

The Technician

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Student Military Training

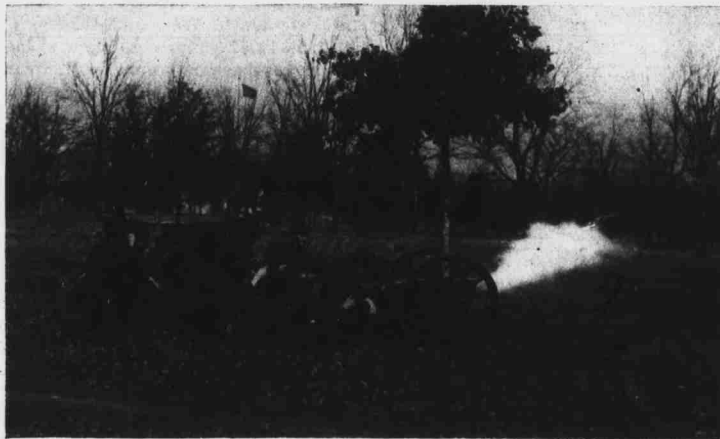
(An Address by The Honorable John W. Weeks, Secretary of War.)

In my capacity as Secretary of War I am official disposed to emphasize the importance of student military training from the standpoint of its value to the national defense. It means that the requirements of national service are to have proper consideration in the education of our future thinkers and men of affairs. It means that a new public value is being developed in the graduates of our schools and colleges. It means a more intelligent public opinion with reference to military economics and international affairs. This alone will justify student military training in the minds of all patriotic citizens.

But student military training does not involve a sacrifice for the public good without return to the individual. It has a positive educational value for each student. Our most eminent educators have agreed that, aside from its physical benefits, time devoted to the military studies in the R. O. T. C. is full entitled to credit in the general scheme of culture. The student of engineering will be a better civil engineer for some knowledge of the military applications of his profession to the nation. In subjecting themselves to the discipline which is essential to military teamwork, young men soon learn the real secret of modern civilization which depends upon the combined action of human beings to common ends.

There is also a distinct moral advantage in the contemplation of patriotic service to the nation and in preparing to meet its obligations. But perhaps the greatest benefit of military training is found in the opportunity it gives a young man to develop his gift of leadership and to acquire a sense of its responsibility. No man can prepare himself to serve his country in war without making himself more valuable for all of the relations of civil life. The student who avails himself of the opportunity offered by the military department of this college will graduate a better man for himself, for his family, and for his country. He will go out better prepared for peace as well as for war.

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A 37 M.M. OR ONE-POUNDER IN ACTION

The Value of Discipline The Army and Public

Before the World War discipline was taken as a fact, known to be necessary and not discussed. During the World War discipline was much talked about and strictly enforced, as much as was possible, with the inexperienced men commanded by inexperienced officers. Perhaps the power to administer was abused (but very rarely in my opinion), which was to be expected when some men were suddenly put into authority where they had never exercised authority before. In general, however, I believe our country can look back with pride upon the record made by her sons in the use of power when given to them. This is particularly true when one realizes that except in our two military services and a few schools, discipline is unknown in our land. There is practically none in our homes, schools, municipalities, states or federal government.

Most civilians cannot understand the necessity for control of all minor details of a man's life as it is controlled in the service. This is because they do not realize the fundamental differences between employment in civil life and enlistment in the military. In a civil occupation if a man does not do his work in a satisfactory manner he can be discharged at once, also if he is insubordinate to those over him and shows a tendency to resent instructions. In the military, however, we have to work with the men furnished us and do our best to bring the incompetents to such a state of efficiency that they

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The American relies for his information upon his newspapers. They do their level best to give him accurate information, but they and the men who make them are human. Being so, they cannot be omnipresent; they must reproduce information which has been furnished to them or which they secure from one source or another.

Only very recently has the army made any effort at all to furnish information of its activities to the public press. The efforts in this direction have been praiseworthy, but they are far short of filling the crying need of supplying the public with information regarding the activities of the service for which it is paying.

How many persons in civilian life know, for example, that the army runs its own stores, its own warehouses, its own amusements, its factories, builds its roads, installs its wireless plants, and does a thousand and one other things which make those who do them useful persons for civilian employers to have around when they are discharged?

To the average civilian a soldier is a person who does a little close-order drill. Has anyone every taken the trouble to inform the press that the life of an average soldier is more interesting than the life of the average civilian? That instead of doing one-two-three-four for two or three hours a day, that actually he spends most of his time learning new weapons, in school or outdoors engaged upon fascinating problems? That officers

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Infantry Still Queen of Battles

The War Department, as has been already announced, has under way an exhaustive study of the influence that modern scientific developments will have upon the technique of warfare, especially with regard to aviation, motor transportation and tanks. While the fundamental principles of war, such as the necessity for co-operation and the advantage of surprise, will always remain unchanged, their proper application, which constitutes the true measure of military art, varies constantly with many factors, not least of which is the advent of new armament. To be properly trained for war, the army must be guided by proper doctrine, mandatory for all, as to the part each branch of the service, with its peculiar weapons and material, can be counted upon to play in war. In the same way that a carpenter, in undertaking a task, must know the use of each tool in his chest, what each is made for and what each can or cannot be expected to do, so must commanders in war know the powers and limitations of every agency placed at their disposal, and how each is to be counted upon in the combined effort of all.

In order to secure a basis for arriving at such uniform doctrine and understanding, the War Department recently sent to the chiefs of combat branches and to certain others a questionnaire devised to bring out the best present military thought regarding both basic questions and questions related to the specific changes brought about by the advent of new developments, as aviation, tanks and motor transportation.

It was known that the latter class of questions would bring out many divergent views, and such was the case. It is to be expected that specialists of any kind, particularly in newly discovered agencies, will, in their enthusiasm, make some claims for their specialties not safely to be accepted except after the proof either of results in war or of special test under simulated war conditions. It is intended, as this research work goes on, to conduct tests where necessary to solve debatable questions, such as, possibly, the comparative value of bombing planes and fixed heavy guns in seacoast defense.

It is possible at this time to announce the conclusions of the War

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The Technician

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EDITORIAL

WHAT EVERY PERSON SHOULD KNOW

Every now and then we hear the statement made to the effect that 90 per cent of the nation's revenues are devoted to war purposes. The average layman citizen accepts the statement as a truth and he believes it. He believes that this great amount is today being spent on the upkeep of the present war-making establishments of the country and in the preparation for the waging of future wars. Nothing could be further from the true facts of the case.

The purpose of this article is to show briefly the estimated operating expenses of our government for the fiscal year 1923, and to show what percentage of the whole is devoted to the different departments of our government, and especially to show the small percentage of our revenues actually devoted to war establishments.

The total budget which has been submitted to Congress shows appropriations amounting to \$3,801,113,659 for the conduct of the government during the fiscal year 1923, divided as follows:

WORLD WAR OBLIGATIONS:

Interest on public debt.....	\$ 951,000,000
U. S. Veteran's Bureau.....	385,921,702
Sinking fund	283,838,800
Shipping Board	50,501,500
Other expenditures	88,080,525
	\$1,759,342,527

PREVIOUS WARS:

Pensions	\$ 252,350,000
Other expenses	31,330,530
	\$ 283,680,530

POSTAL SERVICE

PRIMARY FUNCTIONS OF GOVERNMENT.....

PUBLIC WORKS

MISCELLANEOUS

NATIONAL DEFENSE:

War Department

Navy Department

\$ 728,874,900

RECAPITULATION:

World War obligations (46.3 per cent).....

Previous wars (7.5 per cent).....

For national defense (19.1 per cent).....

Postal service

Primary functions

Public works	131,618,618
Miscellaneous	99,532,682

\$3,801,113,659

In this analysis the items appearing in the budget for 1923 as presented to Congress have been abstracted and reclassified with the idea of showing the proportional part of governmental estimates which may be reasonably charged to national defense, to the cost of past wars, and to certain governmental activities.

Of the total amount to be devoted to National Defense, the military establishment is allotted the sum of \$305,822,084, which is a little more than 8 per cent of the total amount to be appropriated. Furthermore, if this allotment for the support of the army were closely analyzed, many items would be found that pertain to civil affairs, but are placed under the army appropriation because they happen to be administered by the army.

