

2-17-1932

The Bates Student - volume 59 number 24 - February 17, 1932

Bates College

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Recommended Citation

Bates College, "The Bates Student - volume 59 number 24 - February 17, 1932" (1932). *The Bates Student*. 482.
http://scarab.bates.edu/bates_student/482

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Peace by Military Training Article of Colonel Farrand

Rogers Lord '31 Sends Peace Article on "Taking the Romance Out of War"—Switzerland Held as Example.

(Editor's Note: At this time of fluctuation between ideals of peace and those of war, between militarism and pacifism, it may be best to read both sides of the argument. For that reason, the Student of this week presents the statement of Colonel Roy F. Farrand, president of the Association of Military Colleges and Schools of the United States, entitled "Taking the Romance Out of War" and printed in the August, 1931 issue of the Cosmopolitan Magazine, who says that eventually military training tends individuals and groups toward peace. To us it seems like strange rationalism, but the thought is worth considering, and his complete statement follows.)

The article was sent to The Student by Mr. C. Rogers Lord, who graduated from Bates in June and who, while he was here, was most active in all affairs of his class and college. He is now studying graduate medical work at Tufts Medical School. Once again The Student expresses its gratitude for the cooperation and suggestions of alumni.)

He was a scholarly and rather convincing young professor from one of America's great universities. One of our "young intellectuals", I fancy would be his proper classification. As an invited guest, I sat for an hour in an audience of earnest club women and listened to his academic exposition of the menace of military training in our high schools.

Time was when, as a student, I sat at the feet of many college professors and worshipped at the shrine of their superior erudition. They represented to me, then, learning and knowledge and wisdom. They talked to me of things about which I knew very little, and about which apparently they knew very much. I say "apparently" advisedly, because with added years and experience, I have found that some of the things they taught me were not so.

But my experience with the young professor on this occasion was a re-

versal of similar experiences in the past. He was talking about something about which it was evident he knew very little, but concerning which my own experience during more than thirty years had taught me very much.

It was the conclusion of his address which prompted me to seek an audience with him later. "Is there not danger", he said, while impressionable women in his audience say a handsome young man of engaging personality, "is there not danger that military training at that age will give the young student a mind set toward war?"

I suggested to him later that there are enough men in this country today who have had military training in their youth, so that if a careful and scholarly survey were made, it should be easy to answer that question. I asked him if he had ever made any effort to secure such information and he said that he had not.

I have always regretted that I did not have the opportunity to say to that audience of club women, as one who had intensive military training in his youth, as one who has had supervision over the training of thousands of others, and as one who for more than thirty-five years has been in constant contact with the military training of boys; that my profound conviction is that military training at that age not only does not "give the young student a mind set toward war", but that in a large measure it does just the opposite. I think there are the soundest of psychological reasons why that is so.

One of my greatest problems from the standpoint of my sincere interest in the maintaining of an adequate national defense is to persuade the lads of my institution to keep up their interest actively in military training after their graduation—either in college or later as officers of the National Guard or the Reserve Corps. I know from my close contacts with the heads of other military

schools that their experience is similar to mine.

A boy will say to me quite frankly "Well really you know, I am sort of fed up on military work. If an emergency should arise and I'm needed, I'll go, of course, but I think I'd like a change. I've enjoyed the work and I know it's done me a lot of good, but there isn't much of the romance left in it."

And right there, in my opinion, is the answer to the question that was causing the young professor such vexation of spirit. War still has, unfortunately, a tremendously romantic appeal for the untrained youth. Take the romance out of it, and the appeal is gone. That's human nature. That's common sense. If the good people who try to bring about permanent peace by the prohibition of military training were better psychologists, they would realize that their very strictures upon military training add to its attraction for the vigorous, virile youth to whom it is denied. Make it commonplace and you destroy its power to attract.

That is exactly what has happened in Switzerland, for instance, where every male citizen is a trained soldier. That's why there are no jingoes in Switzerland. You never hear your trained soldier shouting for war. He knows too well what war means. Switzerland, he it noted, where every adult male has had his military training, has gone to war but once in the last hundred and fifty years.

But I would be a firm advocate of military training for American boys, even if I could be assured that there would never be another war so long as the world shall stand, just as I am for example a firm advocate of fencing as an individual exercise. The vogue of the duello passed away more than a hundred years ago and yet tens of thousands of young Americans today are studying fencing. The interest in the sport has grown tremendously in the past quarter century. Those who worry lest the military training of youth will promote war, might as logically worry lest this increasing interest in fencing will lead to a revival of the duel as a means of settling personal disputes.

