

CHAPTER 1: THE ROTC PROGRAM

PHILOSOPHY BEHIND ROTC

The underlying philosophy of the Reserve Officer Training Corps program dates back to the colonial times when the frontiersman accepted his responsibility to take up arms for both his own and his neighbors common defense. Since the emergence of our nation, we have been dedicated to the proposition that national defense is a responsibility of citizenship and that those persons to whom our society has provided a higher education incur the responsibility of leadership. It is through the ROTC program that this philosophy is formalized and implemented.

PURPOSE OF THE ROTC PROGRAM

ROTC is a component part of this nation's defense system. The primary mission of ROTC is to recruit and train selected individuals to provide well-educated, commissioned officers in sufficient numbers to meet the Army's needs. Every war has shown the necessity for having a large number of trained officers available at the outbreak, to train newly activated units and to bring existing units up to strength. This is how ROTC fits into the defense picture; by providing an annual supply of officers for the active forces and creating a pool of trained officers for the reserves. ROTC currently provides approximately 75% of all officers on active duty. The remainders come from the United States Military Academy (West Point) or through Officer Candidate Schools (OCS).

LINEAGE AND HONORS

History of ROTC

- The tradition of military in civilian institutions of higher learning has its origin on 4 September 1819, when Captain Alden Partridge founded the American Literary, Scientific and Military Academy at Norwich, Vermont. Captain Partridge was a graduate of West Point and had also served as the Superintendent of West Point. He is regarded as the “Father of ROTC”. The academy ultimately became Norwich University, now located in Northfield, Vermont.
- The Virginia Military Institute in 1839 and the Citadel in 1842 became the next degree-granting institutions established under the principle of educating citizens in the science and fundamentals of war in conjunction with their general civilian education.
- President Lincoln recognized the need for increased facilities. In 1862, Congress passed the Morrill Act (sponsored by Representative Justin S. Morrill), or Land Grant Act, which offered each state 30,000 acres of land for each Senator and Representative in Congress or scrip in lieu thereof. The land was to be sold, the proceeds invested, and the income used to create and maintain colleges which would offer agricultural, mechanical and military training. Congress added money to its original gift through the second Morrill Act of 1890 and an amendment in 1907. Today, all of the states and Puerto Rico receive federal grants to help support land grant colleges and universities.
- The first actual provisions for the formal granting of reserve commissions came in 1908 when Congress authorized the appointment of doctors as reserve officers in the Medical Corps. Their commissions made them liable for service at the call of the President.
- The Reserve Officer Training Corps (ROTC) was formally established by the National Defense Act of 1916. The Act provided for an organized Reserve Corps and ROTC as we know it today began with the passage of this act. At the end of school year 1919-1920, 135 graduates received commissions in the Organized Reserve Corps (now the U.S. Army Reserve). In school year 1941-1942, nearly 10,000 were commissioned through ROTC and called to active duty.
- During World War II, more than 150,000 ROTC graduates served as commissioned officers in the U.S. Army; at least another 7,000 served in the Navy and the Marine Corps. A survey of five veteran Army divisions in 1944 revealed that 75% of their captains and majors were ROTC graduates, a clear indication that ROTC men were providing the backbone of combat leadership at the company and field grade levels.
- During the Korean Conflict, 26,751 U.S. Army lieutenants were called to active duty between September 1951 and June 1953. Of those, 18,649 or 70% were graduates of the ROTC program. Although West Point annually provides about 900 officers, the Army looks to graduates for the ROTC program for the bulk of the junior leaders. Each year, the number of ROTC distinguished military graduates exceed the number of officers commissioned from West Point.

- The ROTC Revitalization Act of 1964 added flexibility and incentives to the overall ROTC concept. It offered a full four-year program, a two-year program for men who were unable to participate in ROTC during their first two years of college, a new scholarship program, and monthly pay rates were increased.
- In 1973, women became eligible to enroll in Army ROTC and to compete for ROTC scholarships at any of the over 300 participating colleges and universities.

History of the ROTC at University of Nebraska

The Military Science program was established at the University in 1876 under the provisions of the Morrill "Land Grant" Act of 1862. At the time, 57 out of 100 male students enrolled in the University colleges elected to take military science. Throughout its history, the program has been strongly supported by both the Regents and the University administration. Student support, however, has fluctuated from rejection to fanatic participation, to acceptance, very much reflecting the prevailing moods of the state and nation.

