of 1916 established the need for a reserve corps. Initially, the program produced a small number of officers. With the passage of the Morrill Act, Reserve Officers' Training Corps programs were established on college campuses throughout the country. The majority of Army officers who served during World War II, Korea, and Vietnam were graduates of the ROTC program. Today, the Reserve Officers' |                       |                                                                |

DD FORM 1 JAN 73 1473 EDITION OF 1 NOV 65 IS OBSOLETE

Unclassified  
SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

Training Corps produces almost 80% of active duty Army officers. The caliber of Active duty personnel assigned to ROTC duty has continually improved. Today's ROTC programs are producing outstanding young officers who are college educated and trained to lead soldiers in combat. The future for Army ROTC in America is bright. The establishment of the Reserve Officers' Training Corps Cadet Command as a two-star command is nothing short of revolutionary in its implications of the future of Army ROTC. Information for this paper was gathered using a review of the literature, my experiences as an ROTC cadet, two tours of duty as an ROTC instructor, and discussions with key personnel and students involved in the ROTC program.

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

USAWC MILITARY STUDIES PROGRAM PAPER

THE ARMY RESERVE OFFICERS' TRAINING CORPS

The Past, The Present, The Future

An Individual Study Project  
Intended for publication

by

Ronald M. Joe, LTC, Armor

Lieutenant Colonel Clayton R. Newell, US Army  
Project Adviser

**DISTRIBUTION STATEMENT A: Approved for public  
release; distribution is unlimited.**

U.S. Army War College  
Carlisle Barracks, Pennsylvania 17013  
11 May 1988

The views expressed in this paper are those of the author and do not necessarily reflect the views of the department of defense or any of its agencies. This document may not be released for open publication until it is cleared by the appropriate military service or government agency.

# ABSTRACT

AUTHOR: Ronald M. Joe, Lieutenant Colonel, Armor

TITLE: THE RESERVE OFFICERS' TRAINING PROGRAM: The Past, The Present,  
The Future

FORMAT: Individual Study Intended for Publication

DATE: 11 May 1988

PAGES: 34

CLASSIFICATION: Unclassified

The Reserve Officers' Training Corps (ROTC) has a proud tradition of service to this country. The National Defense Act of 1916 established the need for a reserve corps. Initially, the program produced a small number of officers. With the passage of the Morrill Act, Reserve Officers' Training Corps programs were established on college campuses throughout the country. The majority of Army officers who served during World War II, Korea, and Vietnam were graduates of the ROTC program. Today, the Reserve Officers' Training Corps produces almost 80 % of active duty Army officers. The caliber of Active duty personnel assigned to ROTC duty has continually improved. Today's ROTC programs are producing outstanding young officers who are college educated and trained to lead soldiers in combat. The future for Army ROTC in America is bright. The establishment of The Reserve Officers' Training Corps Cadet Command as a two-star command is nothing short of revolutionary in its implications of the future of Army ROTC. Information for this paper was gathered using a review of the literature, my experiences as an ROTC cadet, two tours of duty as an ROTC instructor, and discussions with key personnel and students involved in the ROTC Program.

|                    |                                     |
|--------------------|-------------------------------------|
| Accession For      |                                     |
| NTIS GRA&I         | <input checked="" type="checkbox"/> |
| DTIC TAB           | <input type="checkbox"/>            |
| Unannounced        | <input type="checkbox"/>            |
| Justification      |                                     |
| By                 |                                     |
| Distribution/      |                                     |
| Availability Codes |                                     |
| Dist               | Avail and/or<br>Special             |
| A-1                |                                     |

11



## INTRODUCTION

This paper surveys the Army Reserve Officers' Training Corps (ROTC) Program in the United States. It provides a brief historical perspective and then discusses the current ROTC program with emphasis on the significant changes that have been made over time. Particular emphasis is devoted to the fact that the Reserve Officers' Training program, formerly a staff responsibility of a major command, is now organized as a separate command. Finally the paper will discuss some current challenges and make recommendations for the future of the program.

" OUR MISSION IS TO COMMISSION THE FUTURE OFFICER  
LEADERSHIP OF THE UNITED STATES ARMY. NOBODY IN  
OUR ARMY SHORT OF FIGHTING A WAR, DOES ANYTHING  
MORE IMPORTANT." 1

These words are the words of the first Commanding General, Headquarters, U.S. Army Reserve Officers' Training Corps Cadet Command. The idea that the most important thing that a U.S. Army, two-star, command could be doing during peace time is to train the future officer leaders of the army, may fall on deaf ears. Surely, there are more important things to be done. This logic and trend of thinking bears further examination. During the three to four years prior to the U.S. entry into World War II, an estimated 106,000 reserve officers, most products of college ROTC programs,

assumed instructional duties and assisted tremendously in the preparation of our forces for combat. So ample was the supply and impressive the training of reserve officers in December 1940, it took the personal intervention of General George C Marshall to persuade the General Staff of the need for Officer Candidate Schools.

Gen. Marshall said of the reserve officers of this period, They are "probably our greatest asset during this expansion period." 2 What happens if the quality and numbers of officers needed by this nation to fight and win are not available in case deterrence fails? It would spell catastrophe for our nation. As pointed out by the experiences of General Marshall and the General Staff, not only were officers needed for the active forces but they were desperately needed for the mobilization effort. Reserve officers were also needed to replace those active duty officers who, already trained, could immediately assume higher command positions as well as assume other positions of leadership as the size and scope of the forces increased, in preparation for the prolonged war effort.

