



***Phil Sheridan Camp Number 4***  
***Department of California & Pacific***  
***Sons of Union Veterans of the Civil War***



**JUNIOR RESERVE OFFICER TRAINING CORPS**  
**AWARD PROGRAM**  
**STANDARD OPERATING PROCEDURE**



**PHIL SHERIDAN CAMP NUMBER 4**  
**SONS OF UNION VETERANS OF THE CIVIL WAR**  
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**I. BACKGROUND**

**A. Civil War And Reserve Officers' Training Corps (ROTC) Link:** The creation of a federally funded officer training program that would provide a larger pool of prepared military leaders began with the Morrill Act of 1862, which established the "land-grant" colleges. Part of the federal government's requirement for these schools was that they include military tactics as part of their curriculum, forming what later became known as Army ROTC with the passage of the National Defense Act of 1916.

In Antebellum America, nearly all colleges taught the classical liberal arts, which were deemed necessary for creating the well-educated leaders of their day. In 1861 Representative (later Senator) Justin Smith Morrill submitted the Morrill Land-Grant Act, with a military amendment, to encourage creation of colleges that would teach military tactics as well as engineering and agriculture. With the Civil War in its second year, Morrill understood that his plan would gain wider support if it included military training. Aided by the secession of many states that did not support the plans, the Morrill Act was signed into law by President Abraham Lincoln on July 2, 1862.

Representative Morrill did not originate the idea of creating colleges that emphasized a practical math and science curriculum, or that would train potential military leaders, although his vision for a nationwide system of colleges with that goal propelled an already established local example into a national vision. The model he had in mind already existed in his own state.

The creator of both ideals was Captain Alden Partridge (1785-1854), who established the American Literary, Scientific and Military Academy at Norwich, Vermont, in 1819. As the Superintendent of the United States Military Academy at West Point, he had been continually frustrated by the Army brass, who insisted that the training of future officers should be based on the European model which, in his opinion, was impractical for an infant republic that required contributions from all its citizens, rich or poor, privileged or not. Leaving West Point, he determined that he would create a system of education that would meet the needs of the United States.

Partridge believed that the purpose of education was to prepare young people "to discharge, in the best possible manner, the duties they owe to themselves, to their fellow-men, and to their country." He believed that his "American System of Education," as he called it, was far more likely to meet the needs of the young nation. The liberal arts taught at Harvard, Yale, Princeton,

and other colleges were impractical and not designed to train youth to fulfill the duties of citizenship. In fact, they were not liberal enough, excluding such vitally important subjects such as modern languages, history, political economy, agriculture, and engineering. Anticipating changes in higher education that would take another half century to occur in the prestigious Eastern schools, he included these at Norwich, as well as physical education and fieldwork in botany, mineralogy, surveying, engineering, and military science. Field trips to factories, navy yards, arsenals, railroads, bridges, canals, and historic sites introduced cadets first hand to the purpose of education—the ability to accomplish real things to benefit the nation.

At the heart of Partridge's American System of Education was the training of citizen-soldiers who would become the leaders in industry, commerce, government, and agriculture during peacetime, and skilled military leaders who could quickly strap on a sidearm and sword to lead local militias against an aggressive enemy during war. He shared Americans' distrust of large standing armies, inherited from their fathers who had only a generation before fought the British for independence. Likewise, he knew that the small regular army could not expend valuable manpower in training raw recruits when they were needed to ward off the initial assaults. This should be the job of those educated in the knowledge needed to succeed in a republic, and trained in elements of military science and tactics.

Yet, he distrusted any elite social group in a republic, especially military elite—after all, this is why he left West Point. Military training had to remain an “appendage” to a general liberal arts education. His vision for education won national attention and was spread by his students wherever they followed the westward movement. It also inspired the creation of Virginia Military Institute in 1839 and The Citadel in 1842, as well as Senator Morrill's Land-Grant College scheme. During the Civil War, Norwich graduates were in great demand as both Regular Army and militia officers, initially as training officers as the states desperately sought to create well-drilled regiments from the thousands of volunteers.

**B. Junior Reserve Officers' Training Corps (JROTC):** The JROTC is a training program of the United States armed forces present within high schools. It is designed as an elective, with studies focused on leadership development, problem solving, and ethics in a military-like setting.

The United States Army Junior Reserve Officers' Training Corps (JROTC) came into being with the passage of the National Defense Act of 1916. Under the provisions of the Act, high schools were authorized the loan of federal military equipment and the assignment of active duty military personnel as instructors. In 1964, the Vitalization Act opened JROTC up to the other services and replaced most of the active duty instructors with retirees who worked for and were cost shared by the schools.

Title 10 of the U.S. Code declares that "the purpose of Junior Reserve Officers' Training Corps is to instill in students in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment."

The JROTC Program has changed greatly over the years. Once looked upon primarily as a source of enlisted recruits and officer candidates, it became a citizenship program devoted to the moral, physical and educational uplift of American youth. Although the program retained its

military structure and the resultant ability to infuse in its student cadets a sense of discipline and order, it shed most of its early military content.

