ARMY ROTC

A View from the Campus

by CPT James D. Bush

Remember your last field training exercise when it rained the whole time, or it was the hottest place on earth and you were sure you were bait for all the insects within a 16-kilometer radius, or it was the dead of winter and you would have given a paycheck to be anywhere but in the confines of your snow-covered tent? Soaked, boiling or freezing, thoughts of a more pleasant assignment must have come to mind.

To many Army officers placed in any of the situations above, thoughts of an ROTC assignment will eventually surface along with statements such as:

"An assignment between assignments."
"Plenty of time for family and fun."
"Professors in uniform - what a life!"

This list is endless, growing longer in direct proportion to the rainfall, the rising midday temperature or the depth of the snow. However, other officers, depending upon their rank, length of service and their current job, have slightly different thoughts about an ROTC assignment:

"Bad for career enhancement but great for seeking a retirement job."
"Sounds great, but I don't want to be rated by a college dean or president."
"A place where Army officers are put out to pasture."

For officers who received their commissions through Army ROTC and are currently captains who have completed their branch advanced course, majors, or lieutenant colonels, their only impressions of ROTC are likely to be the ones they had as cadets. Officer Candidate School and Military Academy graduates generally have only perceptions of what they think it might have been like. One ROTC graduate from the Class of 1969, who is currently an assistant professor of military science, probably spoke for the majority who have impressions of ROTC some 10 years ago when the draft provided a steady stream of college students seeking a way to complete their education prior to military service and at a time when ROTC was mandatory for many college males: *Our cadre played volleyball every afternoon. We saw them when they were instructing and at drills only. Counseling? They never counseled us.*

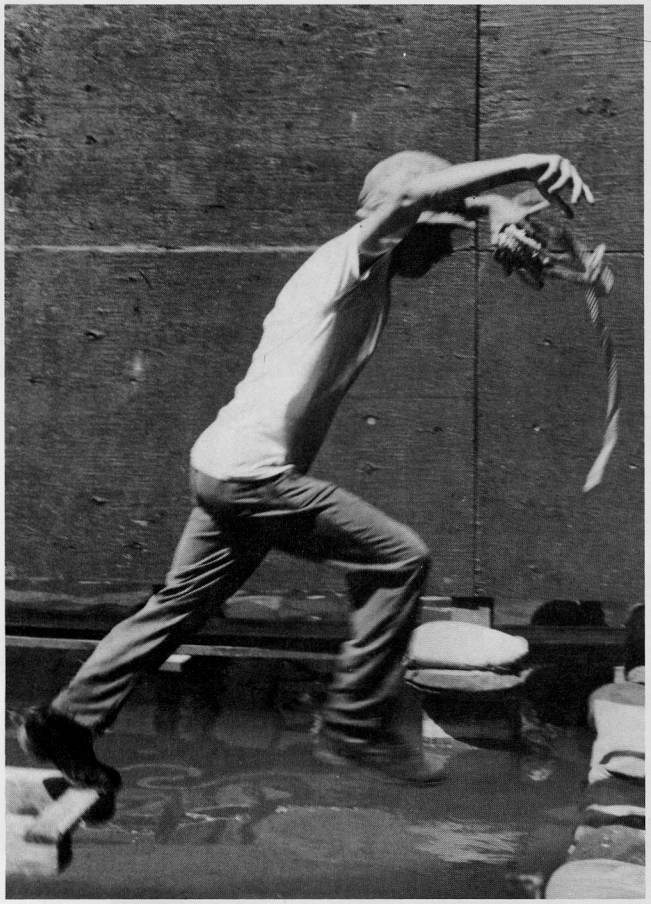
That was almost 10 years ago. But this is another school year. Are things different today? Sure, the draft is gone, but what about the good life as an Army ROTC instructor? Is it gone, too?

