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BENEFITS ANALYSIS OF THE  
NAVAL JUNIOR RESERVE  
OFFICERS TRAINING CORPS

JUNE 1992

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<p>The Naval Junior Reserve Officers Training Corps (NJROTC) is a federally mandated program which is jointly sponsored by the Navy and secondary school systems. The NJROTC program was established by Public Law 88-647 on 13 October 1964 and may be found in Title 10, U.S. Code, Chapter 102. In accordance with the provisions of the law, the program is operated under guidance of the Secretary of the Navy. In view of the current emphasis on cost effectiveness and shrinking resources the benefits of the program need to be identified and documented. Consequently, CNET tasked the Naval Training Systems Center (NAVTRASYSSEN) to conduct an evaluation of the benefits of the NJROTC to the Navy, the secondary school system, and the students.</p> <p style="text-align: right;">(continued)</p>			
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Cadet evaluation of program

Instructor evaluation of cadets

### 19. ABSTRACT (continued)

The study was conducted in five phases. During Phase 1 the survey instruments were developed. A total of three instruments were developed: one for the school, the instructors, and the cadets. In Phase 2 a draft of each survey instrument was reviewed by the Naval Science instructors and Associate Naval Science instructors. This information assisted in improving the design of the surveys and their administration procedures. To ensure that the NJROTC Cadet Survey was comprehensible to its intended population (NJROTC cadets in grades 9 through 12), a pilot of the questionnaire was conducted. Phase 3 consisted of identifying the population for the Host School Survey and Cadet Evaluation Form and conducting the survey. In Phase 4 the sample population was identified for NJROTC Cadet survey. During Phase 5 the survey was conducted.

The overall perception of the benefits derived from the NJROTC program was very positive. The positive perception of the value of the program was shared by Host School administrators and instructors, community leaders, and the NJROTC cadets. Academic instructors rated the NJROTC cadet, compared to the overall student population, as 'much better' in the following dimensions: respect for authority, behavior, appearance, self-respect, and self-discipline.

Sixty-eight percent of the cadets elected to take the Naval Science curricula despite negative peer pressure. Over half of the NJROTC cadets who responded to the Cadet Survey, indicated that being able to take part in the NJROTC program had been a major factor in their decision to remain in school. The NJROTC program provides the cadets an opportunity to develop new skills and a positive image of the military in the community. Finally, 20 percent of the responding NJROTC cadets expressed the intention of enlisting in the military.

The NJROTC program provides an avenue of opportunity in skill development for the cadet. The program establishes a constructive environment for growth and development. For many, the NJROTC program provides a positive alternative and a place to belong. Regardless of peer pressure, the cadets were satisfied with their experience and willingly participated in the program. The availability of the program appears to play a factor in many cadets decision to remain in school. The community, school, cadets, and the parents of cadets strongly endorse and support the program.

The following recommendations are made. First, routine assessment of cadets and NJROTC units is needed to determine changes in perceptions and attitudes regarding the program, and to evaluate trends. Second, a longitudinal study of graduating senior cadets is needed to assess the impact of the program on the cadet after graduation. The tracking of seniors after graduation would document the number of JROTC cadets who actually enter the military, as well as, provide the capability to compare their performance in military to the performance of non-JROTC enlistees.

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**EXECUTIVE SUMMARY**  
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**PROBLEM**

The Naval Junior Reserve Officers Training Corps (NJROTC) is a federally mandated program which is jointly sponsored by the Navy and secondary school systems. The Junior Reserve Officers Training Corps (JROTC) program was established by Public Law 88-647 on 13 October 1964 and is discussed in Title 10, U.S. Code, Chapter 102. In accordance with the provisions of the law, the program is operated under the guidance of the Secretary of the Navy. The Chief of Naval Education and Training (CNET) is the administrative agent for the NJROTC program. The program is conducted at accredited secondary schools throughout the United States. Instructors are retired Navy, Marine Corps and Coast Guard officers, and enlisted personnel. NJROTC classroom instruction emphasizes citizenship, leadership, basic naval orientation and history, sea power, seamanship, navigation, oceanography, and meteorology.

In the past, the perceived benefits of the NJROTC program were obtained through limited anecdotal comments obtained from cadets, parents, school personnel, or Naval Science instructors. However, a systematic study of the program's benefits had not been conducted. Quantifiable data had been nonexistent. In a period of limited or shrinking resources, the benefits derived from the program need to be identified and the impact of the program documented. The Chief of Naval Education and Training, Naval Junior Reserve Officers Training Corps, requested that the Naval Training Systems Center determine the benefits of the NJROTC program to the school, student, community, and Navy (CNET ltr 1500 N1/085, 26 February 1991).

**PURPOSE**

The purpose of this study was to conduct an evaluation of the benefits of the NJROTC to the Navy, the community, the secondary school systems, and the NJROTC cadets.

**APPROACH**

The study was conducted in five phases. Although the phases are described sequentially, efforts on all phases were conducted concurrently where possible. Prior to the design of the approach, preliminary data were collected from CNET documents, NJROTC Area Managers and from local NJROTC unit instructors and Host School administrators. It was considered extremely important to determine what type of data were available and what type of information the secondary school systems would be willing to release. The availability of longitudinal data on students enrolled in the NJROTC program was limited. Individual NJROTC units primarily maintain records on the current year's enrollment. In accordance with state and federal laws protecting the privacy of student records, administrators at the Host Schools were hesitant to provide information on individual cadets. However, most schools were willing to provide aggregate data on the unit but not on specific student performance.

The initial step in assessing the benefits of the NJROTC program was to develop three survey instruments. Data were collected from the Host Schools,

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including feedback from school and community leaders; the academic instructors who evaluated the cadet in relation to the overall student population; and the NJROTC cadets. A draft of each survey instrument was reviewed by the Naval Science instructors and Associate Naval Science instructors. This information assisted in improving the design of the surveys and their administration procedures. To ensure that the NJROTC Cadet Survey was comprehensible to its intended population (NJROTC cadets in grades 9 through 12), a pilot of the questionnaire was conducted. Revisions were made based on feedback. Each NJROTC unit received a copy of the Host School Survey and four Cadet Evaluation Forms. The NJROTC Cadet Survey was administered to 38 NJROTC units.

### FINDINGS

The overall perception of the benefits derived from the NJROTC program was very positive. The positive perception of the value of the program was shared by Host School administrators and instructors, community leaders and the NJROTC cadets. Academic instructors rated the NJROTC cadet compared to the overall student population as 'much better' in the following dimensions: respect for authority, behavior, appearance, self-respect, and self-discipline.

Sixty-eight percent of the cadets elected to take the Naval Science curricula despite peer pressure. Over half of the NJROTC cadets who responded to the Cadet Survey, indicated that being able to take part in the NJROTC program had been a major factor in their decision to remain in school. The NJROTC program provides the cadets an opportunity to develop new skills and a positive image of the military in the community. And, finally, 20 percent of the responding NJROTC cadets expressed the intention to enlist in the military.

### CONCLUSIONS/RECOMMENDATIONS

The NJROTC program provides an avenue of opportunity in skill development for the cadet. The program establishes a constructive environment for growth and development. For many, the NJROTC program provides a positive alternative and a place to belong. Regardless of peer pressure, the cadets were satisfied with their experience and willingly participated in the program. The availability of the program appears to play a factor in many cadets decision to remain in school. The community, school, cadets and the parents of cadets strongly endorse and support the program.

The following recommendations are made. First, routine assessment of cadets and NJROTC units is needed to determine changes in perceptions and attitudes regarding the program, and to evaluate trends. Second, a longitudinal study of graduating senior cadets is needed to assess the impact of the program on the cadet after graduation. The tracking of seniors after graduation would document the number of JROTC cadets who actually enter the military, as well as, provide the capability to compare their performance in the military to the performance of non-JROTC enlistees. A standard metric (i.e. manhours) for time spent in community service and volunteerism should be established. This would document time spent helping the community and the Host School

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## INTRODUCTION

The Naval Junior Reserve Officers Training Corps (NJROTC) is a federally mandated program which is jointly sponsored by the Navy and secondary school systems. The Junior Reserve Officers Training Corps (JROTC) program was established by Public Law 88-647 on 13 October 1964 and is discussed in Title 10, U.S. Code, Chapter 102. In accordance with the provisions of the law, the program is operated under the guidance of the Secretary of the Navy. The Chief of Naval Education and Training (CNET) is the administrative agent for the NJROTC program. The program is conducted at accredited secondary schools throughout the United States. Instructors are retired Navy, Marine Corps and Coast Guard officers, and enlisted personnel. NJROTC classroom instruction emphasizes citizenship, leadership, basic naval orientation and history, sea power, seamanship, navigation, oceanography, and meteorology.

In the past, the perceived benefits of the NJROTC program were obtained through limited anecdotal comments obtained from cadets, parents, school personnel, or Naval Science Instructors. However, a systematic study of the program's benefits had not been conducted. Quantifiable data had been nonexistent. In a period of limited or shrinking resources, the benefits derived from the program need to be identified and the impact of the program documented. The Chief of Naval Education and Training, Naval Junior Reserve Officers Training Corps, requested that the Naval Training Systems Center determine the benefits of the NJROTC program to the school, student, community, and Navy (CNET ltr 1500 N1/085, 26 February 1991).

## PURPOSE

The purpose of this study was to conduct an evaluation of the benefits of the NJROTC to the Navy, the community, the secondary school system, and the NJROTC cadets.

## BACKGROUND

The first JROTC was established in 1916 with the passage of the National Defense Act. The act provided for the development of a junior ROTC course for non-collegiate military schools, high schools, and other preparatory schools. The Army established the first JROTC units during the 1919-1920 school year with an enrollment of 45,000 students. By 1942 the enrollment had increased to 72,000. During the post-war years, participation declined and by 1963 student enrollment in the Army JROTC was just under 60,000 students enrolled in 254 JROTC units.

In 1963 the Assistant Secretary of Defense (Manpower) convened a tri-service ad hoc committee to assess the need for JROTC. Based on the committee's findings, Representative F. Edward Herbert of Louisiana introduced the bill H.R. 9124 in Congress. With the passage of the Congressional ROTC Revitalization Act (Public Law 88-647) in 1964, the JROTC was established for the remaining three services (Navy, Marine Corps, and Air Force). Under the authority of Title 10, United States Code, Chapter 102, Section 2031, the Secretary of each military department was directed to establish and maintain JROTC units. The units would be established in public and private secondary educational institutions and would

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be distributed equitably throughout the nation. No more than 200 units would be established each year beginning with calendar year 1966 and the total number of units may not exceed 1,200. The original law limited membership "to men only." In 1973 the law was amended to include "women". Public Law 94-361 (July 1976) authorized an increase in the total number of units to 1,600. Each service is authorized a specified number of units. As of 1 January 1991 the current authorization for JROTC units for each service was: Army 896 units; Navy 289 units; Marines 80 units; and Air Force 335 units. A detailed discussion of the NJROTC program is presented in Appendix A.

To qualify for a JROTC unit, an institution must have adequate facilities for classroom instruction, storage of arms and other equipment which may be furnished in support of the unit, and adequate drill areas at or in the immediate vicinity of the institution. The institution is required to provide a course of military instruction of not less than 3 years and agree to limit membership in the unit of students who maintain acceptable standards of academic achievement and conduct (Title 10, Section 2031). By law, students must be a minimum of 14 years of age, a citizen or national of the United States, and physically fit. No military obligation is incurred for participation. The unit size must be a minimum of 100 cadets or at least 10 percent of the number of students enrolled at the institution, whichever is less.

To support the JROTC program, the secretary of each military department has been directed to provide JROTC instructors and administrators, necessary text materials, equipment, uniforms, and establish minimum standards for unit performance and achievement. In addition to, or instead of, detailing active duty personnel, retired officers and noncommissioned officers, members of the Fleet Reserve, and the Fleet Marine Corps who meet specified standards and qualifications can be utilized as instructors and/or administrators. Retired military personnel utilized in this capacity will receive as a minimum "their retired or retainer pay and an additional amount of not more than the difference between their retired pay and the active duty pay and allowances which they would receive if ordered to active duty (Title 10, Chapter 102, Section 2031)." The Host School is reimbursed a sum equal to one-half of this difference.

### CONSTRAINTS

The following constraints impacted the study.

a. The accessibility to student and school demographics was contingent upon the various school systems' local and state policies regarding the release of information to external organizations.

b. A low return rate would affect the applicability and generalizability of the results to all areas of interest.

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### ORGANIZATION OF THIS REPORT

In addition to the introduction, this report contains four sections and seven appendices. The approach section describes the methodology used to conduct the study. Data are summarized and presented in the findings section. The final two sections provide conclusions and recommendations. Appendix A provides a detailed discussion of the NJROTC program with its objectives. Appendix B contains the survey instruments used to collect the data. Appendices C through G contain tabulated responses and feedback obtained from the surveys. Appendices will be referenced at specific points in the text of the report.