The analysis of the budget does show where the money goes, and in the final analysis it must be admitted that the American people are today paying the price of unpreparedness.

If the United States had had in 1917 an active army of 280,000 men, well trained and well disciplined, backed up by a National Guard and an Organized Reserve such as are today in the making, we would not have been drawn into the World War, and that part of our national budget amounting to \$1,759,342,527, representing as it does 46.3 per cent of the total expenditures of our government, would be eliminated.

Current events indicate that we have not yet learned the lesson. That old teacher, our greatest teacher, EXPERIENCE, has again failed to leave the lasting impression. The army has been reduced to 137,000 men, and there are whisperings going the rounds that Congress, within the next few weeks, will make a still further reduction.

These are merely a few facts. What will be the state of our National Defense twenty years hence?

J. E. HAYWOOD,
Captain, Infantry, U. S. A.

Student Military Training

(Continued from page 1.)

The progress of military training in our schools and colleges is already most encouraging. At the close of the past academic year, the total enrollment in the Reserve Officers' Training Corps was 90,811. There were 227 Senior Units with 5,025 students enrolled in the Advanced Courses and 39,228 students enrolled in the Basic Courses. There were 116 Junior Units with an enrollment of 46,558. Of these Junior Units, 51 with an enrollment of 34,472 were organized in the high schools of the country. Of the 5,025 students in the Advanced Courses, 1,069 qualified for commissions in the Officers' Reserve Corps at the close of the academic year.

It is my good fortune to be the first Secretary of War who has been able to announce the establishment in time of peace of a national defense organization sanctioned by the Congress and defined by the President of the United States. It has always been understood that in the event of serious national emergency we would expand a small professional peace army into a great non-professional war army. The defect of this policy in the past has been that we have always deferred the organization of this national war army until danger has actually come. Our new national defense law does not change the type of this traditional American institution. It simply prescribes that the defect be corrected—that our traditional citizen army be organized in time of peace so that the actual units which may be required upon mobilization shall be permanently constituted and localized. This is the realization of Washington's words to Congress in 1790, when he said, "To be prepared for war is one of the most effectual means of preserving peace. A free people ought not only to be armed, but disciplined; to

which end a uniform and well-digested plan is requisite."

This simplifies and defines the problem of preparedness for all of us and it particularly defines the purpose and objective of the training system in our schools and colleges. It has always been the mission of the Reserve Officers' Training Corps to train young men to serve as officers in the event of emergency. In the past this mission has been vague and its obligations uncertain. It has always been understood that they would serve as officers in such an army as we might require in the event of war. But that army did not exist as a vital national institution and therefore the reserve officer could have no definite conception as to the unit with which he might serve or the character of duty which might be expected of him.

The important constructive features of our military law were originally contained in the so-called Wadsworth Bill, which was prepared by the Senate Military Affairs Committee during the last session of Congress. This bill provided for a national citizen army and for a system of universal military training through which all of the units of that army would be filled with trained men with an ample surplus for replacements. The military system proposed in this measure was similar in form to the military system of Switzerland, but adapted to American conditions. This bill was not accepted in its entirety by Congress. Congress did provide for the national citizen army composed of the National Guard and Organized Reserves, but it rejected compulsory military training. It provided, however, in the citizens' military training camps for the germ of a national system of voluntary training. Through the development of these camps and of the system of training already established in our schools we may hope that the day is coming

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Student Military Training

(Continued from page 2.)

when every young man who is willing to take it will have an opportunity to prepare himself for service in one component or other of the Army of the United States. Under universal training all of the units of the Army of the United States would be filled to overflowing. Under voluntary training the number of trained citizens will of course be less, but I believe that we may reasonably expect enough of them to maintain the Regular Army and National Guard at effective strength and to provide the officers, non-commissioned officers and specialists and a considerable number of the private soldiers required for the units of the Organized Reserves.

It is impossible to predict the number of young men who will undergo voluntary training. But I take it that as the system develops a number of influences will tend to increase its popularity. In the first place, with an organized citizen army localized and officered in time of peace, it must soon become apparent that only those can hope to lead in war who prepare themselves for the responsibility of leadership in time of peace. Therefore, the young man who aspires to be any higher than a rear-rank private upon mobilization will be impelled to prepare himself for leadership in time of peace. Another influence, and I think a most potent one, will be the gradual development of the idea that it is the proper action for every self-respecting young American to give a portion of his time during his youth to preparation for effective service if his country should ever need it. I expect to see the development of a feeling of "noblesse oblige" that will spur all patriotic young men to prepare for national service.

With our military policy and organization definitely settled by law, the mission of the Reserve Officers' Training Corps is clarified. We can now say that the young men of the Reserve Officers' Training Corps are being trained to serve in a definitely organized Army of the United States. After they receive their reserve commissions they will have an opportunity to join definite territorial units organized and established in the neighborhood of their homes. They will be officers of local units of the organized citizen army. They will know precisely what is to be expected of them upon mobilization. This will enable each reserve officer with the greatest possible economy of time to prepare for his assigned mission. This means more definite organization for the nation and a more precise understanding of the obligation incurred by the individual citizen soldier.

In the future, when a graduate of the Reserve Officers' Training Corps receives his commission and returns to his home he will find in that vicinity an organization either of the National Guard or of the Organized Reserves with which he can identify himself. His duty of preparedness will thus crystallize into the very definite duty of helping to prepare this particular organization for ser-



EXERCISE IN BAYONET COMBAT

vice in an emergency. When he joins this unit he will probably find enrolled in it older men of his acquaintance who have served in the World War and it will be a part of his mission to receive from them and to transmit to the future, the experience and traditions of the great War Army of 1918. He will report to this unit as a junior officer, but a well defined pathway of promotion will be open to him, through which, if he has the time, the ability and the industry, he can prepare himself for the highest rank and the greatest responsibility in any future emergency.

The establishment of this national military organization will go far towards funding the cost of the World War as a permanent national investment. At several times in our past history it has been necessary at great cost of money and energy to create a great national military organization and then, after the emergency, we have demolished that organization without making any provision for making it available for the next generation that may be subjected to the burden of war. It is the great feature of our new military law that this defect in our national policy is corrected for all time. In our new organization we will actually perpetuate the principal military units that fought in the World War. We will assign each such unit to a definite locality. We will enroll in these units those veterans of the neighborhood who are willing to serve for a time until they can be replaced by younger men. The initial officer corps of this great citizen army will thus be provided by the veteran officers of the war. The problem of the R. O. T. C. has become the well defined problem of providing gradual replacement for this veteran officer corps. In any future emergency, mobilization will not be a process of hasty organization and classification of millions of untrained and unprepared men, but the much simpler process of filling the ranks of organized units assigned to definite localities and provided with competent officers and non-commissioned officers.

There has been an expression in some quarters that the development of the citizen army will tend to reduce the importance of the Regular Army. It is indeed true that by the development of effective citizen forces we make it possible to reduce our regular establishment to a safe minimum. But the development of the citizen army in time of peace provides the greatest field for constructive work that our regular officers have ever had. Considering the Army of the United States as a whole, the Regular Army forms the keystone of the arch. But it trained officers and men serving in institu-



MILITARY SKETCHING

tions like this and with the National Guard and the Organized Reserves form the cement which binds all of the members of the structure into one complete and permanent whole.

Thus we find that the Reserve Officers' Training Corps has a more definite mission than was anticipated at the time of its inception. It was proposed then to prepare young men for an undefined service in the event of an emergency. It is proposed now, under the new law, to prepare young men to be officers in a definitely organized citizen army. The Reserve Officers' Training Corps will always be one of the most important agencies for training our citizen officers, but it will not be the only agency. Through attendance at training camps and by actual membership in the Organized Reserves and National Guard, any young American with sufficient ability and industry will be able to prepare himself for a commission in the citizen army, whether he is able to go to college or not. With this conception in mind, it is important that we should not permit the R. O. T. C. to regard itself as a separate agency of preparedness. It is an important part, but only a part of the machinery for developing leaders for the Army of the United States. Its members should, therefore, take every means of identifying themselves with the National Guard and Organized Reserves. I take it that the time is coming when many young men who come to college expecting to prepare themselves as reserve officers will come as members of the local military organizations formed at or near their homes. They will come here and enjoy exceptional opportunities, to prepare themselves

for leadership. But they will retain their identification with their home organizations and they will return to these organizations after their graduation. Their real title to leadership will be determined there.