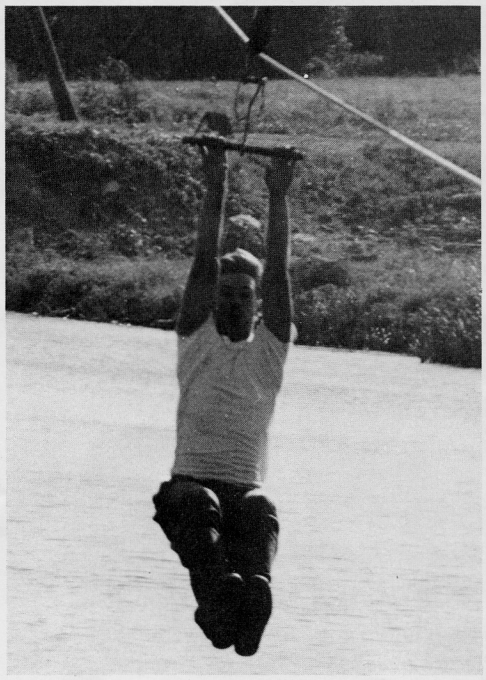
Recent newspaper headlines lend credence to the fact that ROTC is very different today: "ROTC Makes Cautious Comeback as Memory of War Protest Fades" *(New York Times,* 1 May 1978*)*; "ROTC Presents New

Opposite page: Determination (Kansas City Star)
Left: Esprit de corps (Kansas City Star)
Below: Lifesaving

Left: Practice grenade
Above: Teamwork

Right: Tight Squeeze
Bottom Right: Lining Things Up
Below: Innovation
Bottom Left: And away we go





Face To Nation" (Army Times, 12 Jun 1978); "ROTC Enrollment Expected to Jump" (Army Times, 14 Aug 78).

This article will dispel the myths surrounding an ROTC assignment, discuss ROTC in a School Year 1978-79 context, relate in detail the ROTC program on one college campus, and consider the possibilities of being assigned to ROTC duty.

Let's take a look at some of the myths surrounding ROTC which are prevalent in any major unit, especially within Army divisions and other units in which field duty is the norm rather than the exception. Unfortunately, many officers currently on ROTC duty came to their present positions from divisions (some attending the advanced course and civilian school as interim assignments) fully expecting their dream assignment. An ROTC assignment can be a good one, but it must be placed in perspective.

Myth #1: *ROTC duty is an assignment between assignments.* If your idea of an assignment is one specifically related to your primary or alternate specialty, or if you try to rotate between combat units and service school assignments, you may think of yourself as being "sidelined" if you receive ROTC instructor duty. But remember, MILPERCEN would not assign you to a position for which there was not a validated requirement. Your "assignment between assignments" could be one of the most rewarding of your career. Think about who you will be training - potential lieutenants - lieutenants who may some day serve under you in your division staff section or in your battalion. You'll want them to be better trained than you were as a second lieutenant; thus, your "assignment between assignments" has suddenly become a most challenging occupation.

Myth #2: *ROTC duty means plenty of time for family and fun.* Perhaps. But if each assignment is a challenge to you, you will find yourself devoting almost as much time to the training of your cadets as you may have spent on mission training in your tactical unit. For example, you will want to insure that your cadets know the fundamentals of squad and platoon tactics and that means on-the-ground practice. Most students do not have extended periods of time to devote to such things during the school week, but they can find time on weekends. Weekends quickly become days for field training exercises. In addition, most ROTC units conduct one four-hour leadership lab per month, usually on a Saturday, where emphasis is placed on the significance of military organization and procedures, from leadership development through practical exercises and field experiences.

Myth #3: *Professors in uniform - what a life!* Most of us can vividly recall our lives as college students and have definite thoughts about the amount of work which we perceived our professors did or did not do. Our impressions of college life as idyllic become more vivid as time passes. Army officers returning to the college campus as professors in uniform may exclaim, "What a life!" Hopefully, they will see it as "What a challenge!" since challenges abound.

To begin with, you must establish your academic credibility with the college community and this means having your academic and military records sent to the college committee dealing with the appointment of professors. This will happen after your branch has tentatively selected you for appointment to an ROTC position. The college committee will pay particular attention to your academic credentials to insure that your field of study is commensurate with your subjects as a professor (or associate or assistant professor) of military science and that you will "fit" into the academic community. If the college does not accept your nomination, MILPERCEN'S tentative nomination will be withdrawn and another officer's academic and military records will be forwarded to the college. As a minimum, many colleges require that officers assuming positions as professor of military science have a master's degree.