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### APPROACH

This section describes the methodology used to identify and quantify the benefits derived from the NJROTC. Prior to designing the approach, preliminary data were collected from CNET documents, NJROTC Area Managers and local NJROTC unit instructors, and Host School administrators. It was considered extremely important to determine what type of data were available and what types of information the secondary school systems would be willing to release. Longitudinal data on students enrolled in the NJROTC program were not accessible. Host School administrators were hesitant to release information on the performance of individual cadets but were willing to report aggregate data. Individual NJROTC units primarily maintain records on the current enrollment. The following section describes the procedures followed to quantify the benefits of the NJROTC program. Although the procedural steps are described sequentially, efforts were conducted concurrently where possible.

#### STEP 1: DEVELOPMENT OF SURVEY INSTRUMENTS

Prior to the development of the survey instruments, Title 10, Chapter 102, Section 2031 was reviewed to determine the legal requirements for the establishment of a JROTC unit. The responsibilities of the Host School and the military sponsor are clearly outlined and discussed in Appendix A. The program's training requirements and objectives, as outlined in CNETINST 1533.9H were reviewed to identify the dimensions used in the survey instruments. After contacting the NJROTC Area Managers, it was determined that the methods of evaluation were not standard across the country. The Area Manager for the NJROTC Area Seven (includes the states of Alabama (except Mobile), Florida, and South Georgia) had developed standardized criteria for evaluating unit competitions. After a discussion with the Area Seven Manager and several Naval Science instructors, and Host School administrators in the Orlando, FL area, question items were designed to collect data from three sources: the Host School, academic instructors' evaluation of cadets, and the NJROTC cadets enrolled in the program.

#### STEP 2: QUALITY ASSURANCE

A draft of item questions was reviewed by the Naval Science instructors and Associate Naval Science instructors at two Orlando area NJROTC units (William R. Boone High School and Maynard Evans High School, Orlando, FL). The Naval Science instructors provided feedback on the wording used in the questions and the comprehensibility of the questions. Feedback was also obtained regarding the availability of data. Revisions to the survey were made. The next step was to ensure that the questions used in the NJROTC Cadet Survey were comprehensible to its intended population (NJROTC cadets in grades 9 through 12). A pilot of a draft questionnaire was conducted at both William R. Boone High School and Maynard Evans High School. The cadets were encouraged to ask questions and to identify questions they did not understand. Based on cadets' and instructors' feedback, problems with wording and question construction were identified, and revisions made. Final drafts of the survey instrument were presented to the NJROTC Area Managers at the annual NJROTC Area Managers' Conference in January 1992.

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The JROTC Host School Survey was designed to collect data on both the Host School's general student population and the school's NJROTC unit (Appendix B). The following type of data were collected on the general student population.

- . Number of students enrolled in each grade
- . Gender
- . Race
- . School type (public or private)
- . School location (suburban, urban, or rural)
- . Socioeconomic composition of the student population (affluent > \$50k; middle class < \$50k and > \$20k; lower economic strata < \$20k)
- . School's average performance on the Scholastic Aptitude Test and/or the American College Test
- . Overall grade point average for freshmen, sophomores, juniors, and seniors

Similar data were collected on each NJROTC unit. The following data were collected on unit enrollment.

- . Student enrollment by grade for each Naval Science course
- . Gender
- . Race
- . Number of schools serviced by the unit
- . Cadet grade point average
- . Percentage of time spent in various activities
- . Type of service projects or volunteer programs performed by the unit
- . Attrition data
- . Status of program (students on waiting list, credit for course, community participation, and booster program)
- . Overall level of support for the program and its impact
- . Graduating seniors' intentions

The NJROTC Cadet Evaluation Form was designed to solicit an evaluation of the NJROTC cadet in relation to the general student population (Appendix B). Four academic instructors at each Host School were asked to compare the current NJROTC cadets in relation to the general student population. The anchor points for the rating scale ranged from much better to much worse. The mid-point was no difference. The instructors rated the NJROTC cadet on the following dimensions.

- . Self-discipline
- . Self-respect
- . Pride in one's work
- . Appearance
- . Respect for authority
- . Respect for peers
- . Work ethic
- . Attendance
- . Behavioral problems
- . Study habits
- . Willingness to assume leadership responsibilities
- . Willingness to volunteer to assist instructors

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The NJROTC Cadet Survey was designed to collect data from a representative sample of NJROTC cadets (Appendix B). The survey collected data through self-report. The following data were collected.

- . Grade
- . Enrollment in Naval Science course
- . Sex
- . Race
- . Number of years in the program
- . Current rank
- . Number of weighted (honors) courses
- . After-school employment
- . Reasons why the cadet elected to participate in the program
- . Cadet's level of involvement within the NJROTC program
- . Type of awards and ribbons earned
- . Leadership positions held
- . Level of extracurricular activities excluding NJROTC
- . Cadet's perception of how others view their participation in NJROTC
- . Cadet's level of satisfaction with the program
- . Opinion data
- . Career intentions

These survey instruments provided a standardized method for assessing the program nationwide and regionally.

### STEP 3: ADMINISTRATION OF THE HOST SCHOOL SURVEY AND CADET EVALUATION

In 1992 there were 228 NJROTC units throughout the United States. Area Managers were informed that each Host School would receive the Host School Survey and the Cadet Evaluation Form and were responsible for notifying the schools within their jurisdiction. Each Host School received a copy of the Host School Survey, four copies of the Cadet Evaluation Form, and a set of instructions. The schools were instructed to complete the Host School Survey and to have four academic instructors, other than the Naval Science instructors, complete the Cadet Evaluation Form. A total of 960 Cadet Evaluation Forms were mailed. A return self-addressed, postage paid envelope was provided to each Host School.

### STEP 4: SAMPLE POPULATION IDENTIFIED FOR NJROTC CADET SURVEY

Of the 228 units, a representative sample was identified using the following selection criteria: geographic location of the Host School; racial composition of the Host School (predominately white, predominately minority, or mixed enrollment); and Host School type (public or private). Six geographic regions were identified (Figure 1). A total of 38 schools were selected. In addition to the Host School Survey and the four copies of the Cadet Evaluation Form, the 38 schools selected for the NJROTC Cadet Survey also received 36 copies of the NJROTC Cadet Survey booklets and sufficient Scantron Forms (computerized answer forms) for the number of cadets enrolled in the unit. The Scantron Forms were used to facilitate data entry and analysis. Naval Training Systems Center envelopes with return postage were also provided for the completed survey. Table 1 provides a list of the selected NJROTC units. The sample size was 5,521 cadets which is equivalent to 18.78 percent of the total NJROTC cadet population.

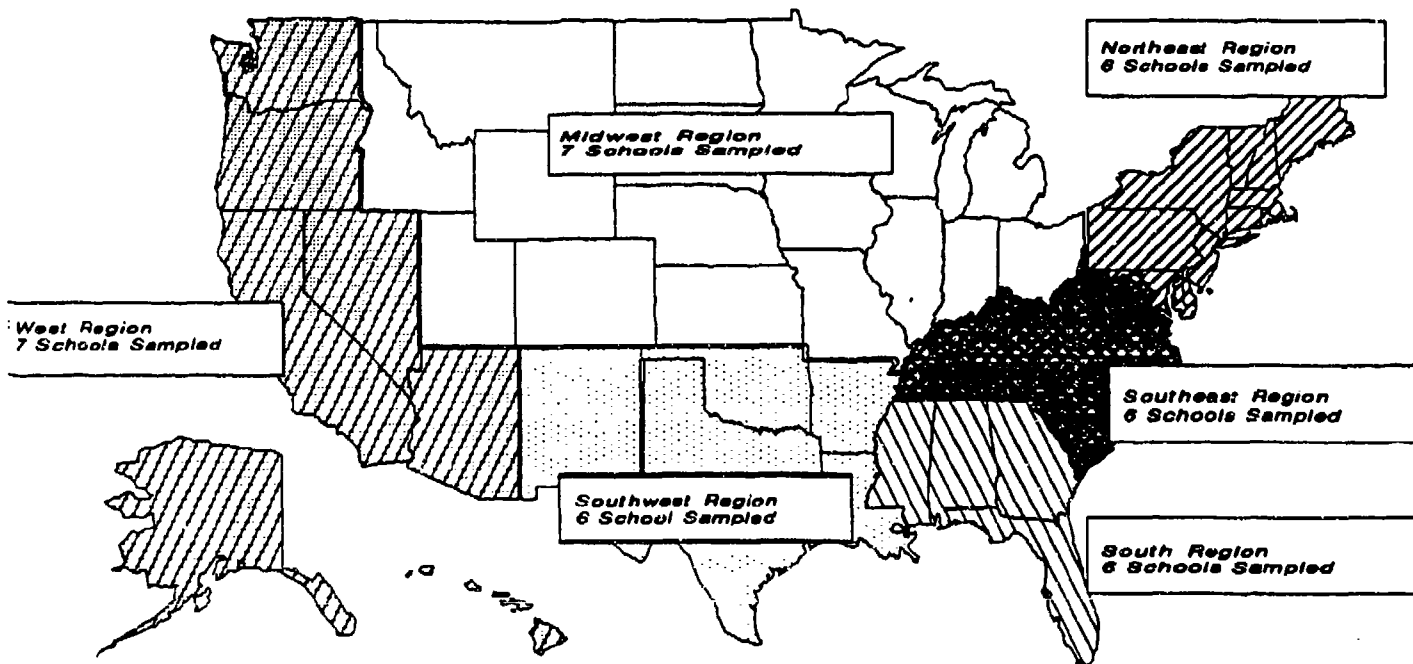


Figure 1. Geographic regions for the NJROTC cadet sample.

#### STEP 5: DATA COLLECTION AND ANALYSIS

To conform to the public school calendar, data collection was delayed until January 1992. When the pilot of the NJROTC Cadet Survey was administered, it was observed that the 9th graders who had just entered the program had difficulty answering the questions. Therefore, the decision to collect data at the end of the first semester was made to provide sufficient time in the program for the first time students. It also allowed time for the unit membership to stabilize. Data were collected through May 92.

The data collected from the Host School Survey and the Cadet Evaluation Form were entered into the software program Statistical Package for the Social Sciences (SPSS/PC+, version 4.0) using custom-designed entry screens that mimicked the pages of the survey instruments. The data from the NJROTC Cadet Survey were scanned into a text file using the software program developed for reading survey responses from bubbled answer sheets. The text file was then translated into a file compatible with analysis requirements using SPSS/PC+. All statistical analysis functions were performed on a Zenith 2-248 using the SPSS/PC+ program.

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Table 1

Selected NJROTC Units for the NJROTC Cadet Survey

NORTHEAST REGION											
JROTC AREA	NAME	ST	TYPE	M	F	TOT	BL	IN	OR	HIS	TMIN
5	McKinley High School	DC	Min-Pub	86	56	142	142	0	0	0	142
4	West Roxbury	MA	Min-Pub	60	62	122	61	2	4	20	87
4	Admiral Farragut Academy	NJ	Whi-Pri	147	9	156	11	0	4	5	20
4	Notre Dame HS	NY	Whi-Pri	80	22	102	6	0	1	0	7
4	Riverhead HS	NY	Mix-Pub	70	37	107	29	0	0	2	31
5	Galthersburg HS	MD	Mix-Pub	93	50	132	28	0	14	10	52
Total				536	236	761	277	2	23	37	339
Percent				70.4	31		36.4	.3	3.02	4.86	44.55

SOUTHEAST REGION											
JROTC AREA	NAME	ST	TYPE	M	F	TOT	BL	IN	OR	HIS	TMIN
6	Eau Claire HS	SC	Min-Pub	61	69	130	127	0	0	0	127
5	Booker T. Washington	VA	Min-Pub	63	53	116	95	0	5	0	100
6	South Point HS	NC	Whi-Pub	82	70	152	12	0	0	1	13
6	North Augusta Senior	SC	Mix-Pub	49	54	103	25	0	0	0	25
5	Parkersburg HS	WV	Whi-Pub	78	45	123	2	0	1	1	4
9	Iroquois HS	KY	Mix-Pub	78	52	130	70	0	1	0	71
Total				411	343	754	331	0	7	2	340
Percent				54.5	45.5		43.9		.9	.3	45.09

JROTC AREA - NJROTC regional area number designated by CNET.