Today the government of the United States is determined to take such measures in time of peace as a prudent nation should take, not in the interest of, or with the thought of military aggrandizement or military aggression against other nations, which the sentiment of our people and the fixed policy of our government forbid, but in the interest of the preservation of peace among the nations of the earth, and the War Department appeals to the universities and colleges—the institutions of higher education in our land—to give effective aid to this end by giving our intelligent educated college-bred men such reasonable means of military training and knowledge as will make better men of them, and prepare them to efficiently serve the country if need should arise.

IT MIGHT HAVE BEEN

The saddest words of tongue or pen May be, perhaps, "It might have been."

But the sweetest words to me, by heck!

Are simply these, "Enclosed find check." —Selected.

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Infantry Still Queen of Battles

(Continued from page 1.)

Department resulting from the answers to the basic questions, as to which there was substantially unanimous agreement. It is concluded, and doctrines of tactics and of training will be based accordingly:

(1) That man remains the fundamental instrument in battle, and as such cannot be replaced by any imaginable instrument, short of one more perfect than the human body, including the mind.

(2) That man in the bulk—meaning the greater portion of armed forces—fights with greatest freedom of action and with greatest efficiency when on foot, not on horseback, in a tank, in an airplane, in a fixed fortification, etc.; that to achieve decisive action he is best armed with the rifle and bayonet; that man is rendered least vulnerable when merely clothed against the weather and armored by his own agility, with steel helmet.

(3) That battle is normally determined by physical encounter with the bayonet, or the fear thereof; all other agencies of destruction, as artillery, machine guns and aircraft, are auxiliary in their effect, however potent, and serve to make possible the advance of the foot soldier to hand-to-hand encounter.

(4) That infantry is the basic combatant arm upon whose success normally depends the success of the army; the primary duty of other arms, when associated with infantry, is to assist the infantry to achieve its mission by protecting and aiding it in every way, and by destroying enemy resistance to its efforts.

(5) That no arm except infantry can be expected under normal conditions to destroy an approximately equal force of enemy infantry armed with rifle and bayonet.

(6) That, while infantry is normally the basic arm in war, under certain conditions or during certain phases, cavalry may replace it as the basic arm, for example, in operation against mounted forces, or against foot troops whose efficiency is below normal for any reason.

Due to the great publicity that has been given to the possible effect of new instrument of warfare, coupled with the natural centering of public interest on means of destruction which are both new and spectacular, misconceptions are likely to arise in the mind of the public as to the powers and limitations of various weapons and the arms developing and serving them. The War Department, by making public in summary form the best military thought upon such subjects, hopes to insure that the heresy shall never become implanted in the country that any material means can ever replace in war the individual soldier who is willing and able to fight.

With regard to the more debatable questions covered in the second part of the questionnaire, it will be of interest to note at this time that on certain questions wherein the public seems to be in doubt, there is absolute agreement among military minds. For example, there is agreement that the increasing use of airplanes carrying bombs does not tend to obviate the necessity for the use of mobile field artillery on the battle-



REGIMENT ON PARADE

fields. Again, there is uniformity of agreement that the horse cannot yet be replaced for certain necessary military purposes by any form of machine—that, for example, motor traction has not yet reached such a stage of development as to safely permit the motorization of all field artillery. Similarly, it is agreed that aviation

supplements, but can never entirely replace cavalry in all forms of reconnaissance, the use of aircraft for the purpose being, in general, devoted to greater distances than it would be possible for the cavalry to reach, and its efficiency for reconnaissance being also affected by bad weather conditions.

SUFFICIENT

Teacher: "Now, children, it is a curious fact that the bee stings only once."

Boy: "But that once is enough."
—Exchange.

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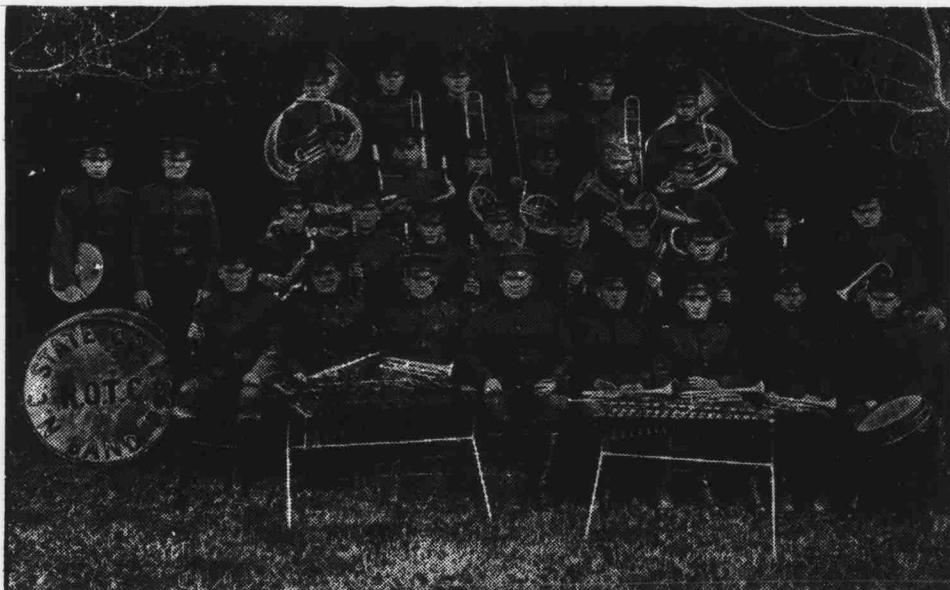
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N. C. S.—R. O. T. C. BAND

Military Training as An Asset to Education

As we approach the subject of "Military Training as an Asset to Education" let us first determine exactly what we mean by the term "education." If we accept the definition of a prominent author, we have the word defined as a means of gradual emancipation from the thralldom of incompetence.

If we take this meaning to be an adequate definition of the term, military training is a means, or an asset, to education if it fulfills the mission of making men more efficient and more competent. It is the idea of this article to show that military training has for its primary purpose the teaching of neatness, orderliness, discipline, teamwork and the principles of democratic citizenship. If this purpose is realized, can there be any question as to the value of military training as an asset to education?

In this past this mission has been vague and its obligation uncertain. It is never pleasant to take misguided people to task, especially for mistakes that are well-intentioned. However, when such mistakes are the result of inexcusable ignorance and when they are harmful to the common good, they cannot in justice be passed unnoted.

In a very recent address our present Secretary of War said: "Our most eminent educators have agreed that aside from its physical benefits, time devoted to military training in the Reserve Officers' Training Corps is fully entitled to credit in the general scheme of mental culture." The student of engineering will be a better engineer for some knowledge of the military applications of his profession to the nation. In subjecting themselves to the discipline of military training, which is essential to military teamwork, young men soon learn the real secret of modern civilization which depends on the combined action of human beings to common ends.

In addressing a group of men taking military training, a prominent

business man said: "It was during my training under military supervision that I first sensed my great responsibility for the care of others under me. It was military training which developed my sense of importance of human co-ordination and co-operation, of getting big things done by teamwork and mass play when they could not be achieved by individual actions." Should we allow such evidence to count for naught when we look at military training as an asset to education? Surely it is a point in favor of the system.

President Henry Suzzallo of the University of Washington remarked: "I know of no better place for determining whether or not a fellow has character than in the military department. In the ordinary academic classroom we do not always find ourselves able to test one's ideals, one's standards, one's capacity to co-operate, and one's power to obey as we would like. Not so in the military department, for there we can test both mind and character."

The first call to you is a call of character. We want to know whether or not the philosophical background of your mind is straight—and we shall have our answer in the way you do your military work. Then can we say that military training is not a great help, a valuable asset to education? Think it over and then determine to give the department nothing less than your best, and it will give back to you in value untold those things that count for the most in life.