Did you ever wonder what your college professors did during the summer? As a professor of military science, there will be no need to wonder. It is highly likely that you will become a cadre member at an ROTC Advanced Camp or the ROTC Basic Camp. The ROTC Advanced Camp is required for all advanced course cadets, who normally attend between their junior and senior years in college. The advanced camp is six weeks long and includes instruction and practical application to supplement campus instruction by providing the cadet with experience in tactical and technical subjects, with specific emphasis on leadership development. As a member of the cadre, your job might be platoon leader (evaluator) for 40-plus cadets, instructor on a training committee, or member of one of the advanced camp staff sections (G-1, G-3, G-4, Evaluation, Commandant of Cadets). ROTC Advanced Camps are held at Fort Bragg, NC; Fort Lewis, WA; and Fort Riley, KS.

ROTC Basic Camp is designed for sophomores (and other students) who have had no previous ROTC experience and desire to receive credit for the first two years of the four-year ROTC course of instruction. Attendance at basic camp incurs no obligation, although it is hoped that the graduate of the six-week camp will enroll in the ROTC advanced course (the final two years of the ROTC program). Cadre positions are similar to those at ROTC Advanced Camp. The ROTC Basic Camp is held at Fort Knox, KY.

Now, what about the ambivalent or negative statements you have heard?

Myth #4: *Bad for career enhancement but great for seeking a retirement job.* Three or four years ago that may have been true - but not today. Any job can be career enhancing if you make it so. If one of your specialties is 47 (education, which will be dropped from OPMS 1 Sep 1979) your assignment as a professor of military science fits nicely into your career pattern. But what if your second specialty is 15 (aviation), 28 (instructional technology and management), 41 (personnel management), 45 (comptroller), 54 (operations and force development), 91 (maintenance management) or 92 (supply management)?

Each of these specialties, and many others, have an application in an ROTC assignment. Many students are interested in aviation and the opportunities in that field. An officer with a background in instructional technology and management can assist in enhancing instruction in military subjects and can also be an asset to professors in other departments. Officers with specialties in budget, operations, personnel, maintenance, supply, and numerous other fields, can use their varied backgrounds to good advantage in an ROTC assignment as instructors and staff officers within that ROTC unit.

And what about the prospects for a retirement job? The last few years have seen a dramatic change in the rank and length of service of the officer selected to be the senior person in an ROTC unit. Several years ago it was not uncommon to find a full colonel, with more than 26 years on active duty, seeking and receiving an ROTC assignment as a prelude to retirement. Some college administrators and professors are retired Army colonels

ARMY ROTC

whose terminal military assignments were as chairmen of military science departments.

School year 1978-79 found a new breed of officer selected to be chairman of a military science department. He (or she) was a lieutenant colonel, usually in his early forties, who had 16 to 20 years of active duty and who planned on several more assignments (and a promotion or two) before retirement. His associate or assistant professors of military science were majors (preferably Command and General Staff College, or equivalent, graduates), or captains (advanced course graduates), all of whom have had assignments as commanders and have held significant staff positions (An exception to the commander prerequisite would be Military Intelligence officers since they have few opportunities for command assignments). The chairman of the military science department and his associate or assistant professors generally have had advanced degrees.

Myth #5: *Sounds great but I don't want to be rated by a college dean or president.* Most professors of military science are not rated by college administrators. Within each ROTC region, there are area commanders who rate professors of military science. The professor's indorser is generally the region commander (a brigadier general).

Myth #6: *A place where Army officers are put out to pasture.* Officers may put themselves out to pasture in any assignment by failing to increase their knowledge of their specialty areas and by believing the self-fulfilling prophesy that being given an ROTC assignment is punishment. The Army has no "pastures." The dynamic, aggressive officer will make the most of an ROTC assignment and leave his military science department in better shape than it was found.

So much for the myths surrounding an ROTC assignment. Let's analyze ROTC within the context of this past school year.

In his article concerning the cautious comeback of ROTC after the Vietnam years, *New York Times* reporter Gene I. Maeroff made reference to a new generation of college students who have few memories of antiwar demonstrations. Indeed, freshmen in college last fall were 8-years-old during the height of the antiwar movement.