To me, General Wagners' statement about the importance of the mission of Cadet Command has great validity. It is the duty of the Reserve Officers Training Corps to recruit, select, motivate, train, retain, and commission the future officer leadership of the U.S. Army. If that mission is not taken seriously, if we don't attract and train our very best and most capable warriors for duty in the active forces and as citizen soldiers, the nation will be found wanting.

The purpose of this paper is to look at ROTC over the years - the Past, Present, and Future, to trace briefly the outstanding progress that has been made in this program over time, and to review in some detail recent changes in the program since its activation as a command.

"LEADERSHIP EXCELLENCE", expresses the ultimate responsibility of Army ROTC in the discharge of its moral responsibility to the Nation." 3

Leadership Excellence is the motto of the United States Army Reserve Officers' Training Corps (ROTC) Cadet Command. Cadet command is the name of the two-star headquarters charged with "commissioning the future officer leadership" of the United States Army. 4 Cadet command is an energetic, innovative, and dynamic organization. The commanding general has attacked the ROTC business with the fervor of a Carl Von Clausewitz, in the heat of battle, looking for the enemies' "center of gravity". General Wagner is hard driving and demands excellence in the discharge of reserve officer training corps affairs.

Excellence is an important and reasonable goal in the training of our nation's future military leaders. Future military leaders will have to fight and win if their efforts to preserve the peace fails. A recent lecturer at the U.S. Army War College defined excellence as, "a direction." He emphasized, that excellence is being good but, "it's not perfect." The importance of excellence, as a goal, is that it allows one to expend maximum effort on mission accomplishment, and yet understand that there is always room for improvement.

This definition of excellence is free of the psychological baggage inherent in a value system based on a search for total perfection. In other words There is always room for improvement. Within the bounds of the foregoing conceptual framework ROTC Cadet Command is truly pursuing excellence in the accomplishment of it's mission, " TO COMMISSION THE FUTURE OFFICER LEADERSHIP OF THE U.S. ARMY." 5

Army ROTC hasn't always been a two-star command. It was for a period of time a staff job, headed by two-star generals, assigned as Deputy chiefs of Staff, Reserve Officers' Training Corps (DCS, ROTC). These former chiefs of ROTC were dedicated officers, and under their direction the reserve officers' training program served our nation well.

But times have changed. The draft ended and the large number of young persons available to attend colleges and universities, as a results of the "baby boom" of the late 1940's dwindled. The unpopular Vietnam War also created much ill will towards ROTC on many college campuses throughout the country. As a result of much study and thinking by senior military and civilian leaders, the decision was made to make the officer responsibility for training future army officers a commander, instead of a staff officer.

Traditionally, military officers have sought after and have even had a love affair with "command". For most officers, 'staff' duty is dreaded time. While command of troops at any level is most revered. Command of troops

is the oil that lubricates the machine called the Army officer. The activation of a two-star command, responsible for reserve officer training, provides a strong signal of the army's commitment to ROTC's continued existence as the primary source of commissioned officers for the U.S. Army.

The growth and development of the reserve officers' training corps from its very inception to the most recent establishment of HQ Cadet Command, has been dramatic. The establishment of HQ Cadet Command could be labeled revolutionary. Major General Robert E. Wagner, the first commanding General of ROTC Cadet Command says, "Cadet Command is for and about cadets. 6

#### The PAST

Why does our nation have a program designed to train military leaders on civilian college campuses? What is the historical precedence of The U.S. Army Reserve Officers' Training Corps (ROTC)? The first ROTC unit was founded at Norwich University in 1819 by Captain Alden Partridge. 7 Some of Captain Partridge's students joined the regular forces and expanded the educational level of the professional corps. The Land Grant (Morrill) Act of 1862 granted federal land for states to build colleges and universities throughout the United States. The 1862 act required that military instruction be included in the curriculum of "Land Grant" colleges.

This requirement was intended to correct the unfortunate experiences of the Civil war, during which there was a shortage of trained officer leadership. Each college conducted military training in its' own way. Most colleges pushed off the military courses as an added burden onto faculty members who had retired during the Civil War. In 1891 the War Department approved the assignment of regular army officers to college campuses.

The Reserve Officers' Training Corps program was formalized in the National Defense Act of 1916. The congressional legislation was the result of much work and planning by the Army General Staff. This nation has traditionally maintained a small regular army officers' corps. A program that could quickly provide a large pool of reserve officers to expand the officer corps in times of national emergency, was badly needed. The National Defense Act of 1916 was the basis of this program until the passage in 1955 of the National Reserve Plan of 1955. At the beginning of World Wars I and II the United States mobilized and trained the majority of its man-power after hostilities had already begun.

It must be remembered that the United States did not have a program of compulsory national military training and service. Only those young men who attended land grant colleges had received military training. They were required by the Morrill Act of 1862, which established Land Grant Colleges, to take ROTC. The value to our nation of a Reserve Officers' Training Corps cannot be over estimated. In any future conflict the United States would,

again, most likely mobilize after the onset of hostilities. The following data provides an idea of the importance of an effective reserve training program.