The student who avails himself of the opportunities offered in the military department of this college will graduate a better man for himself, for his family, and for his country.

W. S. M.

Why a Reserve Officer?

When the World War broke out Uncle Sam found himself in a predicament. He found that he had been living under a false idea of security. His army of a mere handful of men, comparatively speaking, if it had been called upon to meet an invasion such as the German army imposed upon the Belgians and the

French, would have been found absolutely inadequate for the purpose of defense. What saved us was the fact that other armies were staying the victorious march of the enemy while we were preparing. This wall of steel built by the French, the Belgian, the English, the Italian, and other armies enabled us to recruit and train men. Before there could be much training of raw recruits, officers were necessary, and we established officers' training camps, which lasted ninety days. These "ninety-day wonders," as the soldiers delighted to call the graduates of these camps, performed a real service, and an officer corps was built that worked, in the main, efficiently throughout the war. The World War taught us a lesson, and one of the greatest pieces of legislation ever given the nation was that establishing the Officers' Reserve Corps and establisling the Reserve Officers' Training Corps in the colleges and universities of the land. Every year we are turning out trained men who will be prepared in the case of another national emergency to take control of the situation and organize an army quickly that will meet any invasion that we could have.

It is a patriotic duty of every man who is a citizen of the country to offer his services to his government in the capacity in which he can serve best. We cannot all be presidents or generals, nor can all be officers. Some have certain defects which disqualify them from service in the army; some lack ability to command; some lack the physical qualifications, etc. There are thousands of us, though, who have officer qualifications, and Uncle Sam needs our services. Young men, offer yourselves to your big Uncle, to be used as he sees fit in case he needs you. You have the best government in the world and you are proud of it. Serve it!

Your government is the only thing that can guarantee you liberty and the pursuit of happiness. Let us all stand by it and hold ourselves in readiness for whatever eventuality that may arise to attack it. Consider your relation to your government and offer your services as a reserve officer. If, by reason of disqualification, you cannot be accepted in the



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capacity, you will have performed a duty by offering yourself, and your conscience will be relieved to that extent.

As the memory of the World War begins to dim in our minds we are prone to believe that the danger is over. If we lose interest in our country's defense we will find that when another crisis comes we will again be caught with inadequate officers and inadequate equipment to stop the invader. The next occasion may not be as the last. We may not have the other armies to hold them while we get ready. If we do not, the Old Glory which we now pride so much may be dragged in the mire to our everlasting shame and disgrace.

Let's go!

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Loyalty to Reserve Officers' Training Corps

Boost the Regiment—It's Your Organization

Loyalty to God, to country, and to home makes one a man among men. There are few causes for unrest, for dissatisfaction, and for unhappiness that the above mentioned loyalty would not eliminate. We often fail to go deeply enough into the problem to see that absolute loyalty (there is no loyalty unless it is absolute) imposes actual obligation and action. Many times people attempt to satisfy themselves by saying: "I know that I would be loyal to this cause, and I am loyal; the reason I haven't done more is because the opportunity has not come my way to do anything important." We do this daily on the campus, allowing hundreds of little golden opportunities to slip away never to come our way again. I am convinced that it would mean a great deal to every one of us if we would stop "kidding ourselves along." It is seldom that we allow others to "pull the wool over our eyes" for any great length of time, but I feel safe in saying that we almost daily attempt, often succeed to satisfy our own conscience, our own convictions, and our own senses of duty with argument that is as thin as water. "Shake it off"—why kid yourself by saying: I will do better tomorrow, or after the first of next May I am going to turn over a new leaf and stick always to my duty. If you don't do your duty today, what kind of hokus pokus do you think will bring the marvelous transformation tomorrow? The process is gradual, either up or down. If one climbs just a little step today, that much will be added to the total height tomorrow. If one slips backward just a mite today that puts the bottom a little nearer and the top a little farther away tomorrow. Don't be unreasonable in your discussions with self. Rest assured that if you don't play fair with self—you are already licked. Is the fault with the world, the faculty, the military department, the French language, the mechanic's problems, your neighbor, or YOU?

The conditions that now exist did not just happen, either; they grew. How? That's what we must find out.

What I have said above is very, very general; it might be applied to most anything, any time, anywhere. But let us think for a minute of our loyalty to the dear institution that is attempting to make it possible for our loyalty to God, to country, to home, be worth something. Sure you would fight in case of an open insult to the college—fair enough. Better still, "MAKE IT TWO." Does this imply absolute loyalty, though? No, not by a million miles, you say, What phase of college life are we prone to be least loyal to? Athletics, studies, societies, clubs, organizations, military, are some of the elements that enter into our college life. Now mark the one that gets the least appreciation in your estimation. Of course there will be a difference of opinion here, but it will be a pretty safe guess to say the military department wins first, second, and third place. Is the military

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really rotten, or is it just a necessary nuisance. Both is the answer that I hear, but is that your honest opinion, or it is what you hear some one else say? Well, I haven't given the thing any serious thought, but that is the popular conception on the campus, you know.

Often popular conceptions of things are not only upside down, but backwards; so let's think the thing through and see who is who. Think of our cadet lieutenant colonel (I won't call any names—this is not personal)—at least the outfit can boast of good looks, a square chin, and uprightness. Isn't that a great beginning, regardless of whether the outcome be a comedy or tragedy? Then there are those cadet majors—all ones and thin ones and short ones—all good looking, handsome, they hail from the mountains to the sea. Last, but not important, those hearty, kind-hearted captains and their playmates the shave-tails. I almost forgot, there are Sergeants Charlie Warren, Broome and others that keep exact account of where you were and when; they make life so easy to live, you never get lost. Now the real backbone of the unit is composed of those true-hearted, witty and capable corporals that handle their commands with the agility and quietness of a wildcat. Now it most breaks your heart when you think of those determined musketeers, all desirous of being in the front rank so they may have the first shot at the enemy. Look at those men, erect, attentive, loyal to the cause—man, you must be proud of the regiment, proud of your place and position, the training is a joy forever.

That is the comedy, and since we have finished let's look at it seriously and find the real advantages, the purposes, and the value of the R. O. T. C. to the college and to the student. This organization didn't just happen, so don't call it hard luck.

I am not going to attempt to give a historical outline of how the R. O. T. C. unit got into State College life, but I do want to show, if I can, some of the present advantages, some advantages that are actual, not theoretical.

Did you realize that the United

States government pays to the college \$41,000 a year, 98 per cent of which is to be used for enlargement and maintenance of the institution, as the college authorities may see fit? From a strictly military viewpoint, the government has supplied for our use more than \$50,000 worth of equipment. All students are furnished with the regulation uniform, this cuts our expense for clothing down to a small figure compared to what it would be otherwise. The men who are taking the advanced work draw a commutation that amounts to \$108 per school year. This money goes a long way towards keeping some of our best students in college. Then there are all the benefits of military training and discipline, a great opportunity to build character and manhood, if the proper spirit is shown, if the wrong attitude is not assumed.

The purpose of the R. O. T. C. is very definite, and possibly well known, but I will restate it as a reminder. The purpose is to supply capable reserve officer material in case of a national emergency. Wars are seldom won by the regular peacetime army. The regulars usually constitute the first line, the holding line, while the reserves must fill in. Victory or defeat in case of national emergency may depend on how quickly the reserve power may be brought into action.

We hope to be worthy and efficient citizens in the community in which we go to live; this implies obligation to serve in case of any emergency. Here is the value of our R. O. T. C. experience.

The State College spirit is always for progress and fair play. Let's get together and put our unit in the distinguish mention class. It should be there—co-operation will do the trick.
W. N. H.

"O-o-o-oh! Stop it, Bill; that isn't nice."

"My name isn't Billy."—Virginia Reel.

He: "What did you slap me for?"

She: "Because you kissed me."

He: "Then get off my lap."—Ex.