TYPE:	Min - Predominately minority	BL - Black
	Whi - Predominately white	IN - American Indian
	Mix - Mixed population	OR - Oriental (Asian)
	Pub - Public school	HIS - Hispanic
	Pri - Private school	TMIN - Total minority enrolled in unit

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Table 1 (Continued)

MIDWEST REGION											
JROTC AREA	NAME	ST	TYPE	M	F	TOT	BL	IN	OR	NIS	TMIN
9	Flint Central HS	MI	Min-Pub	72	40	112	60	0	0	2	62
9	Dunbar HS	OH	Min-Pub	76	57	133	82	0	0	0	82
9	Shaunee Mission North	KS	Whi-Pub	75	27	102	1	1	2	2	6
13	Lander Valley HS	WY	Whi-Pub	57	32	89	2	14	2	1	19
9	Bay View HS	WI	Mix-Pub	61	66	127	74	3	1	9	87
9	Pike HS	IN	Mix-Pub	81	24	105	40	0	1	0	41
9	Cleveland Naval Academy	ND	Mix-Pub	600	382	982	562	0	6	3	574
Total Percent				1022	628	1650	821	18	12	17	871
				61.9	38.1		49.8	1.1	.7	1.0	52.79

SOUTHWEST REGION											
JROTC AREA	NAME	ST	TYPE	M	F	TOT	BL	IN	OR	NIS	TMIN
11	Wilmer-Hutchins High	TX	Min-Pub	48	92	140	127	0	1	7	135
8	Brother Martin High	LA	Whi-Pri	103	0	103	12	0	4	1	17
8	Foy H. Moody HS	TX	Min-Pub	57	48	105	6	0	0	94	100
8	South Houston HS	TX	Mix-Pub	62	45	107	11	0	9	39	59
11	Los Alamos HS	NM	Whi-Pub	80	22	102	1	0	0	15	16
11	Highland HS	NM	Mix-Pub	62	48	110	9	8	8	32	57
Total Percent				412	255	667	166	8	22	188	384
				61.8	38.2		24.9	1.2	3.3	28.2	57.57

Note: See legend found on first page of Table 1

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Table 1 (Continued)

SOUTHERN REGION											
JROTC AREA	NAME	ST	TYPE	N	F	TOT	BL	IN	OR	HIS	TMIN
7	Escambia HS	FL	Mix-Pub	73	40	113	38	0	5	3	46
7	Bishop Kerry	FL	Whi-Pri	81	22	103	9	3	6	9	27
7	Titusville HS	FL	Whi-Pub	96	51	147	15	1	2	6	24
7	Edward M. White Sen	FL	Mix-Pub	97	44	141	48	0	6	1	55
6	Frederick Douglass	GA	Min-Pub	100	65	165	165	0	0	0	165
8	West Lauderdale HS	MS	Whi-Pub	35	17	52	31	0	0	0	31
Total Percent				482 66.9	239 33.1	721	306 42.4	4 .6	19 2.6	19 2.6	348 48.27
WEST REGION											
JROTC AREA	NAME	ST	TYPE	N	F	TOT	BL	IN	OR	HIS	TMIN
11	Locke HS	CA	Min-Pub	67	70	137	26	0	0	111	137
13	Edward C. Reed	NV	Whi-Pub	109	38	141	1	2	13	10	26
13	Oak Harbor HS	WA	Whi-Pub	110	65	174	3	0	6	5	14
13	Hogan Senior High	CA	Min-Pub	85	55	141	40	6	34	12	92
11	Point Loma HS	CA	Mix-Pub	82	77	159	41	1	4	65	111
13	Milpitas HS	CA	Mix-Pub	78	52	130	12	0	27	33	72
13	Father Duenas	GU	Min-Pri	80	0	80	71	0	0	0	71
Total Percent				611 63.1	357 36.9	968	194 20	9 .9	84 8.7	236 24.4	523 54.03
Overall total for NJROTC sample				3474 62.9	2058 37.3	5521	2095 37.9	41 .7	167 3.0	499 9.0	2802 50.8
NJROTC POPULATION: 228 units 29,393 cadets enrolled				62%	38%						48%

Note: See legend found on first page of Table 1

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RESULTS

This section of the report provides a summary of the major findings of the benefit analysis of the NJROTC program. The findings are organized to reflect the major elements of the evaluation effort -- the Host School Survey, the Cadet Evaluation Form by Host School academic instructors, and the NJROTC Cadet Survey (completed by a representative sample of NJROTC cadets). Each survey instrument will be discussed separately. The reported percentage calculation is based on the number responding to a particular question, not the total population (missing cases are excluded in the calculations but will be reported). The reader will be referred, at appropriate points, to more detailed data in the appendices as the source of the summary or for supporting information.

For the 1991-1992 school year, the Navy had 228 NJROTC units distributed throughout the United States. For that calendar school year, cadet enrollment totaled 29,393 (5 November 1991). The regional areas for the NJROTC program in 1991-1992 are illustrated in Figure 2.

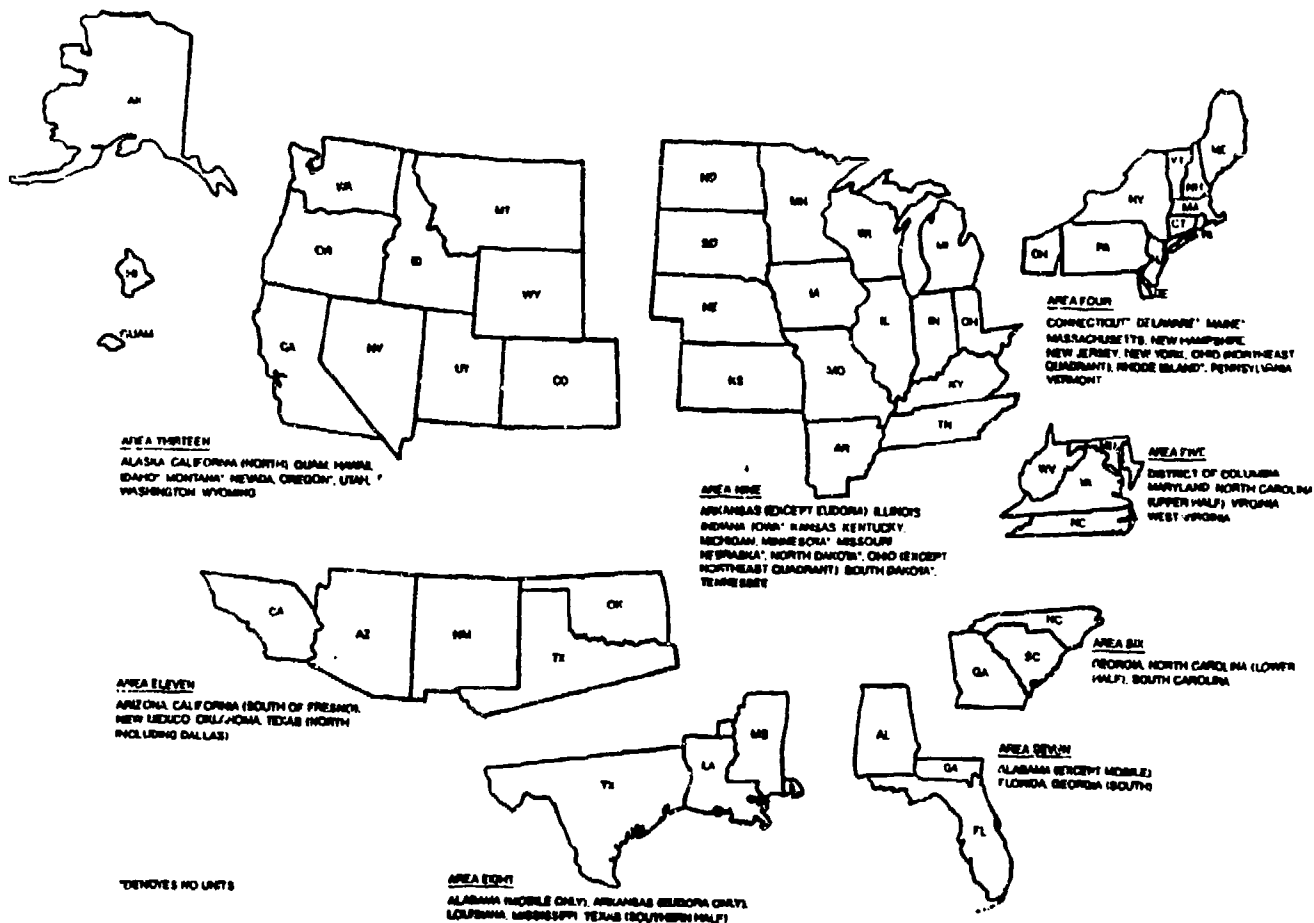


Figure 2. NJROTC program regional areas designated by CNET (1992).

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Table 2 provides an overview of the NJROTC unit enrollment statistics for the 1991-1992 calendar year.

**Table 2**  
**NJROTC Unit Enrollment Statistics**

JROTC Area	No. of Units	Male	Female	Total Cadets	Total Minority
04	25	1,722	1,015	2,737	84
05	30	2,242	1,339	3,581	1,942
06	34	2,675	1,812	4,487	1,986
07	30	2,444	1,280	3,724	1,355
08	30	2,153	1,439	3,592	2,388
09	28	2,621	1,519	4,190	1,874
11	31	2,417	1,579	3,996	2,521
13	20	1,917	1,219	3,136	1,037
<b>Totals</b>	<b>228</b>	<b>18,191</b>	<b>11,202</b>	<b>29,393</b>	<b>14,187</b>
<b>Average Per Unit</b>		<b>80</b>	<b>49</b>	<b>129</b>	<b>62</b>

Note: Statistics obtained from CNET-NJROTC report 5 November 1991.

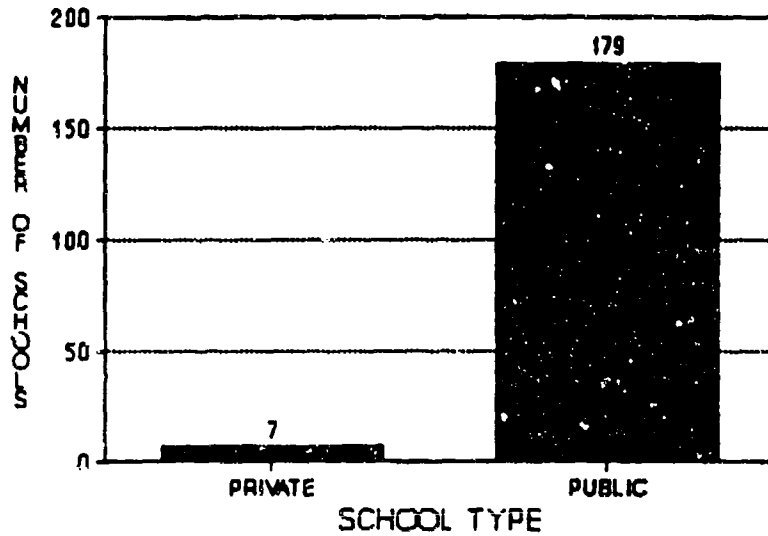
### HOST SCHOOL SURVEY

This section will summarize the major findings obtained from the Host School Survey, and comparisons between the Host School population and the NJROTC units will be made where appropriate.

#### Overall Host School Student Population

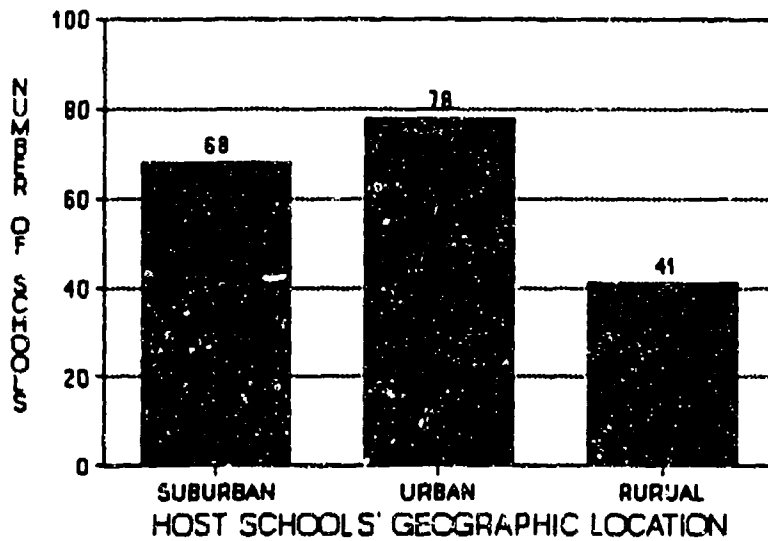
Data were collected from each Host School on their overall student population and on the Host Schools' NJROTC unit. Of the 228 schools, a total of 190 schools (83.33%) responded. As shown in Figure 3, the majority of the schools were public schools; seven private schools responded to the survey; and four schools did not indicate their school type. Of those Host Schools responding, the majority of the schools were located in urban areas. Figure 4 depicts the geographic location of the responding Host Schools. When asked to indicate the socioeconomic level of the overall student population, five schools (2.7%) identified the overall student population as being affluent (parents'

average income is greater than 50k), 107 schools (57.5%) as middle class (parents' average income ranges from 20k to 50k), and 74 schools (39.8%) were identified as being in the lower economic strata (parent's average income is less than 20k) (Figure 5).