The study of ethics, citizenship, communications, leadership, life skills and other subjects designed to prepare young men and woman to take their place in adult society, evolved as the core of the program. More recently, an improved student centered curriculum focusing on character building and civic responsibility is being presented in every JROTC classroom.

JROTC is a continuing success story. From a modest beginning of 6 units in 1916, JROTC has expanded to 1645 schools today and to every state in the nation and American schools overseas. Cadet enrollment has grown to 281,000 cadets with 4,000 professional instructors in the classrooms. Comprised of military retirees, the JROTC instructors serve as mentors developing the outstanding young citizens of our country.

The purposes of high School JROTC programs are:

- To appreciate the ethical values and principles that underlies good citizenship.
- To develop leadership potential, while living and working cooperatively with others.
- To be able to think logically and to communicate effectively with others, both orally and in writing.
- To appreciate the importance of physical fitness in maintaining good health.
- To understand the importance of high school graduation for a successful future, and learn about college and other advanced educational and employment opportunities.
- To develop mental management abilities.
- To become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of military services.
- To develop the skills necessary to work effectively as a member of a team.

Army JROTC units are organized as Brigades and Battalions. Air Force units are "Detachments" with the students organized into Wings, Groups, Squadrons, and Flights, like the active Air Force. Navy units are called Naval JROTC Units. The students are organized as a battalion. If the Marine students are integrated with the Navy students, there are companies, but having the Navy students in Departments and Divisions like a ship, and the Marines in a separate company is not unknown.

**C. SUVCW Honors JROTC Cadets:** The Sons of Union Veterans of the Civil War Preamble reads: "We, the descendants of soldiers, sailors, or marines who served in the Army or Navy of the United States of America during the War of the Rebellion of 1861 to 1865, have formed this patriotic and fraternal Order, for the purpose and objects in this Constitution set forth; and in so doing pledge ourselves to commemorate our fathers' deeds; to render loyal service to our Country, and to promote the maintenance of unqualified American citizenship with respect for and honor to the flag."

By honoring deserving cadets, we help promote the maintenance of unqualified American citizenship because it will be these young people who will eventually serve our Nation, our forefathers fought to preserve.

**D. Purpose And Objective:** The SUVCW Junior Reserve Officer training Corps (JROTC) Awards Program is designed to recognize, reward and promote excellence among high school; JROTC cadets in furthering the objective:

*... to cooperate in doing honor to all who have patriotically served our country in any war; to teach patriotism, and the duties of citizenship, the true history of our country, and the love and honor of our Flag; to oppose every tendency or movement that would weaken loyalty to, or make for the destruction or impairment of our constitutional Union; and to inculcate and broadly sustain the American principles of representative government, of equal rights, and of impartial justice for all.*

The SUVCW believes it right to award those who have stepped forward to accept the challenge of leadership in defending our Nation's flag, principles and freedoms. By honoring those who serve today, we show our respect for those who have served in all others war in the past.

This program operates under the aegis of the National Organization of the SUVCW and is administered by Phil Sheridan Camp Number 4 of the SUVCW, with cooperation from the Department of Defense Military Reserve organization.

## **II. ELIGIBILITY**

A. The SUVCW JROTC Awards Program competitions are open to JROTC Cadets of the Army, Air Force, Navy and Marine Corps who have completed their junior year of high school.

B. A deserving cadet who *“shows a high degree of patriotism to his/her Nation and has demonstrated a high degree of academic performance and leadership.”*

C. The Commander, Phil Sheridan Camp Number 4 of the SUVCW, or his designee, will address all questions concerning eligibility.

## **III. AWARD PERIOD**

A. Recommendations entered for consideration must cover the period of the beginning of the individual's Junior year and end at the end of Junior year.

B. Recommendation packages must be postmarked no later than the First of May of the current school year. Specific date to be determined based on presentation being made at the end of the candidate's Junior year or the beginning of the Senior year.

C. Applications must be forwarded at least 30-days prior to award presentation date (see Section XI, Packaging/Shipping Entries).



#### **IV. RULES**

- A. All candidates must meet the eligibility requirements of Section II,
- B. All candidates must:
  - 1. Conform to the ethical policies outlined in their appropriate military branch education and training programs AND;
  - 2. Be approved by a unit Commanding Officer or other designated representative (e.g., faculty/staff/students) AND;
  - 3. Meet the requirements specified in Section III, Award Period.
- C. Recommendations received that in the opinion of the SUVCW do not meet these criteria will be disqualified.
- D. Each recommendation is limited to the performance of one candidate within each military branch per year.
- E. All recommendation must be accompanied by a signed statement from the candidate's commanding officer (or designated representative) certifying the performance of the candidate (see attachment A).