" A survey of the graduates of 39 of the 48 land-grant institutions where military training had been part of the curriculum before 1916, later disclosed that over 50,000 had served in the first World War, with over 28,000 of these officers. In 1941, however, the ROTC system set up under the act provided a pool of over 100,000 college educated reserve officers." 8

General George Marshall indicated in one of his first war reports that " without these officers the successful rapid expansion of our Army... would have been impossible." 9

Of course the purpose of having ROTC detachments (now called battalions) on college campuses is to recruit, train, and maintain, selected college educated young men and women for positions of leadership and responsibility as army officers. ROTC cadets are by and large a special breed. They join and stick with ROTC because they like it. On many campuses, especially during the Vietnam conflict, Cadets were heckled by their fellow students because of their affiliation with the U.S. Army (the war machine). Those students who withstand this degree of non-acceptance and complete the program do so because of some degree of patriotism for this country. This rationale does not, of course, apply in all cases. one former cadet put it into words when he said:

"It takes a great deal of pride and patience to be in ROTC. Pride in what you believe and patience with those who, not realizing the essence of your purpose, criticize you." 10

Many young Americans who joined ROTC during the Vietnam era did so simply to avoid the draft. Some young persons reasoned; if I have to serve in the army I might as well do so as an officer. In my view the reserve officers' training program should be seen as a national strategic asset, and should be given budgetary preference accordingly. This preference should also be extended to the reserve officer training programs of the Air Force and Navy. Without these programs, this nation would not be able to produce the officers required to lead a well trained armed force.

Additionally, ROTC has played a significant role in the socialization process of our nation, particularly with respect to the equal treatment of all persons. "Since 1962, no ROTC unit of any type has been established or maintained at any institution which discriminates with respect to admission or subsequent treatment of students on the basis of race, color or national origin." 11

The ROTC Vitalization Act was passed in 1964. The intent was to revitalize the ROTC program. The act made several important changes for the officer training program. This act.

(1) Authorized a two-year program. This allowed selected students to complete the ROTC Program with only two years of on-campus instruction. However, students were required to attend two summer camps. The Basic Camp (summer following the sophomore year of college), and the Advanced Camp during the summer of the junior (or senior) year.

(2) Authorized Four-Year ROTC Scholarships as a means of financial aid to a highly select group of students. The Army paid for all books, tuition, lab fees, \$ 50.00 each month retainer fee, and some other expenses. It did not pay for room and board. The student was required to sign a contract and to meet several other stringent requirements to qualify.

(3) Increased the retainer fee for all Advanced Course Cadets to \$50.00 per month, from a previous low of \$27.50. Raised the pay for cadets attending summer camp from \$89.00 per month to \$151.00 per month. 12

(4) Transferred the operational control of the Army ROTC Program from Department of the Army to Continental Army Command (CONARC) at Fort Monroe Virginia. CONARC established an ROTC Directorate and the program was administered by a general officer for the first time. 13

The establishment of Senior ROTC units on the campuses of accredited, 4-year, degree-granting colleges and universities across the country was "based on a contractual agreement between the institution and the Secretary of the Army." 10 Under this arrangement the salaries of the ROTC staff,

officers and non-commissioned officers are paid by the Department of Defense. The universities provide classroom space, and/ or an ROTC building for the conduct of ROTC activities. The size and type of facilities provided varied greatly from campus to campus. So that they could compete and fit logically into the world of academia ROTC battalions were give the status of 'departments'. The military officers assigned to lead Reserve Officer Training Programs were given the title, professor of military science and tactics ( PMS&T). This title has changed over time and the battalion commanders of ROTC units are now called, in academia, professors of military science (PMS).

As of the late sixties the senior Army ROTC programs located on more than 279 college and university campuses throughout America produced a large number of commissioned officers. More than either The United States Military Academy (USMA) or Officer Candidate Schools (OCS). For example in 1969 the USMA produced 762 officers, OCS produced 8,991, and Army ROTC produced 16,306. 11 Chart 16-1, provides an overview of Army ROTC enrollment and officer production during the period 1966 through 1971:

#### ARMY ROTC ENROLLMENTS 14

| School Year | 4 Yr. Prog. | 2 Yr. Prog. | Total   | Commissioned |
|-------------|-------------|-------------|---------|--------------|
| 1966-67     | 174,173     | 3,249       | 177,422 | 10,727       |
| 1967-68     | 161,351     | 4,097       | 165,430 | 14,176       |
| 1968-69     | 147,265     | 3,717       | 150,982 | 16,306       |
| 1969-70     | 105,115     | 4,590       | 109,705 | 16,306       |
| 1970-71     | 69,770      | 4,193       | 73,963  | 13,000       |

chart 16-4

The reserve officer training program produced an abundance of officers in response to the needs of the Vietnam War. Whereas, the ROTC programs of the nation only needed to produce approximately 11,000 officers before the Vietnam War, 14,000 officers were commissioned during the period 1966-67. Sixteen thousand officers were commissioned between 1967 and 1968.

The Senior ROTC program on 4-year college campuses was designed to have college students attend on-campus ROTC courses and simultaneously complete course work in a chosen academic discipline. Additionally, students were required to attend ROTC advanced camp during the summer of the Junior year. In some special cases, by exception, students may attend advanced camp during the summer of the Senior year. The program was and is divided into two segments, the advanced course and the Basic Course. The basic course was designed to be taught to freshman and sophomore students. The advanced course was taught during the junior and senior years of ROTC. The advanced course included attendance at advanced summer camp.

Ideally, ROTC cadet attend courses in military science sequentially over a four year period. Most ROTC units offer several options to their curriculum. These options allow students to complete ROTC with as little disruption as possible to their college curriculum. Not all college campuses grant academic credit towards graduation for ROTC courses. This situation is not only different depending on the college or university, but

at many universities, under graduate schools and colleges are allowed to determine if students receive credit toward graduation for ROTC courses

Since its inception, the ROTC program has experienced constant growth. Two historical events have had a significant effect on the numbers of students enrolled in the reserve officers' training program. First the Vietnam war was an unpopular war in our country, particularly among college aged students. Therefore, ROTC units throughout the United States found themselves the object of student protest. As one form of protest students refused to join ROTC and severely criticized fellow students who did. However, on many campuses the protest against ROTC went much further than refusal to join the program. Students threw paint on military staff cars and defaced ROTC buildings. On some campuses military personnel assigned to ROTC units wore civilian attire to prevent students from defacing or otherwise showing disrespect to their uniforms.