Valid cases = 186 Missing = 4

Figure 3. Type of host school sponsoring NJROTC units.



Valid Cases = 187 Missing = 3

Figure 4. Geographic location of host school.

SOCIOECONOMIC STATUS

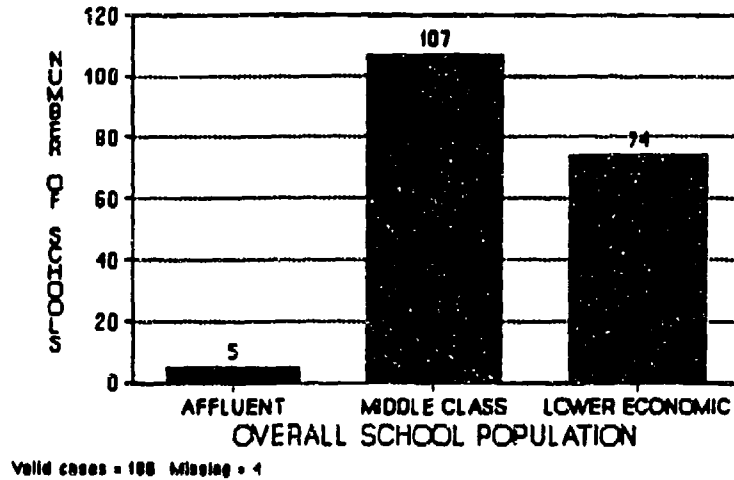


Figure 5. Socioeconomic composition of host schools' overall student population.

<p>Note: Lower economic strata: Middle Class: Upper Class:</p>	<p>Parents' average income is less than 20k Parents' average income ranges from 20k to 50k Parents' average income is greater than 50k</p>
--	--

NJROTC Units

Each Host School was asked to provide demographic information regarding their sponsored NJROTC units. Table 3 provides a tabular summary of the student enrollment for Naval Science 1 through 4 by student classification. The largest enrollment is the freshman class which accounts for 42.79 percent of the cadet enrollment. The number of cadets for each class decreases following the freshman year. The smallest enrollment is the senior class. Figure 6 provides a comparison of the NJROTC cadet enrollment to the overall Host Schools' population by gender. Figure 7 compares the racial composition of the NJROTC units to the overall Host Schools' population. Tabular data can be found in Appendix C.

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Table 3

NJROTC Unit Enrollment by Student Classification

Student Classification	Naval Science 1	Naval Science 2	Naval Science 3	Naval Science 4	Total
Freshman	9,149	137	42	15	9,343
Sophomore	1,679	3,962	301	15	5,957
Junior	372	995	2,285	87	3,739
Senior	165	258	753	1,669	2,845
Total	11,365	5,352	3,381	1,786	21,884*

\* Total enrollment for the 190 responding Host Schools.

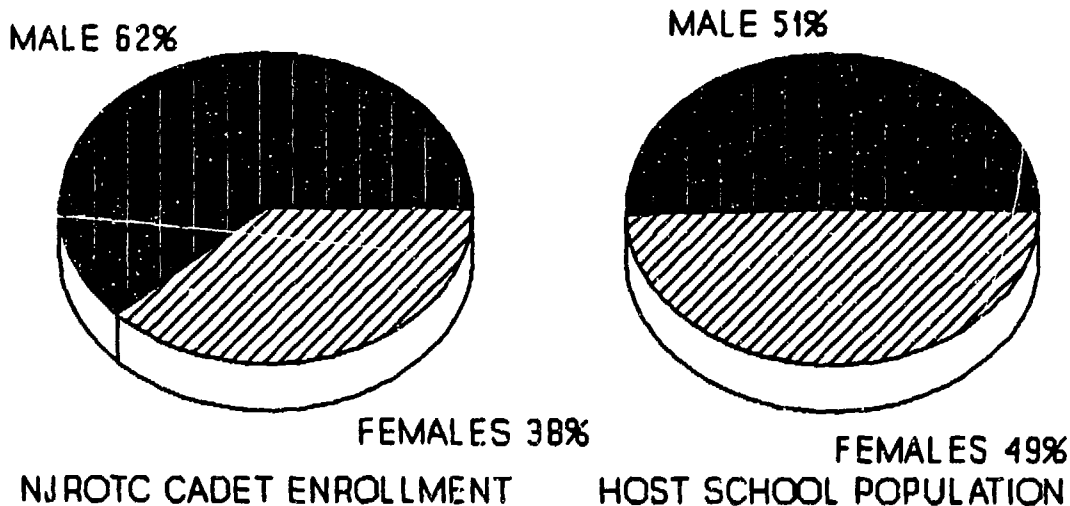


Figure 6. Comparison of NJROTC cadet enrollment to host schools' population by gender.

Note: Due to Host School policies on maintain'ng data on the gender composition of the overall student population, some schools were unable to provide data. Some Host Schools only provided estimates, whereas, a few did not respond to the question. The percentages for the Host Schools' overall student population are based on the data provided by the schools and should be viewed as estimates.

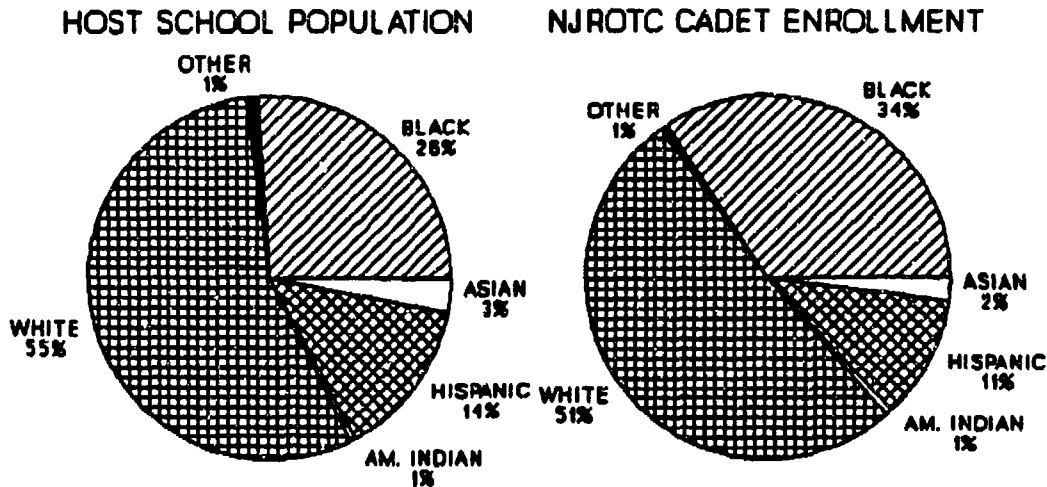


Figure 7. Comparison of NJROTC enrollment to host school population by racial composition.

Note: Due to Host School policies on maintaining data on racial composition of the overall student population, some schools were unable to provide the data. Some Host Schools only provided estimates, whereas, a few did not respond to the question. The percentages for the Host School overall student population are based on the data provided by the schools and should be viewed as estimates.

Of the 190 NJROTC units, 23 units indicated that they had students who had expressed an interest in joining NJROTC but were unable to enroll in the program due to school policies (for example, some schools will not permit a student to enroll once the school semester has begun) or scheduling conflicts. A total of 529 students were identified as being on waiting lists. Seven schools indicated that students who take the Naval Science program do not receive academic credit for the Naval Science course. However, the students can use the Naval Science courses as elective credits. Only one school indicated that the credits earned from the Naval Science program were not applied to the graduation requirements.

Allocation of Time in NJROTC Program. NJROTC units were asked to indicate the percentage of time spent in the following activities: academics (Naval Science instruction), drill, competition, community service, and other activities. According to CNET instruction CNETINST 1533.9H, the allocation of time is specified as 60 percent academics and 40 percent drill. Within the 40 percent allocation, time is allocated to preparing for competition, administrative duties, color and honor guard drill, and physical preparedness. However, the NJROTC program provides to the cadet a vast number of after school activities. Although time is allocated to drill during the school day, many units practice after school, and prepare for competitions and special events

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(e.g., Honor Guard, parades, and memorial services). In addition to the Naval Science curriculum and drill, the units averaged about 8 percent of their time performing community service projects and volunteering to help the school and the community. Examples of the types of community service projects include (a) Color Guard and Honor Guard participation at community events; (b) parades; (c) assisting charitable organizations; (d) serving as escorts, guides, and parking security for school and community functions; (e) visiting area hospitals, including Veteran Hospitals; (f) conducting clean-up projects (assist the elderly, adopt-a-highway, adopt-an-ocean); (g) assisting local churches and community organizations; (h) participating in food drives, blood drives, clothing drives, and memorial services; (i) assisting the homeless and senior citizens and (j) conducting drug awareness programs. Appendix F provides a complete listing of the community service projects each Host School performs. Table 4 provides the mean (average) time spent in the various activities.

Table 4

Mean Percentage of Time Spent in NJROTC

<u>During School Activities</u>	<u>Percent</u>
Academics (Naval Science Curriculum)	56
Drill	27
<u>During and After School Activities</u>	
Other Activities (physical preparedness, administrative duties, assist in school functions)	11
Competition	9
<u>After School Activities</u>	
Community Service	8

Although the drill and curriculum requirements are standardized across the country, the units differ in the availability of extra-curricular activities. The type of extra-curricular activities is dependent upon the resources of the unit, the support of the community and school administrators, the commitment and dedication of the Naval Science instructors, the cadet's parents, and the cadets. Many active units provide an opportunity for the cadet to travel and visit many of our nation's historical sites, participate in leadership camps, both locally and regionally, and experience new things beyond their community. Some units have developed extensive support programs to assist cadets in their academic endeavors and provide support beyond the classroom or the drill field. The emphasis is tailored to the needs of the unit, the cadet and the Host School. It is the responsibility of the Naval Science instructor and Associate Naval

Science instructor to tailor the activities to meet the unique needs of their unit.

Reasons for Cadet Attrition. The Host Schools were asked to indicate the reasons why cadets attrited from the program during the first semester. Seven Host Schools indicated that the school administration would not permit students to drop the Naval Science course once the school year had begun. During the first semester, the total number of cadets who attrited from the program was 2660. Of the 2660, 1347 (50.6%) were at the student's request; 1024 (38.5%) were at the Naval Science instructor's request; and 289 (10.96%) were identified as other. Table 5 provides a listing of the various reasons cadets attrited from the program.

Table 5

Reasons for Student Attrition from the NJROTC Program

Reason for Attrition	N	(%)
<u>At the instructor's request</u>		
Student failing course	525	(51.27)
Student is a discipline problem	499	(48.73)
<u>At the student's request</u>		
Indicated that they did not like the course	583	(43.28)
Needed to take another academic course to graduate	391	(29.02)
Student was failing course	235	(17.45)
Left due to peer pressure	138	(10.24)
<u>Other reasons</u>		
Moved or transferred	254	(87.88)
Other (not specified)	20	(6.92)
Pregnancy	7	(2.40)
Overweight (lacked uniforms to fit students)	2	(.69)
Expulsion	2	(.69)
Quit school	2	(.69)
Deceased	1	(.34)
Graduated from school early	1	(.34)



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Perceived Impact of the NJROTC Program. The Host Schools were asked to rate the impact of the NJROTC program on the following areas: the school (overall), the community, the cadet overall and the cadets' academic performance. The Host Schools' perception of the program's impact on the school overall and on the community was very positive (Figure 8). The program was perceived as having a very positive impact on the cadets (overall) and a positive impact on the cadets' academic performance (Figure 9).

Perceived Level of Support. The Host Schools were asked to rate the following groups' level of support for the NJROTC program: the community at large, the overall student body, the parent's of the cadets, the school administrators, and the NJROTC Booster Program. The end points for the rating scale ranged from excellent to very poor. Host Schools perceive the level of support from the school administrators, the community and the parents of the cadets as excellent (Figure 10). The student body's perceived level of support was rated good.

The NJROTC Booster Program is a support group consisting of parents, school administrators, and community members. It is a voluntary organization. Of the 190 Host Schools, only 72 schools indicated they had a NJROTC Booster Program. Of those 72 schools, 63 schools (87.5%) stated that their NJROTC Booster Program was active. For the schools that identified their program as active, 43 (68.3%) schools rated the level of support received from the Booster Program as excellent. Ten schools (15.9%) rated the group's overall support as good; three (4.8%) rated the group as fair; one (1.6%) rated the level of support as poor; and six schools (9.5%) did not respond to the question.