The value of fencing is in its by-products. It promotes grace, agility, strength, quickness of the eye and rapid coordination. So also the value of military training is largely in its by-products and the traits of the soldier are an even greater asset to

a man in the pursuits of peace, than they are in the activities of war.

The military schools and colleges of this country recognize that fact. They are educating and training boys by methods that they have found to be sound in their own experience. Some of them are now training the third generation of American boys. In one sense they turn to advantage that romantic appeal which things military have for the average boy. It gives them their first strong hold on him. It helps win his loyalty and his cooperation. But their training is for peace, and if through his intimate contact with exacting military requirements, he finds at the end of his course that some of the glamour is gone, he's perhaps the more ready to exchange the uniform of the soldier for the habiliments of the civilian.

The Note-Book Of An Editor

(Life) "It is as a chessboard whereon the pieces move diversely. The knights leaping sidewise, and the bishops darting obliquely, and the rooks charging straightforward and the pawns laboriously hobbling from square to square, each at the player's will. There is no discernible order; all to the onlooker is manifestly in confusion; but to the player there is a meaning in the disposition of the pieces."

Mother Sereda to Jurgen,
By J. B. Cobell.
"We are no other than a moving
Of Magic Shadow-shapes that
[row
Round with the Sun-illumined
[Lantern held
In Midnight by the Master of the
[Show:
But helpless Pieces of the Game
[He plays
Upon his Chequer-board of Nights
[and Days;
Hither and thither moves, and
[checks, and slays,
And one by one back in the Closet
[lays.
—Rubaiyat of Omar Khayyam

Green, Reporter At Geneva For Students, Speaks

By JAMES F. GREEN (YALE)
Reporter for American Students at Geneva

I had an opportunity this morning (February 6th) to address the Disarmament conference on behalf of the American college student through the Intercollegiate Disarmament Council and the Student Christian Movement.

It was a unique meeting. The reception of petitions was held owing to the initiative of Arthur Henderson and the support of Miss Woolley. It is the first time in history that students have had a chance to address a League meeting. The meeting began with the procession of two hundred and fifty women representing all nations carrying petitions with eight million signatures. The speakers included representatives of Christian Movements, Trade Unions, Second International, and Lord Cecil for the Federation of League of Nations Associations. He made strong proposals for abolition of all armaments for aggressive purposes, including tanks, big guns, big cruisers and submarines.

Desire for Disarmament
I made a two thousand word statement explaining the strong desire for drastic disarmament of the American students as expressed through the poll and delegation to Hoover. I was also authorized to present results of British students' petition.

I expressed the conviction of students that war settles nothing, that students have lost interest in being cannon fodder, that an international government should replace nationalism and state sovereignty, and that students desire to build a world society. Also that those believing in God want a world reflecting His love. Speech well received by League officials and reporters.

Please continue campaign. Our disarmament work is merely begun.

Y. Opens New Series Discussion Groups

A new series of discussion groups opened last Wednesday evening when nine gatherings took place at the homes of various faculty members, and on campus.

About one hundred women attending these meetings assembled later in the reception room at Rand Hall for a short devotional service. The second meeting of these groups will take place this evening. The discussion groups are sponsored by the Y. M. C. A. and the Y. W. C. A.

Der Deutsche Verein conducted a meeting Monday evening, February 8. Arthur Schtizer the Austrian dramatist, who recently died, was the author under discussion. Elizabeth McGrath retold the story of his life and discussed his works in general. Violet Blanchard read one of his plays and Jeannette Gottesfeld reviewed "Der Puppenpieler". Cecile Chaminate was the topic of the meeting of La Petite Academie on Tuesday evening. Blanche

Cassista spoke on her life. Katharine LaMontagne explained the "Scarf Dance" and Marcella Shapiro presented it in music. Geraldine Wilson played "The Flatterer" and Elizabeth Best discussed it. The committee in charge of the meeting was Dorothy Sullivan, Marcella Shapiro, and Pierre Provost.

There was a meeting of Cosmos Club on Thursday, February 8. Reverend Harold Frost, who was formerly a missionary to India, spoke on the religion, customs, education, and people of India.

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