In addition to the negative effects of the Vietnam War on Army ROTC enrollment, after the war the "draft" ended. Those students who had joined ROTC as a hedge against being drafted into the army; or had reasoned, 'if I must serve, why not serve as an officer'; no longer needed that security blanket. The combined effects of the unpopularity of the war and the ending of the war had a disastrous effect on the enrollment status of ROTC units nation-wide. Enrollment fell to an all time low. Student protest resulted in the closing of ROTC units on some college and university campuses. On the campuses of historically black colleges (HBC) and

universities students protested against ROTC by refusing to join. They also exerted pressure on fellow students not to join ROTC. I am unaware of a single instance of defacement of military property. 15

The beginning of this trend can be seen in the enrollment figures for the four-year program for school year 1970-71 (see chart 16-1 ). The tremendous effect of a students peer group on whether he or she did or did not join ROTC can not be over emphasized. As an ROTC instructor in 1972, many times, I found it necessary to convince not only the 'potential joiner' that ROTC had something to offer, but, I also had to convince the best friend or peer. In some cases it was necessary to convince both to join. A decision by one not to join, meant that neither would join. 16

In 1973, at a time when the numbers of male students in ROTC was less than desired, the decision was made to admit college women into the Army ROTC program. It is not my intent to suggest that the decision to admit women was made solely because of the reduced numbers of male cadets in the program. I believe that the expanding role for females in the active duty army was the predominant factor in the decision. On the other hand, I believe that the increased numbers that quality women cadets would provide in the ranks of the Reserve Officers' Training Corps was not lost on planners at the time. Those female cadets who were pioneers in ROTC performed, for the most part, in an outstanding manner.

The following paragraph from a study on Army ROTC published in 1968 provides some evidence of the value of Army ROTC as a source of college educated junior officers:

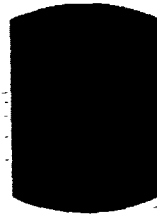
"Our Army of today continues to depend on the ROTC graduate to fill out its forces. Fifty percent of the officer corps are ROTC graduates and such has been the case for more than fifty years. Even more impressive is the fact that 77% of today's Army lieutenants are ROTC graduates. Although the United States Military Academy, through expansion will soon graduate 975 officers a year, it will still not equal the 1000 Distinguished Military Graduates who are commissioned each year in the Regular Army through the ROTC program. 17

It is clear that The Reserve Officers' training Corps in its past served an invaluable function for the U.S. Army and for the nation. At the beginning of World War II, Korea, and during the Vietnam conflict ROTC was a ready source of trained officers for our nation. Most importantly as Gen. Marshall pointed out following WW II, the immediacy with which officers were available as a result of ROTC made the value of this source of commissioned officers inestimable. Historically, the Reserve Officers' Training program also provided opportunities for minorities and women to better themselves through service as commissioned officers in the United States Army. It has afforded many an opportunity to pursue a college degree and to provide a patriotic service to the nation.

## THE PRESENT

"Introducing.... United States Army ROTC

CADET COMMAND



Leadership Excellence Starts Here! 18

## THE ORGANIZATION

The Reserve Officers' Training Corps has served our Nation honorably and with great distinction for almost three-quarters of a century. Four years after the passage of the National Defense Act of 1916, 133 young men became the first persons to be commissioned as second lieutenants through the ROTC Program. Since 1920 more than a half-million officers have received their commissions through the ROTC PROGRAM. 19 Some twelve years ago the first women received their commissions through ROTC.

On May 2, 1986 the ROTC program began a period of 'REVOLUTIONARY' change, which continues to this date. On May 2, 1986 at Fort Monroe, Virginia, Major General Robert E. Wagner became the first Commanding General of The United States Army ROTC Cadet Command. 20 With General Wagner's acceptance of the command colors a new era began in the world of ROTC. A great deal of this change can be attributable to the personal drive of General Wagner. A portion of the positive change that one can literally feel in the ROTC business also comes from the fact that the Army has signaled a strong indication of its support for the program by conferring upon it the status of a 'Command'.

The Headquarters for ROTC Cadet command is located at Ft. Monroe Va. The headquarters is staffed by a large number of professionals who care about the welfare of the cadets of this new command. They have always cared, but there does appear to be a new sense of ...MISSION. ROTC Cadet Command is divided into four ROTC Regions. These regions cover the entire United States from East to West, North to South and includes Alaska, Hawaii, Guam, and Puerto Rico.

The command is organized into 314 Cadet Battalions, plus 106 extension centers. Extension centers are smaller colleges located near larger (main) campuses which are host institutions for the four-year program. There are approximately 2,320 active duty and reserve component officers assigned to ROTC duty. More than 1,350 noncommissioned officers and 820 civilian employees serve Cadet Command. The Army Reserve Officers'

Training program commissions approximately 8200 new Lieutenants, annually. Approximately, 51% of those commissioned will be ordered to active duty. The other 49% will complete their service obligation through service or association with the Army Reserves or National Guard.

#### THE CADRE

It is important to consider cadre members assigned to ROTC battalions within Cadet Command from a perspective of the recent past. This is required to arrive at some measure of change or progress and to see it in a proper perspective. First, the noncommissioned officer. During the 1962 - 1966 time period, the noncommissioned officer assigned to Army ROTC was an extremely professional soldier. He (there were few, if any, females assigned) was very proficient in the skills of his assigned military occupational specialty (MOS). He was long suffering in his relationship with the regular officers assigned to the detachment.