Positive Feedback Received. The perceived positive impact of the NJROTC program on the school, the community and the cadets, and the high level of support for the program by the school, community leaders, the parents and the NJROTC cadets were confirmed by the written feedback received. Based on that feedback, it appears that the NJROTC program plays a vital role in the communities and schools that host a NJROTC unit. The program provides a place to belong, to grow, to develop and to achieve. The cadets learn how to be an effective leader, as well as a follower; how to help others; and how to make a contribution to their community and school. The Naval Science instructors are positive role models to the cadets and to the school overall. For some cadets the NJROTC program is the one place where they can find support, help and someone who cares. For others, the NJROTC program provides a positive alternative to belonging to gangs, a hope for a future and a reason to stay in school. Written comments received from community leaders, school administrators and faculty, parents and the cadets concerning the benefits and impact of the program can be found in Appendix G.

IMPACT OF NJROTC PROGRAM  
ON SCHOOL AND COMMUNITY

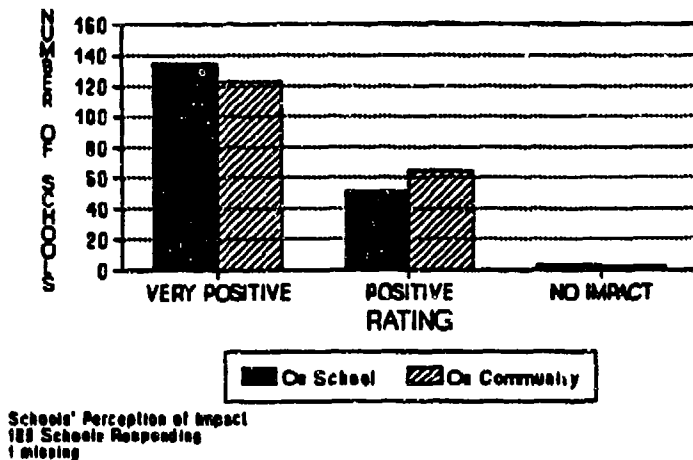


Figure 8. Perceived impact of NJROTC on the school and community.

IMPACT OF NJROTC PROGRAM

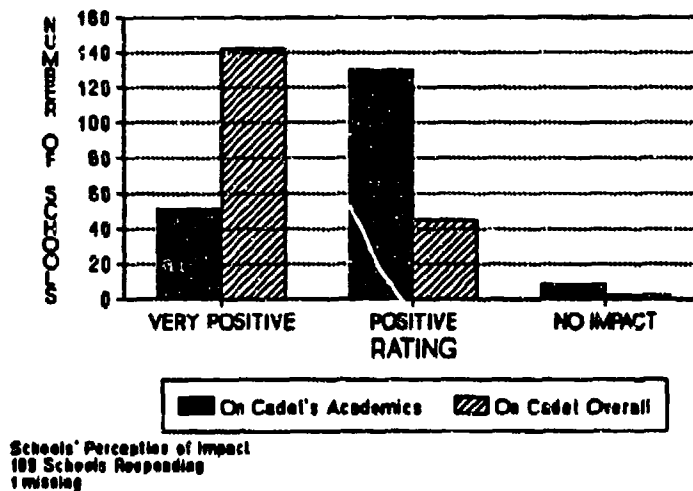
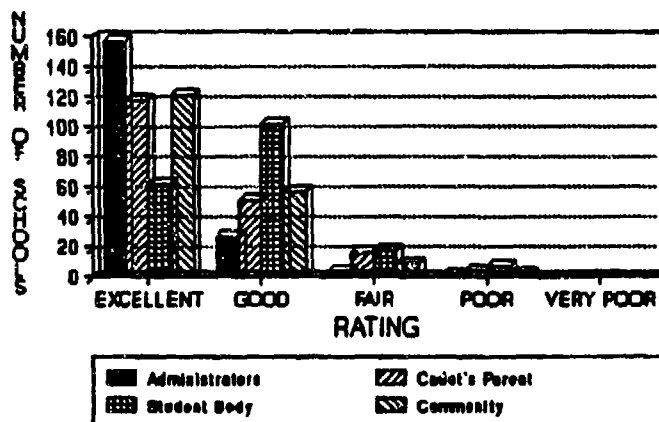


Figure 9. Perceived impact of NJROTC on the cadet overall and cadet's academic performance.

SUPPORT FOR NJROTC PROGRAM



Schools' Perception of Support  
188 Schools Responding  
1 missing

Figure 10. Perceived level of support for the NJROTC program.

Career Plans for Graduating Cadets. The Host Schools were asked to indicate the career plans of their graduating cadets. Of the 2845 seniors, the career plans for 2286 were indicated. A total of 1494 (65.3%) seniors are planning to continue their education; 792 (34.6%) have indicated an interest in enlisting in the military. Tables 6 and 7 provides a summary of the senior's stated intentions, as reported by the Host Schools.

Table 6

Career Intentions of Graduating Senior Cadets  
Who Plan to Continue their Education

Career Intentions	Number of Cadets (%)
Attend a vocational or technical school	192 (8.4)
Attend a 2-year community college or junior college	357 (15.6)
Attend a 4-year university	872 (38.1)
Attend the Naval Academy*	39 (1.7)
Attend a military academy*	34 (1.4)

\* The cadets have applied to a military academy, but were not accepted at the time of the survey.

Table 7

**Career Intentions of Graduating Senior Cadets  
Who Intend to Enlist in the Military**

Career Intentions	Number of Cadets (%)
Navy	310 (13.5)
Marine Corps	199 (8.7)
Air Force	65 (2.8)
Army	218 (9.5)
Total	792 (34.6)

At the time of the survey, senior cadets were applying for scholarships from various colleges and universities. Table 8 provides a list of the types of scholarships for which senior cadets were submitting applications.

Table 8

**Number of Senior Cadets Applying for Scholarships**

Type of Scholarship	Number of Cadets Applying
NROTC Scholarship	76
4-year ROTC Scholarship	68
2-year College Scholarship	47
4-year College or University Scholarship	118

**EVALUATION OF CADETS BY HOST SCHOOL ACADEMIC INSTRUCTORS**

The principal at each Host School was asked to have four academic instructors, other than the Naval Science instructors and Associates, complete the Cadet Evaluation Form. The instructors were asked to evaluate the NJROTC cadet in relation to the general school population. A total of 960 evaluation forms were distributed. A total of 723 instructors responded, a 75 percent response rate.

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The instructors were asked to evaluate the cadets on the following dimensions: self-discipline, self-respect, pride in one's work, appearance, respect for authority, respect for peers, work ethic, attendance, behavior, study habits, assuming leadership responsibilities, and willingness to volunteer to assist instructors.

The instructors rated the NJROTC cadet as being better than the general student population in all dimensions. Table 9 lists the dimensions on which the academic instructors evaluated the NJROTC cadets as being 'much better' than the overall student population. Table 10 lists the dimensions the academic instructors evaluated the NJROTC cadets as being 'slightly better' than the overall student population. A detailed summary of the instructors' responses on each dimension is found in Appendix D.

Table 9

Percentage of Academic Instructors' Evaluating  
the NJROTC Cadet 'Much Better' Than  
the Overall Student Population

Dimension	Percentage
Respect for authority	62.2
Behavior	61.9
Appearance	58.9
Self-respect	51.5
Self-discipline	48.6
Attendance	45.4
Willingness to assume leadership positions	44.9
Willingness to volunteer to assist instructors	40.5

Table 10

Percentage of Academic Instructors' Evaluating  
the NJROTC Cadet 'Slightly Better' Than  
the Overall Student Population

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Dimension	Percentage
Work ethic	47.6
Study habits	46.7
Pride in one's work	46.1
Respect for one's peers	45.8

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**NJROTC CADET SURVEY**

The NJROTC Cadet Survey was designed to collect information about the NJROTC cadets' perceptions and attitudes towards the NJROTC program. Thirty-eight NJROTC units (16.65% of the total number of units) were selected to take the NJROTC Cadet Survey. A total of 5521 cadets, 18.78 percent of the total NJROTC cadet population (n = 29,393), were enrolled in the Naval Science program at the selected schools. Of the 38 schools, 37 schools responded, a 97.36 percent response rate, and a total of 3837 cadets (13.05% of the total NJROTC cadet population) completed the NJROTC Cadet Survey. Attrition from the program during the first semester for the 35 Host Schools who completed the Host School Survey was 570 (Appendix E contains a detailed analysis). Figure 11 illustrates the geographic location of the respondents.

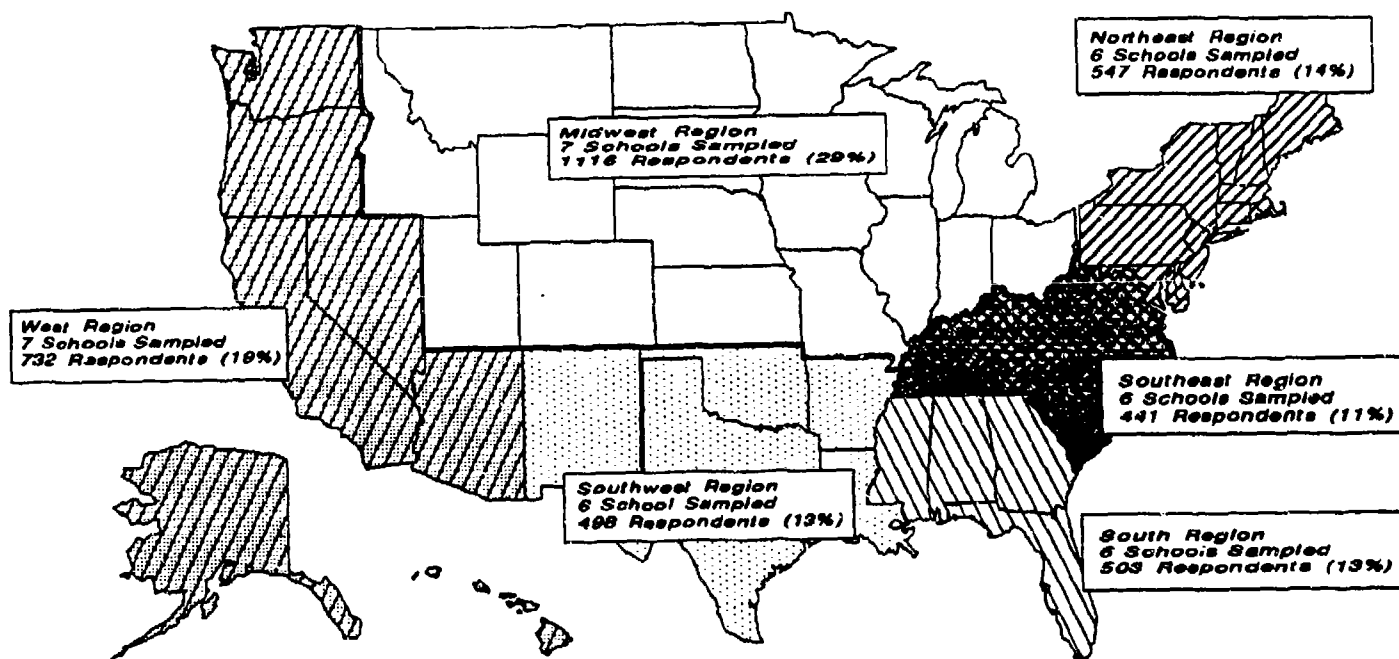


Figure 11. Geographic location of respondents.

Note: The higher number of respondents in the midwest region is due to the high response rate from Cleveland Junior Naval Academy, MO (n = 676), the only public NJROTC magnet school in the United States.

**Cadet Demographics**

The cadets who responded to the NJROTC Cadet Survey were enrolled in the Naval Science curriculum, grades 8 through 12. The distribution of cadets by grade is provided in Table 11. Fifty-one percent of the responding cadets (n = 1955) were enrolled in Naval Science 1. The largest class of cadets was entering freshmen (9th graders) who accounted for 39.5 percent of the sample population.

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The number of NJROTC cadets by grade declines as the cadet precedes from 9th grade to 12th grade. This is known as a funnel effect (the number of cadets decreases as the student approaches their senior year). The funnel effect is not unique to this sample. The decline from 9th grade to 12th grade can be observed for the program overall. Fifty-three percent (n = 2028) of the responding cadets had been in the NJROTC program 1 year or less; 26 percent (n = 981) for 2 years; and 15 percent (n = 590) had been in the program 3 years. Only 6 percent of those responding (n = 232) had been in the program for 4 years. (Note: Two cadets did not respond to the question.) Sixty-five percent of the sample were male; 35 percent female. Fifty-four percent of the sample were minorities. Table 12 provides the gender and racial composition of those cadets responding to the survey by Host School.

Table 11

Naval Science Distribution by Grade

Naval Science Course	Grade					Totals
	8	9	10	11	12	
Naval Science 1	18	1480	338	82	33	1951
Naval Science 2		27	685	179	52	943
Naval Science 3		1	29	447	159	636
Naval Science 4		1	1	10	256	268
<b>Totals</b>	<b>18</b>	<b>1509</b>	<b>1053</b>	<b>718</b>	<b>500</b>	<b>3798</b>

After School Employment. Cadets were asked about after school employment. Eighteen percent of the responding cadets indicated that they worked 20 hours or less a week; and eleven percent indicated that they worked more than 20 hours a week.