The U. S. Army Before the War

It is hardly worth going over the criticisms of the U. S. Army that were current before the war. New conditions face us. We have acquired experience, and should be able to rebuild in accord with our circumstances. Therefore, we need note little as to the period before 1917, beyond one or two points turning on this general question: How far did the army, as then constituted, serve as a nucleus for a larger army, and how far did it fail in this particular?

The first thing to point out is that the army was not organized as a nucleus. It might have been so organized, but it was not. The periodical struggles over military appropriations turned generally on how many men, how many coast guns, and so forth, there should be; it was rare for anyone to approach the question of the possible uses of the force, of expansion, or organization, and even when such a question did come up, it did not receive the treatment it deserved. So that the army really was not an army, nor was it even the nucleus of an army. It was just so many infantry, so many guns, and so forth. Its absurd weakness in numbers was therefore multiplied by its absurd weakness of system. It was not a real army, and yet we could not shape it so that it might become one in an emergency, so that it might become a real army nucleus. For the army with which we fought the war was not the old army expanded, it was a new army into which our old officers corps was poured, and almost submerged. The two things are totally different.

A system of reserves for our army had long been discussed, but had never come into being. We had no system of reserves, and therefore we could not under any conditions place an army of any size in the field immediately, as possibly we might have, had we a reserve system. All we could do was to set to work to train and equip an entirely new army in

(Continued on page 7.)

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Our Past, Present and Probable Future Military Policy

From the earliest beginning this nation, through stern necessity, has been molded into a people of individual fighters. It was the individual call to arms, and a gathering together, not collectively or acting as a unit, that the hordes of Indians were swept back and the embryo nation flamed into an indefinite existence.

In the days of our first setting this form of protection was probably the best. It continued to answer the purpose and was used as a precedent until dispelled by the real awakening, during our hard fight for independence in government, and a free country to own.

Heretofore we have in emergencies depended on a springing to arms of volunteers. We have taken the costly chance of training leaders after the cataclysm has fallen. We have sent into battle untrained, undisciplined men, both the leader and private soldier alike. We have during every conflict, where the above was the case, RUN, and scattered like chaff before a mighty wind. This nation that we are so prone and proud to call the bravest on earth, in all our past battles with untrained men, has disgraced itself as fighters, and has utterly failed. On the other hand, when the instructed and disciplined AMERICAN has met a trained enemy, he has crowned himself with glory and has ALWAYS won.

With a bald statement, backed by history, our past military policy has been a political policy. It has cost this country more in men and money, and is still costing this nation billions, than would have cost to maintain an army and navy, twice as large as any other nation maintains, from our inception until decades in the future.

From our past wars and from our past attitude towards the military we have not heeded the hard master, experience. We have followed the same process, mechanically, hoping that the hosts of Heaven would be with us, and fight our battles.

Since the late war the people have begun to realize that a man cannot breath poison gas and live; that the human machine taken as from birth cannot combat the powerful mechanical machines of war, and survive; that with eyes searching and seeing from above and beneath, no walled-in people are safe. The monster, destruction, compels us to fortify. Thus we have now, after many heartaches, many moneys lost and yet to be lost, adopted a PARTIALLY satisfactory military policy; which is, in short: first, the army known as the Army of the United States; second, components of this army to be the Regular Army, the National Guard, Organized Reserves. All this strictly voluntary.

The Regular Army is composed at present of one hundred and thirty-seven thousand enlisted men and twelve thousand officers. The National Guard, when recruited to authorized strength, will be approximately four hundred thousand. The organized reserves' ultimate strength is practically unlimited. Today it is

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only in the process of development, with present strength of seventy thousand reserve officers and a very few enlisted men.

Through this reserve system our potential strength can become enormous. The only handicap is, will the citizen look with favor on such a plan and volunteer his support, both moral and physical? On the other side, we have always been prone to marshal our forces until actual hostilities required us to mobilize; then at a tremendous sacrifice. This policy of volunteering in peace, through the reserve agency, for war, considering the human equation of the individual American, is unsound. The only solution to a proper preparation for all future emergencies, internal or external, is through compulsory military service. Compulsory military service means but one thing: the proper preparation of the individual citizen to fulfill his obligations to his government. Remembering that a true, demonstrated preparedness is our only hope of a lasting peace.

Going back to our past policy: after every war our governing bodies have reduced the peace-time army to the same low level as it was before the war, and in almost every instance far below. This country's political machine is now scared out of its judgment on account of a few pacifists hollering, Economize. They are beginning to cut cost, they claim, at the expense of the army and navy. It bids fair from present indications, that the protection of this republic, with all its territories, will be less than that of Belgium or Switzerland.

From a war the public emerges with the belief that the war cost them all their moneys in paying taxes. Certainly this is true. But did the army during the days of peace cause the expenditure? Did the people think of this cost during the time of peace and plenty? Did the people properly prepare when they could to save their hoardings? The future is very seldom ever judged by the past. The people don't know both the political history and military history alike. If so, the public would know why it cost us thirty billions of dollars during the late war, and would not now be placing the blame, as has

always been done, on the machine which, doing the best it can, protects them in their prosperity.

Tracing the ebb and flow of our military history, and continuing in the future, by present-day indications: this nation, wealthiest in wealth and resources of all nations, is falling back into a carefree and unheeded attitude, paying no thought to the day when danger, perhaps, shall knock. Warning is not always given when a nation suddenly arises and declares itself the aggressor.

In a few years the fight for this country's protection, through building up a reserve, is going to wane. We are not serious minded sufficiently to continue to care. We shall see the day when false political economy, as now being proclaimed, is going to be our undoing. Unless the public will demand a sane and safe policy in this nation's protection, we shall some time in the future be crushed by carelessness and lack of action.

CAPT. L. A. WEBB.

The U. S. Army Before the War

(Continued from page 6.)

the quickest possible time. The only way in which our old army could serve us was as a training staff nucleus. But what we actually did, after neglecting in peace time to provide for this obvious use of the old army, was virtually to throw it overboard even as an improvised training staff when the emergency came, and to treat it as the nucleus of a combatant force, which was absurd as a numerical proposition.

Had the old army been thought of not as so many thousand infantry, artillery and so forth, but as a training corps for a large army, there might have been a proper recognition of efforts made during peace time to develop a sound doctrine and practice of the military art.

Curiously enough, the army, in the face of great difficulties, had evolved a good tactical doctrine. Where it failed, or rather was prevented from succeeding, was in the importing of this doctrine to the officers' corps as a whole, and especially in obtaining

peace-time practice. Our field service regulations of 1911 may be said to have stood the test of the war better than those of any other army; in some cases a great deal better. But they represented theory, and our army, distributed like constabulary in small posts, had virtually no opportunity to keep testing their validity by peace-time maneuvers. Only a few of our best officers realized how vital to the interests of the nation this doctrine might prove.

A sound professional theory was, therefore, not wanting. But that its validity and importance were not widely recognized proved to be a real danger. With this as a basis, we might have safely organized the army into a teaching force. There were several ways in which this could have been done, and the broad lines of solution that will now be stated should not be taken as excluding several alternative plans, all tending to the same result.

In the first place, our little army could have been distributed with a view to developing instruction—no smaller units than a battalion and at least one division always concentrated within a maneuver area. This division should have been our school for division commanders and their staffs, and should have been linked up with the Army War College.

In war time each unit could have been doubled (immediately). Regiments would become brigades, and so on. In the war we actually got into line our first two divisions, which remained distinctly our best ones, in about fourteen months. The next dozen or so, some of which were conspicuously poor, were gotten forward soon afterwards. On the scheme above indicated we should have had in twelve months, starting with two divisions on a peace footing, eight divisions much superior to any we had in the field, or sixteen less good ones, yet, even at that, better than those we had. In the first case we would have doubled in six months, in the latter in four.

It must not be forgotten, however, that a nucleus army such as that just discussed is of no use for meeting an immediate military necessity.

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REGIMENT IN REVIEW

Why Military Training Will Never Make America Militaristic

In turning back the pages of history we find that self-preservation has always been a dominating factor in human existence. In the last analysis the goal of human endeavor has been self-preservation. The man of the pre-historic and stone age realized this fact and the instinct has not weakened with the advancement of civilization. The element of danger from wild beasts first caused man to arm himself. Later the danger of attack from his fellowman forced him to improve his weapons until today the nations of the world are equipped with weapons which until the World War were never conceived of.