Students no longer seek ROTC as an alternative to the draft and a way to insure completion of college prior to military service. Students take ROTC courses because they want to and they see a relationship between such courses and their civilian or military career interests. As a result, ROTC courses on campuses will differ, reflecting the character of the campus and the needs of the students. Most ROTC courses emphasize leadership and management skills and deal in depth with the social, political and economic aspects of the military in society. Many of the courses offered by a military science department may be team-taught by professors from disciplines such as sociology, psychology, political science, international relations or economics. Similarly, professors of military science may be requested to team-teach military history or leadership and management courses within other academic departments on campus.

In addition to this cross-fertilization between other academic departments and the military science department, other aspects of ROTC have changed. Uniforms generally are required only at the monthly leadership labs. Drill and ceremony are de-emphasized, while participation in outdoor sports such as rappelling, cross-country skiing, and river-rafting have been greatly emphasized.

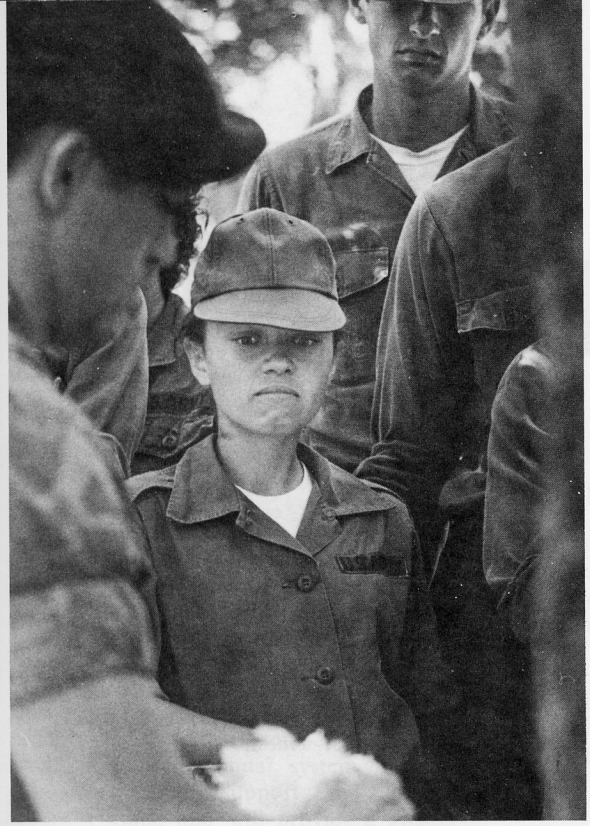
In the *Army Times* article, "ROTC Presents New Face to Nation," it was reported that 6,500 Army ROTC cadets were commissioned during graduation ceremonies in June 1978 as compared to nearly 4,000 the previous year (also during 1977, 950 received commissions from the US Military Academy while 750 received commissions from Officer Candidate School). The article points out that while Army ROTC of the Vietnam era was much larger - 177,000 cadets in 1966 - the 1978-79 enrollment of 60,000 is nearly twice the size of Army ROTC during the 1972-73 school year when it dropped to 33,000.

The Army must compete with the Air Force and Navy for quality cadets and the vehicle all three services use is a scholarship, which pays for all tuition, books, fees, and provides a subsistence allowance of $100 per month. The Army has had to produce more quality officers with fewer scholarships. According to LTC William A. Scott, Office of the Deputy Chief of Staff for Personnel at Department of the Army, the 6,500 Army ROTC cadets on scholarships during the 1978-79 school year represent only 11 per cent of all Army ROTC cadets. More than 90 per cent of the Navy's 7,876 ROTC midshipmen and 30 per cent of the Air Force's 17,034 cadets for last year were on scholarships. On the other hand, the Army's goal for 1981 commissionees is 10,600, compared to the Air Force goal of 2,500 and the Navy goal of 1,500.

Most ROTC courses emphasize leadership and management skills and deal in depth with social, political and economic aspects of the military in society.

In spite of the lack of scholarships, participation in Army ROTC is on the increase. In the *Army Times* article, "ROTC Enrollment Expected to Jump," fall enrollment in Army ROTC nationwide was expected to jump in 1978 - 79 to 72,000 college students, an increase of 12,000 over the previous year. Because of the increase in the number of cadets, and a reminder to ROTC units that the "R" in ROTC stands for Reserve, designation of a cadet for an active duty slot after graduation from college has become competitive; not all cadets who want active duty receive it. A greater share of cadets, last year and for the next several years, are designated for duty with the Army Reserve or the National Guard.