During the first decade, the Regents made Military Science compulsory. The next quarter century witnessed the development of a very strong military curriculum, although at times against student opposition. Lieutenant John J. Pershing, yet to gain fame on the Mexican Border and in World War I, became the Commandant in 1891. Under his leadership, the Cadet Battalion grew consistently, gaining acclaim for its proficiency in both military circles and within the State of Nebraska. The Pershing Era, only four years in duration, set a pattern that was followed until 1917.

True ROTC began in Nebraska in 1916, when the University unit was inducted under provisions of the National Defense Act of 1916. When the U.S. entered World War I, the unit was converted into a Student's Army Training Corps (SATC) contingent, at which time trained over 1,700 cadets in Military Science. The life of SATC was short and in December 1918, ROTC was re-established. The compulsory program continued to grow and in 1941, prior to the U.S. entry into World War II, the Regiment of cadets numbered 2,300 and was composed of one Infantry, one Field Artillery, and one Engineer Battalion.

After the war, ROTC took a new look at Nebraska. In 1945, a Naval ROTC program was added to the curriculum, followed a year later by an Air Force unit. In 1964, the Board of Regents reversed the position it had held since 1876. Following the guidelines of the ROTC Revitalization Act of 1964, the program became voluntary at Nebraska.

In 1969, following a national trend, the University appointed a joint NU-ROTC Committee to review the Military Science programs. The report, issued in May 1971, is a milestone in the development of a truly integrated academic-military program for the cadets. The most significant recommendation was the placement of all the Military Science programs under a Joint ROTC Curriculum Committee, headed by the vice chancellor for academic affairs with members from both the military and academic faculties. In September 1975, a reorganization agreement was

implemented with Doane College in Crete, Nebraska. In 1979, the same agreement was implemented with Concordia College at Seward, Nebraska. Nebraska Wesleyan University of Lincoln followed in 1993, York College of York, Nebraska for the fall of 1996. Under these agreements, cadets attend in pursuit of their degree also receive credit for the ROTC program. After graduation, they are commissioned as second lieutenants in the U.S. Army.

STUDENT RETENTION RESPONSIBILITIES FOR ROTC

ROTC Cadet Responsibilities

- Meeting all enrollment eligibility requirements for retention in the ROTC Program. (See ROTC Cadet Command Pamphlet 145-1, Chapters 3 and 6 for more information.)
- Immediately notifying his or her Cadre Advisor of any changes or developments that could affect the student's retention, such as being arrested, having academic difficulties, or discovering a medical problem.
- Meeting all of the academic standards listed below or notifying the Cadre Advisor when a change occurs.
- Maintaining a full-time student status.
- Making satisfactory progress toward graduation in a specified major.
- Earning passing grades in all subjects (scholarship students).
- Promptly resolving incomplete grades.
- Maintaining a cumulative GPA of 2.0.
- Obtain a GPA of 2.0

THE NEW CADET

So what's this new guy stuff all about? Yes I am talking to you, the new **Big Red Battalion** ROTC Cadet. Are you a little curious as to what is going on? People are talking, but you may not understand what's rolling out of their mouths. This guidance can help you along in your new adventure. New adventure you ask? Of course...did you think becoming a ROTC cadet and possibly a future Lieutenant in the US Army would be anything but an adventure? So, welcome to the **Big Red Battalion**. Please become familiar with the following information; it will greatly assist you in your arrival and integration into the **Big Red** family.

You may be a fairly seasoned cadet; at least you might think you know what is going on. This piece of work is especially for you. We need experienced cadets to care for, mentor, train, and guide our new members to success. I challenge those of you that have been around awhile to never forget where you came from. We all have to start new; it is those of us who take the extra time and care that makes the difference between a mediocre unit and one that fosters pride, happiness, and proficiency. So, by all means, help out; it is the best satisfaction you will ever feel.

Your first day may be at the beginning of the year or it may be at the start of the second semester. You may be fresh out of high school, a drilling National Guard soldier or Reservist, or someone who has a few years of prior service. Regardless of your past, you will all experience many of the same desires, fears, and needs. You definitely want to be successful in college and it is possible you don't have a clue about how to get around and survive on campus. You sure want to fit in as both a student and US Army ROTC cadet. You want to know how to use or apply for that scholarship. What will be expected of you, how do you wear that Army uniform, and what is this "yes sir" and "no sir" thing all about? What exactly is a sergeant?