With the close of the great World War America was made to realize her unpreparedness in such a crisis. As a result, the advantages of the reserve system were realized and the participants of the World War were organized under a reserve system. In order to be further insured of preparedness in the future, there has been much talk of compulsory military training. This, however, has been objected to on the ground that it would make America militaristic. A review of the facts involved, however, tend to prove that such would not be the case. Considering the nations of the world which have become militaristic, we find that the very form of government was the reason for its existence. France, a monarchy, ruled by that great military leader, Napoleon, became militaristic through the conquering desires of its ruler. Germany, Russia and Prussia, in a like manner, led on by selfish desires, arose and fell.

It is clear from these references that countries which have become militaristic have done so by virtue of their form of government and the

selfish desires of their rulers. Under our form of government this condition could never exist in America. The government, instead of being a monarchy, is a democracy, and the president is a public servant rather than a ruler. The American nation has often proved that it has no selfish desires to satisfy. With a large and well trained body of American citizens ready for action in case of a national crisis, it is not likely, with our form of government, that this power could be used for selfish desires which have characterized all military nations. On the contrary, our military resources have always been used to protect our national interests and to insure the economic existence of our people.

There will always be conflicting interests. There will always be wrongs which cannot be instantly righted. This has been true in every phase of human existence and it is equally true today. With America prepared for defense, such conflicting interests can be righted, and righted by means and methods which will sustain and strengthen our institutions of learning instead of overthrowing them.

O. L. BRADSHAW.

Benefits Derived From the Reserve Officers' Training Corps

The Reserve Officers' Training Corps affords the greatest opportunity; for a young man about to enter into the business world, to get the fundamentals upon which his career should be based. This branch of the nation's military training corps teaches the principles of discipline, honesty and alertness; which are among the essentials of a business man.

When a freshman enters college, his physical condition, in the major-

ity of the cases, is of a low standard and degree; and by proper training in the practical courses prescribed by the military department, the student gradually develops into a healthy and powerful man. It has been proved by statistics that the daily routine of military training is one of the greatest assets to development of the physical side of a young man's life.

Many young men have never been called upon to use their brains except for purely academic work. The R. O. T. C. is a great factor in developing the mental side, as it requires them to always be quick and alert with their minds. The best outfits in any military school or regular army are those whose officers and men are capable of "thinking quick" and using sound judgment.

The world looks to college men for the leaders of the world—both in civil and military life; and the greatest place to develop the qualities and personality of a leader is in the R. O. T. C. Every man is given the opportunity of leading and instructing others; and this training is the foundation of a future success as a leader in the world in any civil or military profession.

The world is also looking for men that do not mind undertaking tasks which require "responsibility," whether it be on a great or small scale; and, again, the R. O. T. C. affords the young man the opportunity of developing into a person capable of shouldering any responsibility. The training starts with the private, whose responsibility gradually increases until he reaches the time to be commissioned a "cadet officer," and by this time he is capable of holding down the "job." When these men step out into the world as reserve officers of the United States Army—the business men will hail them as men that can be trusted as leaders in their preferred professions. The R. O. T. C. enables young men

of limited finances to finish college, by the compensation that the government provides. There are not ways for all college men to earn their way by working in civilian labor; and there are plenty of students that are not financially able to buy sufficient clothing to run them through the four years at college. All this the R. O. T. C. provides, as the best uniforms available are issued to its members, besides the "check" which arrives every three months.

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GEO. B. CHERRY.



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SPORTS

W. & L. Takes the Best Game of Season

State Drops a Hard Fought Game to Washington and Lee by One Point

After a long string of games on foreign courts, the Techs met Washington and Lee on their home floor and threw a colossal scare into them. From the very beginning it was evident that the game was going to be hard fought. With Leeper at center getting nearly every tip-off and Groome at forward, the team work was nearly perfect.

Each member of the Tech quint rose to unaccustomed heights, but Captain Park was at the top of the heap. Scoring five field goals and deadly accuracy from the foul line with nine accepted chances out of ten tries, he contributed nineteen of his team's points. Groome was next high in scoring three field goals and playing a whirlwind court game.

Both teams playing a wonderful dribbling and passing game furnished the crowd with forty minutes of hair-raising thrills. With the score standing at 30-all and less than a minute to play, a double foul was called. Lake had first try and made it. The crowd held its breath, and when Tommie Park made his try perfect, tying the count, the crowd went wild. Both teams were going at top speed, but a technical foul gave the Generals a free shot. Lake mounted his team on the top by a perfect shot just as the final whistle blew.

The line-up:

N. C. State (31)	W. & L. (32)
JohnsonR.F.....	Hines
GroomeL.F.....	Lake
LeeperC.....	Snyder
ParkR.G.....	Cameron
HomewoodL.G.....	Thomas

All's Well That Ends Well

N. C. State Ends Season With Victory Over Trinity

Keeping the pace that was set the night before, the Tech quint romped on Trinity in their final game by the score of 28 to 23.

The game was a little slow at the beginning, but ended at a mile-a-minute clip, furnishing the fans their best thrills of the season. The score was tied five times in the first half, which ended 14-all.

The second half was a see-saw affair until the burst of speed in the last few minutes pulled the game out of doubt.

Leeper ran wild in this period, scoring a total of six field goals. Park was second high with three field goals and two fouls in three chances.

N. C. State (28)	Trinity (22)
JohnsonR.F.....	Simpson
GroomeL.F.....	Spikes
LeeperC.....	Richardson
ParkR.G.....	Pennington
HomewoodL.G.....	Neal

Carolina Wins State Indoor Track Meet

N. C. State Places Second in a Field of Six Colleges

Fighting and dying hard, State track team was defeated at the indoor track meet by Carolina by the score of 40 to 29. At no time did any other team threaten to pull into the lead, and from the first race to the last it was between Carolina and State. In everything but relays we fought on even terms with Carolina, but due to her larger number of entries she was able to place in fresh men while we had to use men who had already run the dashes as many as two or three times. Randolph, who had run the preliminary 440 and won the final 440, was used as finish-up man on the mile relay, and was thus made to run the most difficult track event in the meet three times.

Floyd, who "put the shot" for State, was kept from breaking the state record four times because the building was too small. No less than four times he placed the shot in the rafters of the building.

Blakeny, our captain, was defeated in a race during the meet for the first time in his college career, but this is no disgrace, chiefly because he was running out of his event. Blakeny is a two-mile man, and is to be praised for making such a good show when running half this distance.

Sammy Homewood was entered in three events at the same time, the high jump, shot put and 50-yard hurdles. Corpening, a new man out, did good work and took second place in the standing broad jump.

All the other entries did very good work, and for the training they have had did exceptionally well. We have no alibi to make—we did the best we could with what we had, but, just a warning to other colleges: Look out for N. C. State when we get you on the cinder track!

Here are the events, winners, and times as they appeared in the News and Observer, Saturday, March 11:

Standing broad jump, collegiate: Abernathy, Carolina; Corpening, State College; Pinnis, Wake Forest; Murchison, Carolina. Jump, 9 feet, 9 inches.

440-yard dash, collegiate: Randolph, State College; N. D. Ranson, Carolina; Haywood, State College; Whitaker, Carolina. Time, 59 2-5 seconds.

50-yard dash, collegiate: Harden, Carolina; Spain, Carolina; Barnhardt, Trinity; Randolph, State College.

50-yard hurdles for freshmen: Yarborough, Carolina; Clark, State College; Satterfield, State College. Time, 6.3 seconds.

50-yard dash for freshmen: Yarborough, Carolina; Hunter, Carolina; Brady, Carolina; Teague, Carolina. Time, 6 seconds.

Half-mile run, collegiate: Ransome, Carolina; Freeman, Carolina; Vanlandingham, Carolina; Hogan, Carolina. Time, 2 minutes 15 2-5 seconds.

50-yard hurdles, collegiate: Bullock, Carolina; Rose, State College; Homewood, State College. Time, 6.03 seconds.