Their relationship with us (the cadets) 21 was, on the one hand, akin to the relationship of a drill sergeant to his troops. They kept a certain distance. On the other side of this rather complex relationship the NCO's often joked and held quite casual relationships with many of the cadets. The situation had changed considerably during my most recent assignment to The Florida A and M University Reserve Officers' Training Corps program. 22

The noncommissioned officers are still professionals. They will maintain a complex relationship with cadets. The important and positive change is that noncommissioned officers now endeavor to teach cadets, by example, the relationship that must be maintained between noncommissioned and commissioned officers in a healthy Army unit. Thanks to the efforts of many in the Army, particularly, the Commanding General cadet command and his Command Sergeant Major duty, as an ROTC instructor is no longer a dead end, terminal assignment. Quality NCO's are assigned and return where appropriate to promotion and other meaningful Army assignments.

For some officers ROTC duty has long been seen as a place to go and get to know your family better, obtain an advanced degree ( necessary for career advancement), improve your golf score, recover from the rigors of the TOE army, or recover from a Vietnam combat tour. This comment, real or imagined, is typical of the types of comments made about ROTC assignments throughout the Army for many years. Additionally, assignment as an ROTC instructor was thought to be injurious to a budding career. My perception is that on some university campuses, one or more of the foregoing situations did exist. No one detachment was guilty of all of these sins nor without sin. It is safe to say that a certain degree of rigor was missing at several ROTC detachments on college and university campuses throughout the nation.

I think it equally true to say that ROTC duty had a bad reputation, from a career enhancement point of view. Many outstanding contributions by

officers assigned to ROTC, in the past, have not been properly rewarded by the Army. Some very talented officers have sacrificed promotion and advancement in the military while providing tremendous service to the nation as outstanding instructors in the Reserve Officers' Training Corps program.

The motivation, spirit, and overall quality of the officers presently assigned to ROTC Cadet Command is clearly superior to the situation that existed prior to the establishment of ROTC Cadet Command. A great deal of that change is embodied in the positive 'can-do' attitude that exists in the command. But more importantly, the officers that are assigned to cadet command are assigned there as a result of a nominative process, which is doggedly over watched by an extremely efficient, Army colonel. ROTC battalion commanders are screened at HQ Department of the Army, then boarded by a special board convened at HQ DA by Cadet Command. The records are then thoroughly reviewed at HQ Cadet Command by the commander, command group, the personnel officer, and his extremely efficient staff.

After making it through that review the nominated files are forwarded to the appropriate, one-star, Region Headquarters. The files are thoroughly staffed at region headquarters, both formally and informally, under the watchful eye of the full colonel brigade commander. Once this official Army process is finished, usually, at least two nominated files are forwarded to the gaining university president, through the ROTC battalion

commander. The president of the university has the final say and can 'VETO' any nomination. It is not unusual for them to do so.

As a part of the university presidents' screen, the alumni can often get involved. They want an officer who will obtain results; and sometimes want, if at all possible, a former graduate to assume command of the ROTC battalion. The results of this process has often been an administrative nightmare. But, the positive result has been, fewer officers are taking an ROTC assignment as only a retirement job.

#### GOLD SPEAK and MISSION SET

HQ ROTC Cadet command has adopted an official language. It's called 'GOLD SPEAK'. Gold Speak is the language which drives the management system that drives ROTC Cadet Command. Trying to survive as a battalion commander in Cadet Command without knowing Gold Speak is like trying to paddle a canoe up stream in rapid waters, without a paddle. What is more important, the boss demands that everyone learn it and speak it !

Each battalion is assigned a mission, a piece of the overall pie, that it is responsible for. Each Year 'Mission Set' Goals (that's Gold Speak) are assigned to every ROTC battalion. The battalion commander (professor of military science) signs a contract which spells out his objects in detail. His signature indicates that he understands and accepts the

mission. The mission set directs the total enrollment that each battalion must maintain; by academic discipline, and school year group.

Additionally, it directs the minimum number of lieutenants each battalion must commission. The officer efficiency report support form notes the commanders' and therefore the detachments commitment to mission accomplishment. A caveat, battalion commanders are not to commission unqualified cadets, just to make mission. Units that continually fail to achieve (academic year) mission set goals are placed on 'intensive management,' until the assigned goals are achieved.

There is within Cadet command the feeling among some officers and non-commissioned officers that if one fails to perform they will be fired and removed. Call it an incorrect perception. Call it the truth. Call it cohesion if you want. Call it what ever you like. The results are positive. The command climate is for the most part wholesome. It has resulted in the Reserve Officers' Training Corps, under Cadet Command, being a better place to produce a peacetime Army's most valuable asset - SECOND LIEUTENANTS.

#### THE CADETS

The students who have chosen to make ROTC a part of their college experience are the best ever. Although that assessment is subjective, statistical indicators support this impression. First of all the students

who are a part of the Reserve Officers' Training Corps are, for the most part, there because of the challenge that ROTC offers them. Land Grant colleges and Universities no longer require male students to enroll in ROTC. Cadets are convinced that ROTC will offer them an option for employment at the conclusion of their collegiate careers. Several significant challenges face those responsible for the execution of the ROTC program. Three of the most significant are, cadet retention, funding, and recruiting.

Approximately, 57% of ROTC scholarship students who begin ROTC complete the course and receive a commission, while only 8 % of the non-scholarship students complete four years of ROTC and graduate. Obviously, the greatest challenge is to reverse the trend with respect to non-scholarship dropouts. There are several reasons for attrition including medical disqualification, academic failure or not meeting the standards of the ROTC program. These reasons apply to both scholarship and non-scholarship students. The difference appears to be that scholarship students are better prepared academically and because of parental involvement in financial assistance they are more prone to complete the program.