Upon your arrival, a few things should happen. You should have a mentor usually an MSIV level cadet to serve as a sponsor, he or she is also a ROTC cadet. As a cadet or potential cadet, you will be assigned to a Military Science (MS) Level according to your academic standing in college. A freshman is an MSI, sophomore is an MSII, and I am sure you get the picture. Your primary instructor is one of your main POCs and will get you up and running in the right direction. He or she will ensure that you receive a good orientation to the class instruction and will introduce you to the other ROTC cadre. Your sponsor will ensure you receive an Inprocessing Checklist (See Inprocessing Checklist Form in this guide) and that your integration into the battalion is as smooth as possible. The sponsor will become one of your best friends and will show you the ropes of ROTC.

Lastly, you have several other people that will assist you through your initial stages of integration. Additionally, they will assist you through most of your time here in the **Big Red Battalion**. They are your leaders; cadets that are assigned to temporary leadership positions along the way to help guide and mentor other cadets through the program of instruction and ultimately help you achieve your commission as an officer in the US Army. The key word to remember is temporary leader. You see, cadets get more involved in ROTC as they progress through college. When they become juniors or MSIIIs, cadets are assigned to leadership positions within the Corps of Cadets that allows them to further develop while being mentored through the proc-

ess. The end result is a cadet that is both confident and capable enough to graduate through Leadership Development & Accessions Course between their junior and senior year and to go on to become a productive and successful officer and leader in the US Army. As leaders, these cadets have several goals in mind; the primary one is to take care of their direct subordinates. Those direct subordinates are usually the basic cadets, those that are in their first two years of ROTC.

The Big Red Battalion wants to ensure that your integration experience is both enjoyable and informative. In the beginning you must understand many of the common challenges you may face or experience as shown below and what your battalion leadership is doing or will do to help you through them. Everything addressed below is in no way conclusive, it's simply a list of some of the more common experiences and challenges associated with being a cadet and soldier.

If you are a first time cadet, I know you have a lot of questions. This is very normal and it will take some time to get them all answered. Have some patience and take it one day at a time. Before you know it, you will be well known and you will be taking care of a new cadet yourself. In the meantime, become familiar with this information and study your cadet guide often. It will provide you with a lot of information.

Initial Stage

Cadet Challenges	Instructor, Leader, and Unit Actions	Remarks
<ul style="list-style-type: none"> • Learning about ROTC • Understanding Your Scholarship and Pay • Applying for a Scholarship • Learning about Leaders and other Cadets • Inprocessing Paperwork • Surviving Your First Year of College (Academically) • Academic Success • Time Management • Surviving Your First Year of College (Socially) • Belonging and Acceptance • Settling Personal & Family Concerns • Adjusting to Family Separation • Understanding Your Expectations as a Cadet and Student • Attendance in Class, Physical Training, and Semiannual Training Exercises in the Field 	<ul style="list-style-type: none"> • Listen and care for Cadets • Reward Positive Contributions • Set Professional Example • Provide Counseling and Instruction upon Request • Provide Good Reception and Orientation for Cadets and Families • Communicate Unit and Army Values, Mission, and Heritage • Provide Stability, Credibility, and Predictability • Communicate Survival and Safety Tips/Awareness • Develop Open and Responsive Communication • Keep Everyone Informed 	<ul style="list-style-type: none"> • Know Squad Leader • Know Your Sponsor • Communicate w/Instructor • Know Your Sergeant • Communicate with Family • Communicate with Friends • Never Say I'm Too Busy to a Fellow Cadet • Have Fun • Get Help Right Away if Needed; Don't Wait Until it's Too Late