12-pound shot put, collegiate: Floyd, State College; Moss, Wake

Forest; Norris, Carolina; Barrett, Trinity. Distance, 41 feet 4 inches.

One-mile run, collegiate: Marlette, Elon; Blakeny, State College; Ranson, Carolina; Robinson, Wake Forest. Time, 4 minutes 59 4-5 seconds.

Running high jump, collegiate: Shankle of Trinity and Homewood of State College tied for first place;

R. L. Ransom, Carolina; Park, State College.

One-mile relay race for freshmen: Carolina, first; State College, second. Time, 4 minutes 8 seconds.

Mile relay race for colleges: Carolina, State College, Wake Forest, Trinity.

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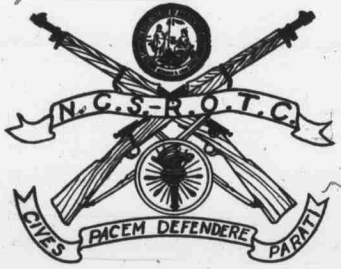
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The Band Entertains and Is Entertained

The State College R. O. T. C. Band played to a large audience Monday night, March 6, at East Carolina Teachers Training College, Greenville, N. C. This was the band's third consecutive trip in as many years, and was declared to be the best of the three. Mr. Carl Taylor won much applause with his cornet solo. Mr. Bonnie Norris, clarinet ace of the band, also won much praise with his solo, "Coming Thru the Rye," with variations. Mr. T. C. Felton on bells was another person in the limelight. In fact, the entire band performed well.

Immediately following the concert, Capt. Price and his charges, along with Dr. Riddick and Col. Fred A. Olds, special guests of the bandsmen, were delightfully entertained by the Senior Class of E. C. T. T. S. The girls wore red-and-white caps and aprons while they served refreshments. Strawberry and vanilla cream also helped to carry out the color scheme of State College. Mr. "Pip" Harris, off-beat music composer of Capt. Price's delegation, made quite a hit with his jig and clog dance, accompanied by Mr. Bunnie Baker on the piano. Stunts of all kinds were pulled by the couples. Dancing was enjoyed by several. The occasion was very elaborate and everyone enjoyed a very pleasant evening.

This was Dr. Riddick's first trip with the band, but judging by the way he enjoyed it, we feel it will not be his last. E. O. B., Reporter.

MEANING OF THE WORD "INFANTRY"

The infantry is the oldest of the "arms" into which armies are conventionally divided. The word "infantry" comes from a Latin word meaning child, boy, servant, foot-soldiers—foot-soldiers being formerly the servants and followers of knights. It is said that in German reviews the infantry always came first and was greeted by the emperor as "My children," the "Mes enfants" of the French—hence, "infantry," an assemblage of children.

Parades and reviews originated in the days of feudalism, when rulers, as a suggestive display of their strength, were wont to parade their soldiers in the presence of other rulers.

Medals and other insignia are worn on the left breast because it was the shield side of the Crusaders, and furthermore because it was near the loyal heart that the knight placed his badge of honor and fealty to his king.

CAPT. R. E. WYSOR.



INSTRUCTION IN THE USE OF THE SAND TABLE

Discipline

When discipline is mentioned it usually has a different meaning with different people. The rough little boy in school may think of some punishment that comes when the teacher says, "I will discipline you." The average person lays little stress on the word. The soldier will take the full meaning and sound the "D" in full military style. We were all raised in homes where there was discipline. In some cases it was more perfect than in others, but the ruling and controlling power was there whether we considered it as discipline or thought of it as just something that should naturally be there. When mother said, Do this, and it was done without hesitation, we were considered as well disciplined.

From a military standpoint, what do we in the R. O. T. C. know about discipline? With the exception of those who have been in the army, it will have to be said that we know practically nothing of true military discipline. Should we know more? Some will say, well, if I was going into the army, if we are to be officers, we should know how to be hard-boiled. Is that what is wanted? No, I don't think so. The first morning that I was in the army it took me until reveille was about half over to get on my new layout. If there was a hard-boiled Regular Army sergeant there, you may well know what happened. He didn't leave a word of his vocabulary unshaken that could be shaken out smoothly. As he saw it, he was starting out to make a well-disciplined soldier of me. I admit he succeeded in getting me and all the others out to reveille on time and had us stepping quickly to do his will. It was all accomplished by hard-boiled means, and at first things seemed to run smoothly; but the hard-boiled part soon became old and was resented by most of the men. The result was that the sergeant was reduced and another appointed in his place. In most cases like the above, the resentment was not permitted, and units were run with almost perfect smoothness and obedience, but with low morale.

Is there something wrong with the discipline in the army? We have all heard numbers of men, who served in the late war, kicking about this and that, and what they had to do, and how strict the officers were. In each case there was also mentioned some specific officer in connection with the complaint. There

is it. All in the individual, and not in the principle stood for by our army. Anyone will admit that discipline is absolutely essential and the broad-minded man in the past war didn't object to being disciplined in the full sense of the work, when the discipline was exercised in the right and fair way. The trouble came when someone couldn't stand responsibility or was too narrow-minded to be human when authority was given him.

Hence, the problem is: where are we to find capable leaders for our army? The answer seems to lie in the well administered training for the men who are to be leaders. In our wild rush to pile up the dollar, we resent a few months during a lifetime spent in the army. We would rather take a chance on being caught unprepared again. But if our nation wants a good army it must have officers advanced by written examination alone, but by actual demonstration in camp to make sure that they are leaders of men.

There cannot be order without system, and there cannot be system without discipline. The less discipline is resorted to unnecessarily, the better. The trouble is, there are a few people that make discipline of the strictest kind necessary at all times. Since it is necessary, untrained leaders sometimes forget that they are dealing with men. Soldiers are soldiers, but they are still men, and cannot be handled as anything else—not if the best results are to be obtained. This is true in any organization. One may go about tramping on men's respect, expecting the worst of them, using master-to-man language—the results will possibly be explosive, at least they are far from the best. R. M. S.

THE PRACTICE OF SALUTING

The custom is supposed by some to have come from a Roman practice dating back to the days of the Borgias or even earlier. In those days assassination was so common by the dagger that inferiors coming into the presence of superiors were required to raise the hand, palm to the front, thus showing there was no dagger concealed in it. Time and custom have modified the requirement to the present method of saluting.

CAPT. R. E. WYSOR.

Dinty: "Does your wife miss you much?"
Jiggs: "Nope. Her aim is perfect."

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We speak in awe-struck tones today
Of wonders far and near,
Of pyramids that ages stay
Close sphynx's faces queer.

We stand with parted lips, aghast,
By China's monstrous wall;
We wonder how foundations fast
Prevent the Pisa's fall.

We gaze toward Mitchell's towering
peak,
Where snow in summer lies,
Where eagles haunt their eyries
bleak,
That fear no human eyes.

We hear the ocean's deaf-ning roar,
Incessant as the day,
Where rocks and stones that line the
shore
Are lightly swept away.

We love these wonders, ages old,
That know not length of time;
We cherish all the legends told
Of them in prose and rhyme.

But now a modern wonder's here,
That should not be ignored:
The greatest thing for many a year—
For Buzz has bought a Ford!
ZIPPY MACK, '23.

The Army and Public

(Continued from page 1.)

take their places on the teams and engage in games with their men? That in no army in the world is there so great a spirit of democracy and common respect between the officers and enlisted men as in this army of ours?

As a consequence, the ordinary citizen believes firmly that the army officers is a luxurious being, who holds himself aloof from his men as greatly as though he were an inhabitant of another world unless he is for the moment engaged in either drilling or trying the poor abused doughboys who are under his command.

The army has not sought to place its virtues before the public. Not for anything would I suggest that it now achieve the role of a popular chorus girl and press agent itself and its personnel before the public.

But when things that are prejudicial to the service occur we must make these public—they are matters of public record. Why not also endeavor to get into the record of the public press the thousand and one things which are favorable to the army and which are so common to our knowledge that we overlook them? Why not make an effort to get something of the mass of gold which we possess into the picture instead of merely permitting the dross which must accompany any human institution to be shown alone to our own prejudice and discomfort? The stories which reflect ill upon the army are stories of unusual happenings in the service. But remember, while the civilian knows that the murders, the suicides and the robberies are unusual to his plan of existence, he does not know nor is he ever



INSTRUCTION IN THE USE OF THE AUTOMATIC RIFLE

told, that courts-martial, drunkenness and evidences of the thing called "Prussianism" are just as far from being a normal state of affairs in our army as the outrages of which I speak are from being usual in civil life.