Expectations of the NJROTC Cadet. Cadets can earn credit for taking a Naval Science course. Of the 3830 cadets responding to the question, 1859 (48.5%) indicated that they expected to earn an 'A' in the course; 1372 (35.8%) indicated a 'B'; 501 (13.1%) a 'C'; 65 (1.7%) a 'D'; and 33 (.9%) expected to fail.

When asked if they were planning to take NJROTC next school year, the majority (70%) indicated that they were planning to take the Naval Science course next school year. Only 18 percent indicated they were not taking the course and 13 percent were graduating.



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Table 12

Racial and Gender Composition of Responding Cadets by Host School

NORTHEAST REGION									
JROTC AREA	NAME	ST	F	M	BL	AM IND	ASIAN	HIS	WHITE
5	McKinley High School	DC	37	46	80	1			
4	West Roxbury HS	MA	38	53	52	2	3	14	20
4	Admiral Farragut Academy	NJ	11	108	9	4	8	5	91
4	Notre Dame HS	NY	19	69	4	2	1		85
4	Riverhead HS	NY	22	42	9				57
5	Geithersburg HS	MD	30	60	7	1	8	11	62
Total*			156	378	161	10	20	30	315

SOUTHEAST REGION									
JROTC AREA	NAME	ST	F	M	BL	AM IND	ASIAN	HIS	WHITE
6	Eau Claire HS	SC	49	48	85	6		1	5
5	Booker T. Washington HS	VA	35	48	70	1	3	1	9
6	South Point HS	NC							
6	North Augusta Senior HS	SC	44	36	21				60
5	Parkersburg HS	WV	35	59	2	2	1	6	84
5	Iroquois HS	KY	31	46	47	1	1	1	30
Total*			194	237	225	10	5	9	188

\* Note: The totals reflect the number of cadets who responded to the questions requesting sex and gender. A total of 52 cadets did not identify their race and 82 did not specify sex.

Table 12 (Continued)

MIDWEST REGION									
JROTC AREA	NAME	ST	F	M	BL	AM IND	ASIAN	HIS	WHITE
9	Flint Central HS	MI	25	48	31	3	0	3	35
9	Dunbar HS	OH	24	28	46	0	0	0	16
9	Shawnee Mission North HS	KS	17	59	0	2	1	6	67
13	Lander Valley HS	WY	23	46	0	8	2	2	57
9	Ray View HS	WI	38	36	40	1	1	4	26
9	Pike HS	IN	16	67	25	1	1	3	55
9	Cleveland Junior Naval Academy	ND	237	427	398	15	8	9	237
Total*			386	711	540	30	13	27	493

SOUTHWEST REGION									
JROTC AREA	NAME	ST	F	M	BL	AM IND	ASIAN	HIS	WHITE
11	Wilmer-Hutchins High School	TX	63	32	85	1		7	2
8	Brother Martin High School	LA		99	11		5	8	76
8	Foy H. Moody HS	TX	34	46	8	1		72	3
8	South Houston HS	TX	22	39	5	1	5	23	29
11	Los Alamos HS	NM	14	58	1	1	1	11	61
11	Highland HS	NM	31	48	7	3	8	24	37
Total*			164	322	117	7	19	145	206

\* See note on first page of Table 12

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Table 12 (Continued)

SOUTHERN REGION									
JROTC AREA	NAME	ST	F	M	BL	AM IND	ASIAN	HIS	WHITE
7	Escambia HS	FL	28	59	28	2	8	1	47
7	Bishop Kerry HS	FL	20	72	7	3	6	10	66
7	Titusville HS	FL	45	83	12	3	3	7	103
7	Edward H. White Senior HS	FL	7	13	5		1		14
6	Frederick Douglas HS	GA	53	68	120	1			
8	West Lauderdale HS	MS	17	36	35	1			18
Total*			170	331	207	10	18	18	248

WEST REGION									
JROTC AREA	NAME	ST	F	M	BL	AM IND	ASIAN	HIS	WHITE
11	Locke HS	CA	35	51	14	2		72	1
13	Edward C. Reed HS	NV	30	76	1	5	10	5	90
13	Oak Harbor HS	WA	38	78	2	4	14	6	91
13	Hogan Senior High	CA	52	71	31	1	27	17	46
11	Point Loma HS	CA	58	52	21	2	6	50	27
13	Milpitas HS	CA	39	62	8	1	48	13	31
13	Father Duenas HS	GU		69	2		48	8	8
Total*			252	459	79	15	153	171	294

\* See note on first page of Table 12

Reasons for Taking NJROTC

To determine the reasons why high school students elect to take Naval Junior Reserve Officers Training Corps as an elective, a series of questions were asked. First, the cadet was asked why they took the course. As shown in Table 13, the majority (66.5%) indicated that they wanted to take the course.

Table 13

Reasons for Taking NJROTC

Reason for Being in NJROTC	N	(%)
I wanted to take the course	2575	(67.5)
My friends encouraged me to take the course	455	(11.9)
I was placed in the course by the school counselor	385	(10.1)
My parents placed me in the course	326	(8.5)
My counselor encouraged me to take the course	76	(2.0)

Next the cadets were given a list of reasons why they might participate in the program. The cadets were asked to indicate how important each reason was in their decision to participate in the program. The three point scale ranged from very important to slightly important. A 'This was not a factor' option was also available. The ability to learn new skills, including leadership skills and skills that could be used on a job, was identified as the top reason for participating in the program (Table 14).

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Table 14

Percentage of Cadets Rating the Importance of a  
Factor in Decision to Participate in NJROTC

Reason for Participating	Very important %	Moderately important %	Slightly important %	This was not a factor %
Learning new skills	68.4	22.5	5.5	3.1
To learn leadership skills	65.1	22.3	8.0	4.6
Learn new skills that I can use on a job	58.1	23.7	10.5	7.7
Access to college scholarship	57.1	22.0	10.5	10.5
To learn about the military	52.4	29.6	12.1	5.9
To show my pride in my country	51.9	24.9	13.3	9.7
Being able to help others in the community	42.7	33.2	12.9	11.2
I am planning a military career	40.1	19.3	15.4	25.3
To belong to a supportive organization at school	31.2	32.6	20.2	16.1
To use military equipment	28.6	29.6	23.5	18.3
A member of my family is in the military	27.5	14.4	14.6	43.5
Field trips	27.3	31.5	25.1	16.1
To take part on the drill team	24.1	19.1	20.4	36.4
To wear a uniform	23.2	25.5	21.6	29.7
Being with my friends that are in JROTC	21.4	31.6	24.5	22.5
Thought course would be an easy 'A'	18.5	16.3	20.3	44.9
To take part on the academic team	15.7	22.1	22.3	39.8
To take part on the rifle team	14.0	17.2	23.3	45.5
My sister or brother had taken this course	9.7	6.6	6.9	76.7
It was the only course that fit my class schedule	5.9	5.8	10.6	77.7

When comparing the graduating senior who plans to enlist in the military to the graduating senior who is planning to attend college, the reasons for participation in the NJROTC program were different (Table 15).

Table 15

Comparison of Graduating Seniors Who Plan to Enlist vs Attend College

Graduating Seniors Who Plan to Enlist n = 116	Very Important %	Graduating Seniors Who Plan To Attend College n = 313	Very Important %
I am planning a military career	83	Learn leadership skills	71
Learning new skills	77	Learn new skills	67
To learn leadership skills	77	Show pride in country	55
To learn about the military	73	Learn about the military	49
To show my pride in my country	66	Learn new skills that I can use on a job	48
Learn new skills that I can use on a job	58	Access to college scholarships	47
Being able to help others in the community	46	Being able to help others in the community	40
To belong to a supportive organization at school	39	Take part on the drill team	32
Access to college scholarship	34	Belong to a supportive organization at school	31
To use military equipment	34	Field trips	30
To take part on the drill team	32	Planning a military career	30
To wear a uniform	31	Being with my friends in NJROTC	28
A member of my family is in the military	25	Thought course would be an easy 'A'	23
To take part on the rifle team	17	To wear a uniform	22
Field trips	15	Able to use military equipment	22
Being with my friends that are in JROTC	15	A member of my family is in the military	18
My sister or brother had taken this course	10	To take part on the rifle team	17
To take part on the academic team	8	My sister or brother had taken this course	17
Thought course would be an easy 'A'	8	To take part on the academic team	9
It was the only course that fit my class schedule	2	It was the only course that fit my class schedule	5

When cadets were asked to indicate their level of agreement with the following statement: "Being able to take part in NJROTC has been a major factor in my decision to remain in school", 28 percent (n = 1067) of the cadets strongly agreed with the statement; and an additional 23 percent (n = 853) agreed. Nineteen percent (n = 706) expressed no opinion. Sixteen percent (n = 586) disagreed with the statement; and 15 percent (n = 551) strongly disagreed. Being able to participate in the NJROTC program as a factor in the cadets' decision to remain in school does not differ across racial groups (Figure 12).

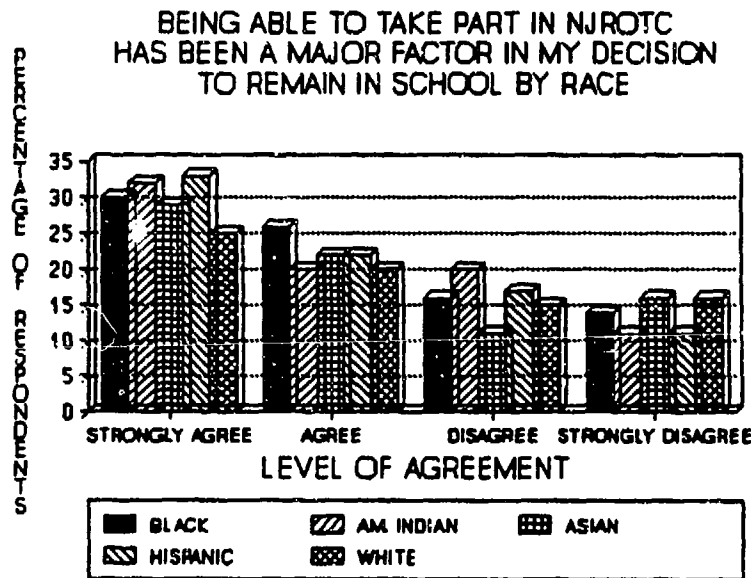


Figure 12. Being able to take part in NJROTC has been a major factor in the decision to remain in school by racial composition.

Cadet Involvement in NJROTC Activities

The opportunities available to a cadet vary depending on the school's resources, support received from the local community, school board, parents, and school administrators; the availability of the activity within the school; and the effort expended by the Naval Science instructors and the NJROTC cadets. Table 16 provides the frequency and percentage of participation in various activities.

Table 16

Frequency and Percentage of Participation in NJROTC Activities

NJROTC Activities	Number of Cadets Participating (%)
Parades	2196 (57.7)
Military base visits	2028 (53.5)
Unit Military Ball	1885 (49.5)
Ship visit	1616 (42.6)
Field competitions	1511 (39.9)
Drill team	1482 (39.0)
Served as escorts during school functions	1231 (32.4)
Honor Guard or Color Guard	1152 (30.4)
Mini-Boot Camp	1145 (30.1)
Memorial Day formations	1138 (29.9)
Academic Team	911 (24.0)
Navy League Field Days	813 (21.5)
Orientation flights	657 (17.3)
Marksmanship competition	610 (16.1)
Unit Leadership School	564 (14.9)
Leadership Academy	463 (12.2)
Mini-Officer Candidate School	301 (8.2)

Note: Availability and admission to Unit Leadership School, Leadership Academy and Mini-OCS are restricted. Admission is based on qualifications of the cadet and available billets. The process is selective and highly competitive.

Awards and Ribbons Earned in the Program

Awards and ribbons are used to recognize and reward meritorious or conspicuously outstanding acts or services which are above and beyond that normally expected. NJROTC awards can be issued to recognize individual or group participation in specific areas. The presentation of awards earned is an effective means of fostering high morale, incentive, motivation, and esprit de corps. Table 17 provides the frequency and percentage of cadets who have earned



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the identified award or ribbon. Opportunity to earn a given award is dependent upon the unit's available activities, the motivation and effort of individual cadets, the efforts of the NJROTC unit as a whole, and the number of years a cadet has been in the program.