Approximately Your 2nd Semester Forward

Cadet Challenges	Instructor, Leader, and Unit Actions	Remarks
<ul style="list-style-type: none"> • Trusting Cadet Corps Leaders and Instructors (Cadre) • Demonstrating Competence • Finding Close Friends • Accepting & Adjusting to the Way Things are Done • Becoming a Team Member Quickly • Assisting Others • Coping With Personal and Family Problems • Experiencing Feelings of Pride in the Unit • Assisting New Members • Controlling Fear, Anger, Anxiety, Despair, and Panic • Avoiding Rumors • Staying Academically Aligned • Keeping Motivated • Maintaining Commitment to the Unit 	<ul style="list-style-type: none"> • Trust and Encourage Trust • Allow Growth While Keeping Control • Identify and Channel Emerging Leaders • Develop Cadets and Unit Goals • Provide Stable Unit Climate • Build Pride Through Accomplishment • Develop Self-Evaluation Habits • Be Fair and Give Responsibility • Sustain Awards and Punishments • Train as a Team • Integrate all cadets into Training When Possible • Respond to Problems ASAP • Build Pride & Spirit Through Social, Spiritual, & Sports Activities • Sustain Safety Awareness • Counsel on Academic & Military Progress Often 	<ul style="list-style-type: none"> • Continue The Fun • Help Out • Be Part of the Team • Do a Little Extra • Satisfaction is Helping a Fellow Cadet • Balance Yourself Physically, Emotionally, & Spiritually • Keep Informed • Time Management is Critical • Don't Forget to Have Fun

The Cadet Inprocessing Checklist (page 1)

BASIC CADET INPROCESSING CONTROL CHECKLIST

Routine use of this checklist provides for timely and complete inprocessing of Basic Cadets into the University of Nebraska Big Red Battalion. This is an administrative document and will not be used for accountability purposes. This is a living document and will be transferred to and maintained by each applicable instructor and kept as part of the cadet packet.

Part 1: Instructions. Newly arriving cadets must complete the following inprocessing actions as a minimum immediately upon arrival to the department. The current instructor is ultimately responsible for ensuring proper reception and integration of new cadets into the battalion.

Name: _____ **SSN:** _____
PART II: Checklist. **(Assigned Sponsor):** _____

A. Administration (All Basic Cadets)

- _____ 1. CC Form 139-R (Completed by cadet and verified by Enrollment Eligibility Officer)
- _____ 2. HQ4R Form 64 (Medical History Statement)
- _____ 3. Birth Certificate (Legible Copy)
- _____ 4. CC Form 136-R (Briefing on Government sponsored benefits)
- _____ 5. CC Form 137-R (Authorization for access to student records)

(All Basic/Scholarship/ Contract Cadet)

- _____ 1. CC Form 139-R (Completed by cadet and verified by Enrolment Eligibility Officer)
- _____ 2. DD Form 4/1,4/2
- _____ 3. SMP Agreement if applicable (DA Form 4824-R or NGB Form 594-1)
- _____ 4. Birth Certificate
- _____ 5. CC Form 104-R (Planned Academic Worksheet to include **PME**)
- _____ 6. Transcripts turned in
- _____ 7. DD Form 93 (Record of Emergency Data)
- _____ 8. DD2351 & DD2492
- _____ 9. DA Form 597 (Non-Scholarship)
- _____ 10. DA Form 597-3 (Scholarship)
- _____ 11. Approved Waiver (If Applicable)
- _____ 12. DD Form 2058 (State of Legal Residence Certificate)
- _____ 13. SF 1199A (Direct Deposit Form)
- _____ 14. SGLV Form 29-8286
- _____ 15. TD W-4 (Employees Withholding Allowance Certificate)
- _____ 16. Initiate Security Clearance with Security Clearance Manager
- _____ 17. ID Cards and Tags (ID Custodian)
- _____ 18. APFT/HT & WT (Army Physical Fitness Test)
- _____ 19. Issued Course Books (Instructor)

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The Cadet Inprocessing Checklist (page 2)

B. Supply & Equipment Issue (All Enrolled or Participating Cadets)

- _____ 1. Full Issue (For Enrolled Cadets)
- _____ 2. Partial Issue (For Participating Cadets)
- _____ 3. Ranger Issue (For Ranger Cadets)

C. Sponsor Duties

- _____ 1. Introductions to Cadre
- _____ 2. Campus Tour (Partnership Schools Also)
- _____ 3. MS Building and Lab Site Orientation)
- _____ 4. Issue Cadet Guide

D. Cadet Squad Leader Duties

- _____ 1. Initial Counseling of Duty Position
- _____ 2. Introduction to Platoon
- _____ 3. Overview of ROTC Expectations
- _____ 4. PCI of Supply Issue
- _____ 5. Monitor Progression and Reception and Integration

E. PMS

_____ Inbrief

_____ Signature

PART III: Authentication: I, _____, do certify that all of the above the above checklist is complete. I am aware that willfully withholding property or funds may result in legal action against me by Creighton University and the Department of the Army.