The answer is not all scholarship money. The solution calls for a tremendous amount of leadership, caring, and footlocker counselling to improve the retention rate for cadets. Funding of the ROTC program is perhaps the most significant of the challenges. The ROTC program is and

should be recognized as a national strategic treasure. It should be funded accordingly.

The cost of producing a well trained, highly educated lieutenant on the campuses of colleges and universities throughout America is between \$10,000 and \$12,500 a year. 23 This is an extremely outstanding return on investment since it cost in excess of \$190,00 to produce a lieutenant from the U.S. Military Academy. 24 Headquarters ROTC Cadet Command has tackled the recruiting challenge with great gusto. Recruiting is everyone's business. That includes not only battalion commanders, but cadets also are actively involved in attracting outstanding people to the ROTC program. At the headquarters the Recruiting Branch, Cadet Operations Directorate and the Public Affairs office are actively involved in the task of insuring that cadet command attracts the right number of cadets in a market that has a reduced number of high school and young college age Americans.

Cadet command must attract students in numbers that are representative of the racial and ethnic mix of the nation. Additionally, there must be a proper mix of female and male officers to support the mandates of public law. Cadet command has also instituted a program for recruiting called 'GOLD MINING.' Gold Miners are strategically (regionally) located throughout the nation. In addition to tell the ROTC story assist students in getting information and establishing contact with the nearest college or university with an ROTC PROGRAM. Army recruiters also play an

important role in introducing the concept of ROTC to highly qualified young students.

#### SCHOLARSHIPS

ROTC Scholarships attract a number of students, who need the financial assistance that the scholarship program offers. Due to current DOD budget cuts approximately 9,200 scholarships will be awarded this year instead of the 12,000 scholarships awarded last year. Current plans are for no reduction in the number of four-year scholarships to be awarded. There will be a decrease in the number of three-year and two-year scholarships. The major cost saving change in the program has been the decision to limit the maximum amount of money awarded under the four-year scholarship to \$7,000 or 80% of tuition. 25

There will be a a dollar amount limit on other fee's that can be awarded. Previously, ROTC Scholarships paid the full amount of tuition, lab fee's and all other expenses except room and board. The ROTC scholarship program has attracted an outstanding caliber of student to the program. In school year 1985 - 86; 79% of scholarship recipients were in the top 15% of their class, 17% were number 1 or 2 in their high school class, 82% were varsity letter winners, 63% were members of the National Honor Society and 81% were presidents of their student body or senior class or other class official. 26

The scores on the ACT and SAT (1210) tests for ROTC Scholarship winners exceed significantly the average scores of students nation-wide. Approximately, 23 % of ROTC cadets nation-wide are recipients of ROTC Scholarships. During school year 85 - 86, approximately 22 % of scholarship recipients were female. In school year 84 - 85, 72% of scholarship winners were white, 22% black, and were 4% hispanic. 27

Two scholarship programs are designed specifically to support minority recruiting. They are the Quality Enrichment Program (QEP) and the Three-year Minority Recruiting Incentive Program. "However, neither of these scholarships are awarded solely to minorities." 28

The subsistence allowance paid to ROTC cadets presently is \$100.00 and this needs badly to be increased. the estimated buying power of this allowance, which has not been changed since 1971, is \$36.41. Cadets at the US Military Academy receive an allowance of \$256.00. 29

### TRAINING

The most impressive of all of the changes in the Reserve Officers' Training Program, from my first encounter with it in 1962 (as a cadet) and my latest encounter in 1986 as an ROTC battalion commander, has been the tremendous improvement in the area of training. The Cadet Command, Cadet Training Directorate spearheads this AWESOME effort that has pervaded every corner of cadet command. It must be said here, in case it is somehow

missed later in this review of training, that the most important benefit to Cadet Command as a result of its reorganization and the coming of General Wagner has been the STANDARDIZATION of training. The minimum skills necessary to prepare a cadet to become an effective leader of soldiers are outlined in the army's Military Qualification Standards Manual (STP 145 - I - MQS). From this beginning Cadet Command produces the 'CAMPAIGN PLAN' (Cadet Command Regulation 145-3), it outlines in great detail the subject matter that each cadet must complete to be commissioned as a second lieutenant.

These manuals are the 'bibles' for ROTC training in Cadet Command. The conditions, standards, and performance measures from STP - I - MQS, and the detailed guidance on mandatory and non-mandatory training outlined in the Campaign Plan, make up the curriculum used on college and university campuses across the nation, to train the future leadership of the army. There are local variations to the curriculum, but the core subjects are taught by all. An important thing to remember when considering the training of students to become warriors is that their primary purpose on a college campus is to get a college education, not to take ROTC. It is therefore understandable why it is difficult to penetrate the market (convince students to join ROTC). They are already busy going to college.

To this challenging curriculum ROTC makes an offer to add even more work. The ROTC Program gets its share of the best and the brightest. Partly because only the best and the brightest, on each campus, have the

intellectual reserve to take on an additional academic work load, not to mention the challenging program of physical training that takes place on most college campuses. It is safe to say on all college campuses because again there is a standard in cadet command and it is enforced by all. First, by the dedicated new breed of battalion commanders who want it to be that way and lastly but not least through regular visits by members of the command team. The training of cadets to be officer leaders on college campuses today is an exciting business, because it is so successful.