Table 17

Frequency and Percentage of Cadets Having Earned an Award or Ribbon

Award or Ribbon Earned	N	(%)
Exemplary Personal Appearance	2304	(60.6)
Participation	1981	(51.9)
Physical Fitness	1617	(42.5)
Exemplary Conduct	1486	(39.1)
Community Service Award	1335	(35.4)
Unit Service Award	1141	(30.2)
Sea Cruise	1107	(29.1)
Mini-Boot Camp	1031	(27.2)
Drill Team	1031	(27.1)
Honor Unit	991	(26.1)
Naval Science I Outstanding Cadet	892	(23.4)
CNET Unit Award	823	(21.6)
Aptitude Award	799	(21.0)
Academic Award	743	(19.5)
Recruiting	726	(19.1)
Color Guard	718	(18.8)
Naval Science II Outstanding Cadet	534	(14.0)
Honor Cadet	501	(13.2)
Distinguished Cadet	490	(12.9)
Orienteering	453	(11.9)
Rifle Team	451	(11.8)
Naval Science III Outstanding Cadet	283	(7.4)
Meritorious Achievement	259	(6.8)
Naval Science IV Outstanding Cadet	158	(4.2)

Leadership Positions Held Outside of NJROTC

Cadets were asked to indicate if they held a leadership position in a club, organization or student government. Table 18 provides the frequency and percentage of cadets holding a leadership position. Based on the self-report of the cadets, leadership positions were held by 43 percent. (Note: The total percentage may include cadets who hold more than one leadership position.)

Table 18

Frequency and Percentage of Cadets Holding Leadership Positions

Leadership Position Held	N	(%)
President of a club, group, or organization	478	(12.6)
Vice President of a club, group or organization	338	(8.90)
Secretary	246	(6.50)
Treasurer	204	(5.40)
Chairperson of a committee	377	(9.90)

Note: The frequency totals reflect the number of cadets holding a given leadership position. An individual cadet may hold more than one leadership position.

Extracurricular Activities Other Than NJROTC

In addition to their involvement with NJROTC, during and after school, cadets have an opportunity to participate in other school functions and activities. Table 19 provides a listing of the extracurricular activities of the NJROTC cadets responding to the survey. The four top activities (sports, church youth groups, social clubs, and scouting) entail team involvement, cooperation, and participation.

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Table 19

Extracurricular Activities of Cadets

Extracurricular Activities	Number of Cadets Involved (%)
Sports (Football, baseball, softball, soccer, track, swimming, wrestling, weightlifting, volleyball, or other sports)	2086 (54.7)
Church youth group	1382 (36.3)
Social clubs	902 (23.7)
Scouting (Boy or Girl Scouts)	696 (18.3)
Academic clubs (For example: math, science, language)	537 (14.1)
Marching band	445 (11.7)
Junior Achievement	394 (10.3)
Student council/government	374 (9.80)
School newspaper or yearbook	363 (9.50)
Drama	358 (9.40)
4-H or Future Farmers of America	339 (8.80)
Boys/Girls Club of America	290 (7.60)
National Honor Society or BETA Club	274 (7.20)
Cheerleading	221 (5.80)
Red Cross Teen Corps	208 (5.50)
Debate team	158 (4.10)

Note: Opportunity to participate is dependent upon the availability of these types of extracurricular activities.

Perceived Attitudes Towards Cadet Involvement in NJROTC

For the majority of the cadets responding to the survey, participation in the program was voluntary. How the cadet perceives the attitudes of others was of interest. Cadets were instructed to rate the attitude of their family, teachers, and friends (outside of the NJROTC unit) towards their participation in NJROTC. The anchor points for the five point scale ranged from very favorable to very unfavorable, neutral being the midpoint. The majority of the cadets (62%) perceived their family's attitude towards their participation in the program as being very favorable; and 23 percent as favorable. Twelve percent of the cadets rated their family's attitude as neutral. Only 3 percent responded negatively.

When rating their teachers' perception of their involvement in the NJROTC program, 35 percent of the cadets indicated that their teachers' attitude was very favorable; and 33 percent responded favorable. Twenty-seven percent indicated that their teachers' attitude was neutral towards their participation. Less than 5 percent (4.5%) responded negatively.

The cadet's rating of their friends' (outside of NJROTC) perception of NJROTC was not as positive. Only 19 percent of the cadets rated their friend's view of their participation as very favorable; and 26 percent rated their friends' perception of their participation as favorable. Thirty-seven percent of the responding cadets felt that their friends' attitude was neutral. Ten percent of the cadets indicated that their friends' attitude towards their participation in NJROTC was unfavorable, and 8 percent rated their friends' perception as very unfavorable. Tabular data can be found in Appendix E.

Level of Cadet Satisfaction With the Program

The cadets were asked to indicate their level of satisfaction in the following areas: their overall experience with the program; the opportunities to use their skills and abilities in the course, the level of support given by other members in the unit; the amount of recognition received for work well done; and the amount of responsibility earned in the unit. The majority of the cadets appear to be satisfied with their overall experience in the program. Table 20 summarizes the cadets' responses.

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Table 20

Level of Cadet Satisfaction

	Very Satisfied n (%)	Slightly Satisfied n (%)	Slightly Dissatisfied n (%)	Very Dissatisfied n (%)
My overall experience with the JROTC program (Missing = 38)	2173 (57.2)	1021 (31.6)	254 (6.7)	171 (4.5)
The opportunity to use my skills, talents and abilities in class (Missing = 51)	1782 (47.1)	1422 (37.6)	383 (10.1)	199 (5.3)
The support given by other members of the unit (Missing = 55)	1567 (41.4)	1414 (37.4)	485 (12.8)	316 (8.4)
The amount of recognition I receive for work well done (Missing = 59)	1606 (42.5)	1360 (36.0)	473 (12.5)	339 (9.0)
The amount of responsibility I have earned in the unit (Missing = 72)	1711 (44.6)	1283 (34.1)	474 (12.6)	297 (7.9)

Career Plans

One of the NJROTC curriculum objectives is to expose high school students to the military as a career choice. The cadets were asked to specify their career intentions upon graduation. Table 21 summarizes the cadets' career plans.

Table 21

Career Plans of Responding Cadets

Career Intention	N	(%)
Plan to attend college	2254	(60.4)
Plan to obtain technical or vocational training	185	(5.0)
Plan to enlist in the military	762	(20.4)
Plan to work full time upon graduation	107	(2.9)
I don't know at this time	422	(11.3)

Missing cases = 107

When evaluating the career intentions of cadets in relationship to their grade in school, the percentage of cadets who expressed an interest in enlisting in the military increased from 9th to 12th grade as shown in Figure 13.

CAREER INTENTIONS BY GRADE

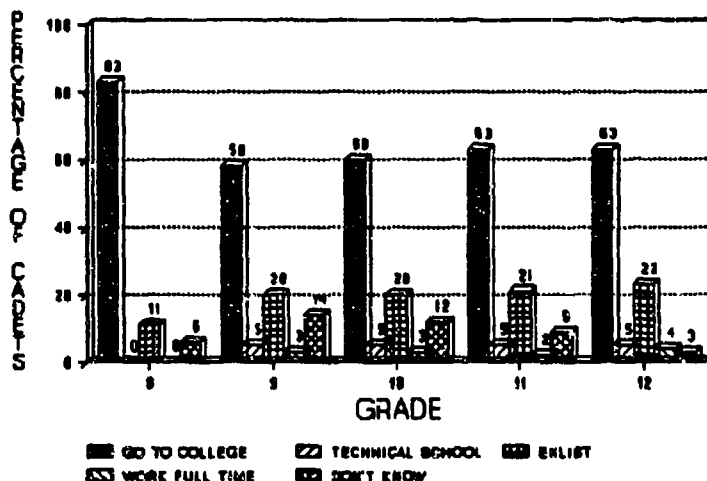


Figure 13. Cadets' career intentions by grade.

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**Enlistment as a Career Choice.** A total of 762 cadets indicated they were planning to enlist in the service. Twenty percent of the cadets had been in the program at least three years; and 32 percent had held after school employment. A total of 592 cadets (78%) had elected to take the Naval Science course voluntarily. Of those expressing an interest in enlistment, 68 percent were very satisfied with their overall experience in the NJROTC program. When compared to the overall sample population, a higher percentage of cadets (66.6%) who plan to enlist agreed that being able to take part in the program had been a major factor in their decision to remain in school, as compared to 51 percent of the overall sample.

Of the 762 cadets, 15 percent (n = 116) were graduating seniors. The branch of military the cadets are planning to enlist in is shown in Table 22. More cadets expressed an interest in enlisting in the Navy than the other services.

Table 22

Number of Graduating Cadets Enlisting  
in Each Branch of Service

Branch of Service	N	(%)
Navy	42	(37.5)
Marine Corps	26	(23.2)
Army	24	(21.4)
Air Force	14	(12.5)
Coast Guard	4	(3.6)
Merchant Marine	2	(1.8)

N = 112 Missing - 4

For the total sample population, more cadets expressed an interest in enlisting in the Navy (30.8%). For the remaining branches of service, 12 percent are interested in the Marine Corps; 11 percent in the Air Force; and 9 percent in the Army. Nine percent of the cadets expressed an interest in the Coast Guard and six percent in the Merchant Marine.

**Expressed Interest in the Reserves.** A total of 1113 cadets (29%) expressed an interest in joining the Reserves. Of the 1113 cadets, more interest was expressed in joining the Navy reserves; followed by the Air Force. Table 23 provides the distribution of cadets interested in the Reserves.

Table 23

Number of Cadets Expressing an Interest in the Reserves

Branch of the Reserves	N	(%)
Navy	433	(38.9)
Air Force	254	(22.8)
Army	224	(20.1)
Marine Corps	202	(18.1)

Rights and Responsibilities of Citizenship

Cadets' opinions on a variety of issues and concerns were of interest. Cadets were instructed to read a statement and indicate their level of agreement with each statement. The anchor points for the four point agreement scale ranged from strongly agree to strongly disagree. A 'no opinion' option was available. Appendix E contains the tabular data for the cadets' responses to the opinion questions.

The NJROTC cadet appears to be civic minded and concerned with helping the community. Overall, the cadets agreed that citizens should engage in some form of full-time public service when they are young. Forty percent agreed with the statement "Citizens should engage in some form of full-time public service when they are young"; and 24 percent strongly agreed. They also agreed that a good citizen should be more active in the community (36 percent strongly agreed; 44 percent agreed).

The NJROTC cadets agreed that the respect for authority among young people is declining. Forty-four percent strongly agreed with the statement; 33 percent agreed. When asked about American's respect for the flag, 28 percent strongly agreed that most American citizens show respect for the flag; 39 percent agreed.

Many of the cadets do not perceive the court system to be equitable. Twenty-seven percent of the cadets disagreed with the statement "The American court system treats people equally." An additional 16 percent strongly disagreed. Only 14 percent of the NJROTC cadets strongly agreed with the statement; and 29 percent agreed. The survey was administered prior to the Rodney King trial in Los Angeles, CA so the cadets' perceptions would not have been influenced by the trial or the outcome.

The cadets appear to be politically cognizant. Twenty-nine percent strongly agreed that young people should actively support the political party of



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their choice; 34 percent agreed. When asked about voting, 49 percent strongly agreed that it is the responsibility of all eligible Americans to vote in national, state and local elections. An additional 33 percent agreed.

When asked about the selective service system, 23 percent strongly agreed that females should register for the draft; and 23 percent agreed. Only thirty-four percent disagreed that females should be required to register for the draft. The remaining 30 percent did not express an opinion. When asked if males should register for the draft, 32 percent strongly agreed that they should be required to register; 27 percent agreed. Only 24 percent disagreed. Table 24 summarizes the differences in opinions based on gender

Table 24

Perceptions of the Selective Service by Sex

Females should register for the draft on their 18th birthday	Males n (%)	Females n (%)
Strongly agree	673 (28.1)	165 (12.7)
Agree	565 (23.6)	262 (20.2)
Disagree	398 (16.6)	325 (25.1)
Strongly disagree	257 (10.7)	271 (20.9)
No opinion	501 (20.9)	274 (21.1)

Males should register for the draft on their 18th birthday	Males n (%)	Females n (%)
Strongly agree	925 (38.6)	263 (20.3)
Agree	637 (26.6)	354 (27.4)
Disagree	291 (12.1)	274 (21.2)
Strongly disagree	168 (7.0)	138 (10.7)
No opinion	376 (15.7)	265 (20.5)

How the events of Desert Storm affected others' perception of the military was of interest. The cadets were given two statements. The first statement was "As a result of Desert Storm, more of my friends want to take JROTC". Only 9 percent strongly agreed with the statement; 14 percent agreed. Thirty-three percent disagreed and 19 percent strongly disagreed. The remaining did not express an opinion. The second statement was "As a result of Desert Storm, my friends' attitude towards the military has become more positive". The cadets appear to have seen a change of attitude towards the military as a result of Desert Storm. Fifteen percent strongly agreed; 32 percent agreed with the statement. Only 30 percent disagreed with the statement. Twenty-three percent did not express an opinion.