#### **V. JUDGING**

- A. Any JROTC unit member or instructor may submit an individual JROTC unit member in their Junior high school year for consideration by the judges.
- B. Judging shall be accomplished by the JROTC unit with recommendation for award provided to Phil Sheridan Camp Number 4, SUVCW.
- C. Judges shall evaluate entries using local criteria which shall include at a minimum the individuals demonstration of:
  - 1. Patriotism
  - 2. Academic Performance
  - 3. Leadership Qualities
- D. Judges will normally select only one candidate from each high school. If there is more than one JROTC military branch within a school, multiple awards may be presented. Where no candidate is considered within award standards, judges may choose to withhold any or all awards.

## **VI. AWARDS**

A. Following the judging, Phil Sheridan Camp Number 4 of the SUVCW will provide award certificates, citations and medals and ribbons.

B. Recipients of the SUVCW award ribbon are eligible to wear it on their uniforms in accordance with Air Force JROTC Uniform and Awards Guide; Army Regulation 670-1 and CCR-672-5-1; Marine Corps Uniform Regulation 5-1; or Naval ROTC Regulation 1-0.8 as appropriate.

## **VII. AWARDS PRESENTATION CEREMONY**

A. In coordination with the JROTC unit and the schools, the Phil Sheridan Camp Number 4 of the SUVCW is prepared to present the award during a formal ceremony.

B. The local JROTC unit may request the award be forward to the unit for presentation by the JROTC unit commander at a time, place and manner of their choosing.

## **VIII. PACKAGING / SHIPPING ENTRIES**

A. Each recommendation must be submitted with an SUVCW Application Form (See Attachment A).

B. Complete mailing address to include 9-digit zip code and homeport/unit location is essential. Avoid nicknames and unit / activity acronyms that require interpretation.

C. Mail packages to:

**Phil Sheridan Camp Number 4, SUVCW  
ATTN: Patriotic Instructor  
P.O. Box 24969  
San Jose, California 95154**

**Attachment A:**


**SUVCW ROTC AWARDS PROGRAM APPLICATION FORM**

<b>SPONSOR CONTACT INFORMATION ( JROTC UNIT )</b>	
Sponsored by _____ JROTC Unit Name _____ Unit No. _____ State _____	
Contact _____ JROTC Unit Contact _____ Contact Telephone _____	
Ship to Name _____ (If different from Contact) _____ Contact Email _____	
City _____ State _____ Zip Code _____	
JROTC Branch: <input type="checkbox"/> Army <input type="checkbox"/> Navy <input type="checkbox"/> Air Force <input type="checkbox"/> Marine Corps	
<b>CADET INFORMATION</b>	
Name of Recipient _____ Rank _____ <input type="checkbox"/> Male <input type="checkbox"/> Female	
High School _____ City _____ State _____	
Has this Recipient received the SUVCW ROTC Award or the SUVCW Eagle Scout Certificate Award: <input type="checkbox"/> YES <input type="checkbox"/> NO	
<b>SELECTION CRITERION</b>	
Cadet selected for this award should display a high degree of patriotism to his or her Nation and have demonstrated a high degree of academic performance and leadership. (use additional sheets to list significant achievements or factors in selecting this recipient)	
_____ _____ _____	
<b>SPONSOR APPROVAL</b>	
Date of Award Ceremony / Presentation _____ Date Ordered _____	
<b>X</b> _____ Commander or Instructor Signature _____ Printed Name _____	
Send this completed Form to: <p style="text-align: center;"><b>Patriotic Instructor Phil Sheridan Camp Number 4 Department of California &amp; Pacific Sons of Union Veterans of the Civil War P.O. Box 24969 San Jose, California 95154</b></p>	
SONS OF UNION VETERANS OF THE CIVIL WAR, A Congressionally Chartered Corporation	



**Attachment B:**

**SUVCW ROTC AWARD CERTIFICATE**



*In the name and by the authority of the*  
**SONS OF UNION VETERANS**  
*OF THE CIVIL WAR*  
1861 - 1865

*To all who shall see these presents,*

**This**  
**COMMENDATION**  
*is given to*

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*In recognition of outstanding service as a cadet in the  
Junior Reserve Officer Training Corps*

*Dated this \_\_\_\_\_ day of \_\_\_\_\_ in the year \_\_\_\_\_*

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Commander, Phil Sheridan Camp No. 4, Department of California & Pacific



**Attachment C:**

**CITATION TO ACCOMPANY SUVCW ROTC AWARD**



CITATION TO ACCOMPANY THE  
SONS OF UNION VETERANS OF THE CIVIL WAR  
JROTC COMMENDATION MEDAL  
TO

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Cadet \_\_\_\_\_ distinguished himself/herself through demonstration of a high degree of patriotism to his/her Nation and outstanding academic performance and leadership in the Campbell High School Junior Reserve Officer Training Corps between 1 September 2007 and 31 May 2008. During this period Cadet \_\_\_\_\_'s enthusiasm, personal dedication, and professionalism were instrumental in his/her selection for this award.

Cadet \_\_\_\_\_'s exemplary performance, competence, and selfless dedication reflect great credit upon himself/herself, and the Campbell High School Junior Reserve Officer Training Corps Program.