One measure of how well ROTC is training its young officers is to monitor how well they perform in the Officers' Basic Courses of their chosen branches (e.g., armor, infantry, artillery). In 1981 the percentage of new lieutenants that failed to complete their officer basic courses (OBC) was just greater than two percent. In 1986 just under one percent of the new lieutenants failed to complete OBC, 30 that's progress. One of the most glamorous and innovative of Cadet Commands new programs has been its program to standardize Advanced Summer Camp training at all camps across the United States. And, to greatly improve the manner with which battalion commanders prepare their students for the experience, academically, physically and psychologically. The camp experience has been STANDARDIZED; it's TOUGH and the cadets love it, if they are properly prepared for the experience. The camps are called: ALL AMERICAN (Ft. Bragg, N. C.); CHALLENGE (Ft. Knox, Ky.); WARRIOR (Ft. Riley Ks.); and ADVENTURE (Ft. Lewis, Wa.). Cadet command says of its camps:

" Camp is the most significant event in a cadet's career. It is here that we place cadets under a magnifying glass to determine whether they have 'the right stuff' to be Army Officers. The mission of our camp system is TO TRAIN CADETS TO LEADERSHIP AND ARMY STANDARDS AND EVALUATE THEIR OFFICER LEADERSHIP POTENTIAL." 31

The camp evaluation system is a tough system. Each cadet is required to undergo the same training and is evaluated as objectively as possible by assigned cadre personnel. A recently published 'Cadet Command Evaluator's Handbook' further standardize the cadet evaluation process. Only ten percent of the cadets can achieve the highest camp rating a

" 5. " 32 This "5 " is a coveted prize and the quest for this prize makes the camps extremely competitive. Those cadets who earn less than a "3" at advanced summer camp, " don't have the right stuff" and do not receive commissions. Except in the case of medical injury or other bonafide reasons a cadet attends summer camp only one time. It is a 'swim or sink' proposition.

This look at training initiatives is by no means complete. The positive initiatives in the business of ROTC training Under the new Cadet Command have been legendary. The 'present' in Cadet Command is not without its frustrations and administrative nightmares. However, the effort is being made to improve weaknesses, while still making maximum utilization

of the commands' strengths. The strengths are a revitalized command structure, outstanding officer and noncommissioned officer cadre on college and university campuses, and Cadets that are an absolute pleasure to train.

### THE FUTURE

There are many special programs that have been initiated or revitalized by Cadet Command. This paper does not allow for a complete review. I have chosen to list some of these programs. The reader is invited to explore them further through the literature outlined in the notes. Some of cadet Commands special programs are:

- (1) The Enhanced Skills Program (ESP) - Historically Black Universities only, designed to improve the mathematics, reading, and writing skills.
- (2) Operation Green To Gold - Active duty soldiers to ROTC Program.
- (3) The Army Advisory Panel On ROTC Affairs
- (4) Army ROTC Advisory Councils (on university campuses).
- (5) Field Training Exercises - between majority and HBC cadets.
- (6) Army Ranger School (in lieu of Advanced ROTC Summer camp).
- (7) Cadet Command Ranger Challenge (training / competition conducted between units regionally / nationally.
- (8) Pre-commissioning Literacy standards.
- (9) Leadership Assessment Program (LAP).
- (10) Army Airborne School.

- (11) Army Air Assault School Orientation.
- (12) DASE Program - work study (scholarship) program for engineer students - option to join army or accept civilian employment.
- (13) Special Instructions (on ROTC duty) to selection boards.
- (14) School of Cadet Command - for newly assigned personnel.
- (15) Personnel Enhancement Program (PEP)- incoming personnel assignment review authority.
- (16) Gold Strike Mission Management System - management system to track compliance with assigned mission set goals.
- (17) Historically Black Colleges (HBC) Task Force - to monitor concerns and special emphasis programs directed towards HBC's.

There are other areas of improvement and standardization within cadet command too numerous to mention. All add to the improved command that is known as Cadet Command. The future of The United States Army Reserve Officers' Training Corps Command is, from my vantage point, very promising. The sense of pride and the esprit de corps that is welling up in the command is a thing of beauty. Things as simple as designing and adopting a new patch have also added to the newness that is Cadet Command.

Though Cadet Command appears certain to continue to capitalize on the programs it has already begun, it will also institute new programs. Initiatives designed to meet the challenges of the future and continue the

visionary programs already begun. Perhaps the single greatest challenge to Cadet command is the shortage of Nursing students in ROTC. The solution to this challenge will not be easy. One solution in my view would be to convene a blue ribbon panel composed of the Deans of Nursing Schools, Professors of Military Science, college curriculum specialists, and representatives of Headquarters Cadet Command to review the possibility of a return to the times of yesteryear with respect to raising nurses. Perhaps the need is not to slide all the way back, but some where along the continuum I am convinced some relief can be found.

Specifically in the early sixties Nursing students were given direct appointment into the U.S. Army upon successful completion of the nursing program at accredited colleges and universities. They had some association with ROTC units but were not bound to participate. Currently, the ROTC program asks too much of the nursing students enrolled in the program. It is very difficult for them to manage the two programs. Presently, we are taking advantage of the students. Even if the suggested panel is not agreeable, something should be done to make the present marriage between nursing students and ROTC a better one.