Also on the increase is the number of minorities and women participating in ROTC. MG Charles Rogers,



former Deputy Chief of Staff for ROTC at TRADOC headquarters, said that of the 60,000 cadets enrolled during school year 1977-78, about 14,000 were minorities (mostly blacks) and about 14,000 were women (an increase of 2,000 from the previous year).

As the newspaper articles attest; Army ROTC is healthy and growing healthier each school year. But what is the ROTC program like on campus? In the next few paragraphs, I will relate in detail the ROTC program at The Claremont Colleges.

The Claremont Colleges are a group of six affiliated colleges — Pomona, Scripps, Claremont Men's, Harvey Mudd, Pitzer and Claremont Graduate School. The colleges are located approximately 35 miles east of Los Angeles and are all private institutions. Tuition, books, room and board cost each student $6,000 - $7,000 per school year. Total enrollment in the colleges is approximately 5,000 undergraduate and graduate students. The Claremont Colleges consider themselves among the top private colleges and universities in the United States.

The Claremont College's ROTC unit is one of the oldest in the nation. Military training was begun at Pomona College in 1916 and an Infantry ROTC unit was officially authorized by the War Department in February 1918. In 1949, the unit became co-hosted by Pomona and the newly formed Claremont Men's College. Essentially, this means that both colleges share costs for ROTC and must approve military science department faculty appointments and the department curriculum. Unlike many other campuses, Army is the only ROTC offered at The Claremont Colleges.

Students from all The Claremont Colleges, as well as students from public and private colleges and universities nearby, may participate in the ROTC program.

The Military Science Department at The Claremont Colleges consists of the department chairman, who is the senior officer assigned and is designated the professor of military science or PMS. Four other officers (one major and three captains) are assigned to the department and are designated assistant professors of military science. Also assigned to the department are two noncommissioned officers (one E-9 and one E-7) who assist with instruction and perform administrative duties. In addition, the department has an Army civilian supply technician, an Army civilian military personnel clerk and a college secretary. The compositon of a particular military science department will vary, however, depending on enrollment.

The cadets at The Claremont Colleges are organized as a cadet battalion with two companies. The cadet battalion officers are seniors (MS IV cadets) who have completed ROTC Advanced Camp. They plan leadership labs and serve as instructors at labs as part of their pre-commissioning training. Company A consists of first and second year students (MS I and MS II cadets), while Company B consists of third year students (MS III cadets). Students incur a four-year active duty obligation as MS I or MS II cadets only if they are Army ROTC scholarship recipients.

MS III non-scholarship cadets sign a contract at the beginning of the school year so that all cadets in the advanced course are under contract. MS III non-scholarship cadets must agree to serve on active duty for three years (and three years in the inactive reserve) if that option if offered. Some MS III cadets prefer the Army Reserve or National Guard option, which will guarantee them an Army Reserve or National Guard position (three months of active duty with a total commitment of six years in the Army Reserve or National Guard and two years in the inactive reserve). Scholarship students and contract students receive $100 per month during the school year.

The military science curriculum is individually designed by each military science department but must achieve the desired learning outcomes as stipulated by TRADOC:

- **A strong sense of personal integrity, honor and individual responsibility.**
- **An understanding of the principles of military leadership, management and organization.**
- **The ability to communicate effectively, both orally and in writing, in a military environment.**
- **A general knowledge of the historical development of the US Army and its role in support of national objectives.**
- **An understanding of military life, to include career opportunities and obligations.**
- **A knowledge of and opportunity to apply the principles of military science and tactics.**

The military science curriculum spans the four years of the normal undergraduate program; however, there are multiple entry points during the first two years of the program. A student could attend the ROTC Basic Camp as a substitute for the first two years of ROTC (known as the basic course); a veteran could use his active duty service as a substitute for the ROTC basic course; a soldier on active duty could compete for a two year scholarship, entering the ROTC program as an advanced course cadet while completing his college degree. The last two years of the ROTC program are known as the advanced course and include the Advanced Camp.