When regrettable things of this character occur they must be printed. To conceal them is far worse than to publish them. Newspapers will print the facts which seem disagreeable or possibly sensational to us. But they will print with equal gladness stories of a constructive nature—stories which may help the army, articles which give some idea of the work we are doing.

Some few things of an unpleasant nature occur in the army. We must face the prospect of being more or less "goats" for the sins of others, and we must bear these with equanimity, but meanwhile there is no reason why we should not endeavor to place before the public the pleasant things which have made the army a home to so many good soldiers, so many things which cause the eye of the "old-timer" to dim a bit when the boys give him a send-off into retirement and he hears the old bugle blow for the last time.

For example, this is one of the things which should be given to the newspapers as a story—the retirement of an old non-commissioned officer. A picture of him, a record of his service, will find a welcome place in the columns of nearly any newspaper in America.

A story such as this gives a splendid opportunity to show that the army has a heart, that it rewards faithful service and encourages the enlisted man who does his duty.

The arrival of new equipment is news. The marriage of an officer or an enlisted man is a subject for a "write-up." The enlistment of a number of men is a subject for a story. The return of an A. W. O. L. through longing for his old comrades is news of a cheerful sort. A mascot, a dog, a cat, or a goat, has great news value. Get a picture of the animal with a group of smiling soldiers about him.

An outdoor entertainment is news. A gathering of officers and men in field-day games is news.

Not only are these things news, but they are news of a nature tending to make people know the pleasanter side of army life.

If the veteran organizations in town have a parade, an escort from a company may well be sent out. At the same time a telephone message

to the editor of the local paper will assure mention of Company — of "the Regulars" was in the parade. If an organization takes part in doing work in an emergency, it may be well to take the trouble to inform the newspapers of the name of the organization.

It is a good thing to make the acquaintance of reporters and editors in the town. It is a splendid idea to invite them out to officers' mess once in awhile. The newspapermen will respond to decent and courteous treatment.

It is easy to make their acquaintance, and they are good men to know, both personally and professionally, as no class of men is more certain to extend a helping hand to a worthy cause.

Whenever an affair is given at the post, newspaper men should be invited, not merely as a matter of routine, not to be left standing alone, but to be made one of the crowd, to be made to feel welcome.

A New Meaning for Military "Instruction"

A marked distinction has been made between the old form of military instruction as carried out and that which is gradually developing under the National Defense Act. One of the most general objections to the R. O. T. C. raised by educators, and one of the influences which has caused the discontinuance of the R. O. T. C. in some of the colleges, has been, and still is, that "there is no educational value in military 'drill.'"

The popular conception of military instruction under the old form was "drill." The word "drill" seemed to cover the whole field when reference was made to the military department of a land-grant institution, and complete success has not yet been attained everywhere in breaking away from that conception. However, during the past year the R. O. T. C. has made tremendous strides, greater, perhaps, than the professors of military science and tactics are aware of, because they have not had an opportunity to see the thing in its entirety.

The most important advances have been made on the side of the educational value of the R. O. T. C. instruction, and a point has now been reached where the educators themselves, after a year's demonstration of the possibilities, are alive to the educational value of the R. O. T. C. course, and are constantly voicing

the opinion, which it is so desirable to impress upon all, that military instruction is, in fact, properly a part of general education, and that it has educational possibilities beyond the reach of ordinary forms, and it does, in fact, perform an educational function heretofore largely neglected because of the lack of ways and means of accomplishing it.

Many professors of military science and tactics have been remarkably successful in solving the problems peculiar to their institutions. Each one was a problem unto itself, and during the past year great gains have been made in important educational centers; but there still remains, as the main objective towards which all efforts should be directed, to win from the educational quarters a full acknowledgment of the fact that military education is a vital part of general education. For this purpose it is absolutely essential to demonstrate the specific educational values of the R. O. T. C. course, and to do so requires that the most judicious use shall be made of the instructor personnel available at each institution, to the end that the time and energies of all instructors shall be available for the actual work of instructing the students entrusted to their care, and it is essential that the large groups be broken up into the smallest possible classes, and that the R. O. T. C. instruction be brought as close as possible into harmony with practices of educational institutions.

A cat has nine lives, so they say,
And that, indeed, is right.
But you never hear about the frog,
And he croaks every night.
—Froth.

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To Future Instructors

The work of instructing is the most important task before the military man. Every officer and non-commissioned officer, whatever his rank or grade, is engaged in instructing, one way or another, most of the time. It occupies years of preparation, and it is an essential part of the preparation for command.

A man may become a good commander without being a good instructor, but the chances are against him. Unless he knows how to build up an organization—instruct and train it—he will not know its capabilities and its limitations. His efforts to command and lead it will be like those of a man who knows nothing about an automobile except how to drive it. He can start it, stop it, turn it around, make it go fast or slow. He gets along all right as long as the running is smooth, but he cannot adjust it or repair it. He is merely an operator, not a mechanic. He is a driver, not a leader. He can never become a leader because he does not understand those under him, does not sympathize with them, does not possess their confidence—he is out of touch with them.

Some men are born with the essential qualities of leadership. These qualities evince themselves from the beginning. They are the boys in school who organize, direct and lead all effort. They are what we call natural leaders. The reason is simple. It is the same by which any man may become a leader. These boys know what they are driving at and how to go about it. They get results and inspire confidence.

To get results and thereby become a leader in the military game lies within the ability of every man.

The rules are few and simple. They are:

- Know what you want to do.
- Know how to do it.
- Go ahead and do it.
- Know men.

CAPT. R. E. WYSOR.

When dancing's done away with,
When the girls have lost their
looks,

When dress short no more are worn,
Then—I will turn to books.

—Ex.

The Value of Discipline

(Continued from page 1.)

partly by education, example and advice, but in the end all these would be useless if discipline were not preserved.

In civil life the sick are replaced, the incompetent and insubordinate discharged. In the military the sick must be carried along, the incompetent and insubordinate trained so they can take their place and do their share with the rest, for often these latter are placed (outguards, scouts, etc.) where the safety of others rests on their shoulders.

It is very easy for a general officer, a colonel or lieutenant colonel, and to a lesser degree a major, to say, "I have no trouble in maintaining discipline on duty and attending soldiers' 'hops' and enjoying them, talking to the men on any and all subjects off duty, and having discussions with them." Certainly! He sees the men about once a year under social conditions and perhaps once a month officially, and in the latter instance if anything goes wrong he blames the organization commander, not realizing, perhaps, it has been his fault. The enlisted man after one or more of these social events with high ranking officers goes away saying, or perhaps only feeling, "Well, General (or Colonel) Blank is as friendly as he can be when he meets a fellow, and these little captains and lieutenants are stuck-up little prigs." Let us remember it is the captains and lieutenants that see these men every day, who have to give them their orders and prescribe their living, and above all do not let the senior officers forget their own experience in the lower grades and try to fool themselves into the belief that soldiers are any different now than they were then, twenty or thirty years ago, or that the method of life in the troop, battery or company with the method of enforcing discipline have very materially changed.

And now we come, after a long preamble, to simple definitions defining the heading of this article—namely:

(a) Discipline is the ability of a superior to control his subordinates under any and all conditions.

(b) It is administered by all offi-

cers, both commissioned and non-commissioned, but the troop, battery and company officers are the ones who are primarily responsible, and who have the hard, disagreeable part.

(c) It is administered with firmness, justness and kindness, but above all it must be administered to one and all alike and no favoritism shown.

In days of yore a maiden sweet

Would write her meaning clearly;
And finish up her note so neat
With simply, "Yours sincerely."

All wool.

But modern Janes have changed a
bit—

They fib the whole note through,
And then tack on the end of it,
"There's no one, dear, but you."

All bull!

—Technique.

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