The Enhanced Skills Program (ESP), is an outstanding program centered on enhancing the academic skill of students attending minority colleges and universities called euphemistically HBC's (Historically Black Colleges). This program requires students enrolled in the ROTC program to take a battery of tests to determine their relative standing against an established norm. Based on their test scores students are required to take

courses in reading, mathematics, or writing and to pass these courses prior to commissioning as lieutenants in the army. The program has had dramatic results in raising the skill levels of those students not already above the required level. Additionally, it appears to have a positive results with respect to reducing the number of minority students who fail to complete the officer basic course. Although, records pointing up this correlation are not extensive, to date it appears that no student that has attended ESP has failed to complete his or her officer basic course. 33 Programs of this type are extremely important in that HBC's produce approximately 50 % of the Black officers that enter the U.S. Army

Students assigned to ROTC PROGRAMS across the country are not afforded the best in insurance protection. This situation varies by location and depending on the extent to which some colleges and universities cover their students for injury while involved in any campus activity. The short story in this area is that it is broke and should be fixed. Better insurance must be provided to the students who join ROTC and participate in a number of activities that, though well supervised, could result in their injury.

As indicated earlier, the numbers of college aged students will continue to decline. This will make recruiting difficult for ROTC personnel. To make it through this period ROTC must be adequately funded. To allow maximum utilization of the scholarship program, the current

subsistence allowance paid to cadets must be raised from \$100 to a more competitive level.

What will the cadet of the future look like? It appears that the students who join ROTC will have higher grade point averages, this will be a function of the tough competition for scholarships. Because of the increased need for technology in the army, ROTC will have to attract more cadets with hard science backgrounds. It is projected that starting next school year cadets will be required to take two additional math courses. One of the additional courses will be some type of finite mathematics, and the other course will be a basic computer course. 34

In a recent U.S. News and World Report article 35 the author asserts that the caliber of officers assigned to our services has improved significantly since the 70's. He indicates that the present crop of officers is the best educated in the history of our armed forces. My experience in the Army innately tells me that this assertion is a correct one. Because more than 83 % of the officers in the Army are produced by ROTC, apparently the program in association with our colleges and universities is functioning well. The author of this same article asks the question ... "But how well can they fight?"

This is an important question as ultimately our officers are trained for the possibility that they may have to lead soldiers in combat. The warrior spirit pervades Cadet command, particularly during what cadet

command considers to be the most important phase of a cadets training - Advanced Summer Camp. The idea is to test the cadet in a tough stressful field environment. To ensure that in addition to having the academic prowess necessary to become Army officers, they also "have the right stuff" to be leaders in stressful tactical environments.

Better than at any other time in their history, graduates of the Reserve Officers' Training Corps Program are being taught to be leaders in peace time or in combat. The future could not be brighter !

#### ENDNOTES

1. U.S. Army ROTC Cadet Command, Memorandum For: All Goldminers,  
Gold Strike Annual Command Guidance SY 87-88, (FT. Monroe, Va. 12 August  
1987), p. 1.
2. Russell F. Weigley, History of the U.S. Army (New York: McMillan,  
1972) p. 428.
3. U.S. Army Cadet Command, Cadet Command, FAM 145-6, (FT. Monroe,  
Va., 15 May 1987), p. 1.
4. Ibid., p. 2.
5. Ibid., p. 2
6. Ibid., p. 2.
7. Edward M. Atchison, Hup 2.3.4. ROTC and National Security  
(Colorado Springs, Col. Type Art, 1972), p. 37.
8. Ibid., p. 51.
9. Ibid., p. 51.
10. Ibid., p. 17.
11. U.S. Department of the Army, Readings for the Defense Establishment  
in National Security, ROTCM 145-45, (HQ Department of the Army:  
September 1969) p. 6.
12. Albert F. Turner, " The Army ROTC - Yesterday, Today and  
Tomorrow, Research Report no. 3697, (Air War College, April 1968), 12.
13. Ibid., p. 12.
14. Edward M. Atchison, Hup 2.3.4 ROTC and National Security,  
(Colorado Springs, Colo, Type Art, 1972), p. 64.
15. The author served two separate tours of duty as an ROTC  
instructor at Florida A & M University. The first tour of duty as an  
Assistant Professor of Military Science ( SY 1972 - 1976) and the second  
tour of duty as Professor of Military Science / Battalion Commander (SY  
1986). The author is also a graduate of the Florida A & M University  
Army ROTC Program.
16. Ibid.
17. Albert F. Turner, " The Army ROTC - Yesterday, Today and  
Tomorrow, Research Report no. 3697, (Air War College, April 1968), 5, 6.

18. U.S. Army Cadet Command, Cadet Command, PAM 145 - 6, (FT. Monroe, Va, 15 May 1987), p. 14.

19. Ibid., p. 14.

20. Ibid., p. 1.

21. ( See ENDNOTE number 14).

22. ( See ENDNOTE number 14).

23. U.S. Department of the Army, ROTC Study Group Report.Final Report, volume 1 (Washington: GPO, May 1986) p. 4-2-7. (figure 4-2-5).

24. Bernard J Adelsberger, "Critics, Supporters Debate Expense of Academy Education," Army Times, (may 9, 1988), 12.

25. Interview with Staff Personnel, HQ ROTC Cadet Command, 18 March 1988.

26. U.S. DOA, ROTC Study Group Report, p. 4-1-30. (figure 4-1-16).

27. Ibid., p. 4-1-24. (figure 4-1-10).

28. Ibid., p. 4-1-23.

29. Ibid., p. 4-3. (figure 4-1).

30. U.S. Army ROTC Cadet Command, Operative Statics Book, (FT. Monroe Va., March 1988) p. E-9.

31. Cadet Command, PAM 145-6, p. 7.

32. U. S. Army ROTC Cadet Command, Cadet Command Evaluators Handbook, (FT. Monroe Va., undated Draft), p. 3.

33. Interview with Staff Personnel, HQ ROTC CADET COMMAND, 18 March 1988.

34. Ibid.

35. Michael Satchell, et.al., "The Military's New Stars," U.S. News & World Report, (April 18, 1988), 33-40.