Although the curriculum may vary widely from campus to campus, certain types of courses will generally be found within any given military science department. The courses offered by the Military Science Department at The Claremont Colleges are not unlike the majority of those offered at some 280 colleges and universities that offer Army ROTC. Students normally take one course per semester.

ARMY ROTC

Basic Course

MS 1A. Military History: World Wars. *American Military History. A study of the evolution of military institutions and the conduct of war from 1815-1918. Emphasis upon American participation and ground combat. First semester.*

MS 1B. Military History: World Wars. *American Military History. A study of military developments between the world wars, the conduct of World War II, and the post-war origins of the Cold War. Second semester.*

MD 52A. Military Profession in Society. *An analysis of civilian-military relations including governmental relationships, the influence of society, and the professional military ethic. First semester.*

MS 52B. A Study of Organizational Leadership. *A study of leadership styles and concepts related to organizational theory and theories of interpersonal relationships. Second semester.*

Advanced Course

MS 103A. Advanced Leadership and Management. *Case studies of situational application of leadership principles. Cases emphasize important aspects of leadership and management at the small unit level, including duties and responsibilities of junior leaders. First semester.*

MS 103B. Theory and Dynamics of the Military Organization. *Presentation of current doctrine and military techniques of planning and coordination that are necessary to apply doctrine to small unit operations. Analysis of the leader's role in directing and coordinating efforts of individuals in small units in the execution of offensive and defensive missions. Development of the student's ability to analyze military problems, evaluate situations, and present logical solutions. Second semester.*

MS 154A. Contemporary Military Policy. *A brief discussion of US foreign policy and a study of the military justice system, to include the history of military law, philosophy, and alternatives to courts-martial. In addition, subjects of topical interest relating to the Army and relevant to the preparation of cadets for junior officer leadership positions presented. First semester.*

MS 154C. Senior Leadership Seminar. *A study of leadership and management problems encountered in a company-sized military unit, with emphasis on the role of the junior officer. Seminar topics are designed to prepare senior cadets for positions as leaders and managers of resources at the platoon and company level. Second semester.*

In addition to being a professor of military science, which means teaching the classes above, one must also counsel students. This can be one of the greatest assets of a military science department. A department whose officers are willing to listen will quickly become known as a place where ROTC and non-ROTC students alike can come for advice. There are also numerous other duties to be performed: adjutant, operations and training officer, supply officer, public affairs officer, and - most importantly - enrollment officer.

Recruiting is uppermost in the minds of all ROTC instructors. At The Claremont Colleges, each officer is a recruiter, although the preferred titles are "admissions officer" or "enrollment liaison officer." Recognizing the importance of quantity with quality, each officer is assigned as the enrollment liaison officer for at least two colleges or universities within commuting distance of The Claremont Colleges. He is expected to spend several days every month at each of the selected colleges or universities, making contacts among the faculty and students and interviewing prospective cadets.

Now that you know more about ROTC as it is today, you are in a better position to consider the possibilities of being assigned as a professor of military science and the effect it may have on your career. There are several sources of guidance. Army Regulation 145-1 deals with the senior ROTC program and states that officers and noncommissioned officers are selected and assigned to ROTC duty by MILPERCEN. Officer personnel may submit applications for ROTC duty in accordance with AR 621-101. Selection criteria for NCOs are contained in Section VII, Chapter II of AR 614-200. The effect of an ROTC assignment on your career is something which must be discussed with your branch officer at MILPERCEN. ROTC duty calls for a certain type of officer and the demand is keen for the captain who is an advanced course graduate, who has commanded a company successfully, has a strong overall manner of performance, and has an advanced degree or the potential to succeed in an advanced degree program. Too often, the demand exceeds the supply.

Now that you have a view of ROTC from campus, it should be readily apparent that the myths of yesteryear no longer apply, that participation in the ROTC program of today is on the upswing, and that the possibility exists for your assignment to ROTC duty as a career enhancing assignment.

The TAC staff extends its special thanks to the Kansas City Star for use of photographer Chris Cannella's photos, which appear on the cover and on pages 6, 7 and 11 of this issue. Our appreciation as well goes to the Third ROTC Region Public Affairs Office and to the Military Science Department of The Claremont Colleges for their assistance in obtaining photographs.

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ARMY ROTC