### Knowledge of Current Events

Another training objective of the NJROTC Program is to develop informed and responsible citizens. Cadets were asked to indicate how often they read the news (local and national) in the paper and watch the national news on television. The anchor points for the five point scale ranged from always to never, with sometimes being the (midpoint). Based on the cadets' responses, 32 percent usually watch the national news on television; and an additional 32 percent always watch the news. Twenty percent 'always read' the local news in the paper; and 49 percent 'usually read' the local news. Fewer cadets read the national news. Only 15 percent 'always read' the section in the paper dealing with national news and 38 percent 'usually read' the news. Tabular data can be found in Appendix E.

### CADET SURVEY SCHOOL DATA

Of the 37 responding Host Schools, 35 schools had submitted a Host School Survey. Thirty schools (85.7%) were identified as public schools and 5 schools (14.3%) were private. Fifty-four percent (n = 19) of the schools are located in urban areas; 34 percent (n = 12) in suburban areas; and 11 percent (n = 4) in rural areas. The majority of the schools (66%) indicated that the socioeconomic composition of the overall student population was middle class. Two schools (6%) were identified as affluent, and 10 schools (29%) were in the low economic strata. The location and socioeconomic composition of the Host Schools in the sample can be found in Appendix E.

### Perceived Impact of NJROTC Program by Host Schools in Sample

When asked to rate the impact of the NJROTC program on the school overall and on the community, the Host Schools in the sample perceived the impact of the program as being very positive. Seventy-four percent (n = 26) of the Host Schools perceived their impact as very positive; the remaining schools (n = 9 (25.7%)) rated the impact as positive. Sixty-six percent (n = 23) perceived the impact of the program on the community as having a very positive impact; 34 percent (n = 12) rated the impact on the community as positive.

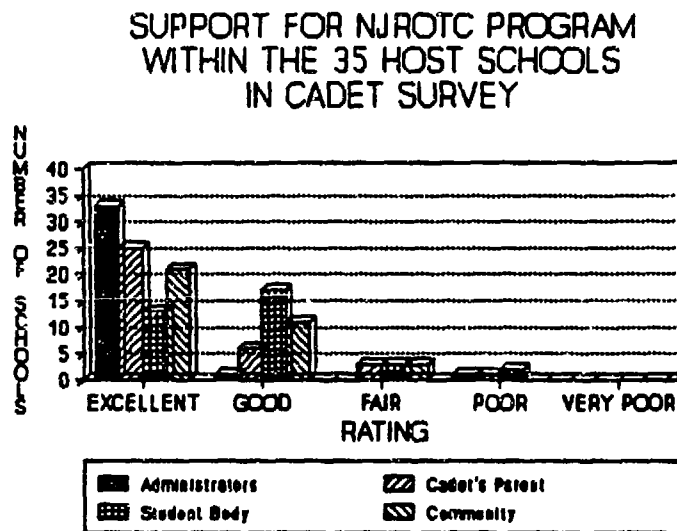
The Host Schools perceived the overall impact of the program on the cadets as very positive. Seventy-four percent (n = 26) rated the perceived overall impact as very positive; 26 percent (n = 9) rated the impact as positive. Only

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eleven (31%) of the Host Schools in the sample perceived the impact of the program on the cadets' academic performance as very positive. A total of 23 schools (66%) rated the impact on academic performance as positive; and 1 school rated the programs as having no impact on the academic performance of the cadet.

Perceived Support for the NJROTC Program

The Host Schools in the sample perceived the overall support for the program by the school administrators, the parents of the cadets, and the community as being excellent (Figure 14). The perceived level of support for the program by the overall student body was perceived to be good.



Schools' Perception of Support

Figure 14. Perceived support for NJROTC program in host school sample.

Of the 35 schools, 11 schools indicated that they had an active Booster program. Eight schools (72.7%) rated their Booster program as excellent. Two schools (18.2%) rated the perceived level of support as good; 1 school (9.1%) rated their Booster program as fair.

**CADET EVALUATION BY CADET SURVEY SCHOOL INSTRUCTORS**

A total of 126 academic instructors completed the Cadet Evaluation Form which asked them to evaluate the NJROTC cadet in relation to the general school population. The instructors were asked to evaluate the cadets on the following dimensions: self-discipline, self-respect, pride in one's work, appearance, respect for authority, respect for peers, work ethic, attendance, behavior, study habits, assuming leadership responsibilities, and willingness to volunteer to assist instructors.

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The instructors rated the NJROTC cadet as being better than the general student population in all dimensions. Table 25 lists the dimensions the academic instructors evaluated the cadet as being 'much better' than the overall student population; and Table 26 lists the dimensions rated as being 'slightly better'.

Table 25

Percentage of Academic Instructors Evaluating  
the NJROTC Cadet 'Much Better' Than  
the Overall Student Population

Dimension	Percentage
Respect for authority	71.4
Appearance	67.5
Behavior	66.7
Self-discipline	61.1
Self-respect	59.5
Assuming leadership positions	54.0
Attendance	53.2
Pride in one's work	44.8
Volunteering to assist instructors	41.3

Table 26

Percentage of Academic Instructors Evaluating  
the NJROTC Cadet 'Slightly Better' Than  
the Overall Student Population

Dimension	Percentage
Study habits	46.0
Respect for peers	43.7
Work ethic	41.9

## CONCLUSIONS AND RECOMMENDATIONS

This section of the report contains the conclusions and recommendations drawn from the results presented in the previous section and the more detailed information contained in the appendices.

### CONCLUSIONS

Currently, there is no systematic process in place to evaluate the benefits derived from the NJROTC program. With the exception of limited anecdotal feedback, the benefits derived from the program have not been measured. This study provides a snapshot of the current program and quantifies the perceived benefits of the program from multiple perspectives.

The overall perception of the benefits derived from the NJROTC program was positive. This positive perception of the program's value was shared by the Host School administrators and instructors, community leaders, parents and by the NJROTC cadets. NJROTC provides an avenue of opportunity in skill development for the cadet and establishes a constructive environment for growth and development. For many, the NJROTC program provides a positive alternative and a place to belong. Regardless of peer pressure, the cadets were satisfied with their overall experience with the program and willingly participated in the NJROTC program. The availability of the program appears to play a factor in many cadets' decisions to remain in school. The community, the school, the NJROTC cadets and parents of cadets strongly endorse and support the program.

The NJROTC program provides a positive image of the military in communities nationwide. For many communities, the NJROTC unit is the only contact the general population has with the military. The NJROTC units provide many manhours in community service and volunteerism, and assist the Host Schools in a wide variety of activities. However, there does not exist a common metric to measure the time spent in the community service projects. The Host Schools' academic instructors rated the NJROTC cadet as being much better than the general student population in the areas of self-discipline, leadership, behavior, and self-respect. Twenty percent of the cadets expressed an intention to enlist in the military upon graduation.

### RECOMMENDATIONS

Based on the findings, the following recommendations are made.

1. Routine assessment of NJROTC units and cadets is needed to determine changes in perceptions and attitudes regarding the program and to evaluate trends and document benefits received.

2. A longitudinal study of graduating senior cadets is needed to assess the impact of the program on the cadet after graduation. The tracking of seniors after graduation would document the number of JROTC cadets who actually enter the military, as well as provide the capability to compare their performance in the military to the performance of non-JROTC enlistees.

3. A standard metric (i.e., manhours) for time spent in community service and volunteerism should be established. This would enable a comparison of units as well as document the time spent in helping the community and the Host Schools.

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**APPENDIX A**  
**DESCRIPTION OF THE NJROTC PROGRAM**

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## DESCRIPTION OF THE NJROTC PROGRAM

### BACKGROUND

The first Navy JROTC units were established in high schools during the Fall of 1966. Today there are 228 units with a membership of 29,393 cadets (5 November 1991). Currently there are 122 schools on a waiting list. The establishment of additional units is dependent upon funding and Congressional authorization levels. In FY91 the average cost to the government to support one NJROTC unit was \$51,253 per year; the average cost for training one cadet was \$398 per year. Allocated funding for FY92 was \$8.346 million O&MN (Operations and Maintenance, Navy) and \$3.391 million RPN (Reserve Personnel, Navy). The budget for FY92 was \$11.737 million. Eighty-two percent of the O&MN allocation covers instructor salaries. For FY93 the program anticipates a reduction in the O&MN allocation. If this occurs, units will be disestablished.

### NJROTC ORGANIZATIONAL STRUCTURE

The NJROTC program is under the control and supervision of the Chief of Naval Education and Training (CNET). The 228 NJROTC units are distributed throughout the country. The units are divided into eight geographical areas (Table A-1) (5 November 1991). Each regional area is under the supervision of an Area Manager. Area Managers are active duty personnel who are assigned by the Bureau of Naval Personnel to serve as the Navy's regional representatives. Area Managers serve as the Navy's direct link to the individual Host Schools, the NJROTC units, and the community. Assigned duties and responsibilities include administration, logistic support, training coordination, and public liaison. The Area Manager is also responsible for the following duties: (1) conducting annual unit inspections, evaluating prospective Host School's facilities; (2) assisting school administrators in the establishment or disestablishment of NJROTC units; (3) interviewing prospective Naval Science instructors and assisting Host Schools in the employment of instructors; (4) coordinating area wide competition and comprehensive events, indoctrination and orientation events; and (5) the dissemination of information keeping units informed of current policy and guidance.

The establishment of a NJROTC unit involves a contractual agreement between CNET and the secondary school system. CNET provides to the unit (1) Naval Science curriculum and instructional materials and the prescribed guidelines; (2) available government property as authorized by law; and (3) uniforms, including maintenance and alterations. The Host School is reimbursed for travel expenses in support of the NJROTC program and activities, and a portion of the instructors' salary and the incurred miscellaneous direct costs. In return the Host School agrees to establish a Department of Naval Science as an integral academic department and provides a 3 or 4 year Naval Science curriculum consisting of at least 180 class periods per year. The school agrees to employ a minimum of one retired officer as the Naval Science instructor and one retired officer or enlisted person as an Assistant Naval Science instructor to administer and to instruct the program. The school must have a policy of nondiscrimination on the basis of race, sex, religion, or national origin for selection of instructors and cadets. The school also provides suitable safeguards (bonds or insurance) to cover losses or damages of government provided equipment and

materials. The local school board must support the establishment and maintenance of a NJROTC unit. The Host School is required to award not less than one full credit toward graduation for each year of NJROTC completed. Once a unit has been established, the cadet enrollment must be maintained at a minimum of 100 students or 10 percent of the number of students enrolled in the school (Title 10, United States Code, Chapter 102, Section 2031). Students are required to wear a uniform at least once a week and maintain an acceptable standard of academic achievement, conduct, and grooming.

Table A-1

NJROTC Geographic Distribution by Area

Area	No of units	Total Cadets	Males	Females	Minority Percent
<u>Area 04</u>					
Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Ohio (NE quadrant), Rhode Island, Pennsylvania, Vermont	25	2737	1722	1015	39.61
<u>Area 05</u>					
District of Columbia, Maryland, North Carolina (upper half), Virginia, West Virginia	30	3581	2242	1339	54.23
<u>Area 06</u>					
Georgia, North Carolina (lower half), South Carolina	34	4487	2675	1812	44.26
<u>Area 07</u>					
Alabama (except Mobile), Florida, South Georgia	30	3724	2444	1280	36.38
<u>Area 08</u>					
Alabama (Mobile Only), Arkansas (Eudora only), Louisiana, Mississippi, Texas (southern half)	30	3592	2153	1439	66.48
<u>Area 09</u>					
Arkansas (except Eudora), Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio (except NE quadrant), South Dakota, Tennessee	28	4140	2621	1519	45.27
<u>Area 11</u>					
Arizona, California (south of Fresno), New Mexico, Oklahoma, Texas (north including Dallas)	31	3996	2417	1579	63.09
<u>Area 13</u>					
Alaska, California (north), Guam, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming	20	3136	1917	1219	33.07
<u>Total</u>	228	29393	18191	11202	48.27

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The Naval Science instructors and Associate Naval Science instructors are retired officers and noncommissioned officers who have served on active duty for at least 20 years. Although the instructors are certified by CNET, they are employees of the individual Host School and salaries are paid through the schools. The Naval Science instructors and assistants usually receive similar fringe benefits (sick leave, vacations, insurance) afforded other instructors in the local school system. In addition to their military retirement pay, they also receive a minimum salary from the school. The Navy reimburses the Host School one-half for each instructor. The primary duties and responsibilities of the Naval Science instructor and the associate Naval Science instructor are specified by CNET, but the Host School may assign additional collateral duties so long as the additional duties and responsibilities do not interfere with the administration of the NJROTC program. Instructors may also teach other courses in addition to the Naval Science course under the same conditions, and under separate contract.

The NJROTC instructor is viewed as an official representative of the Navy in the school and the community. The instructors are a visible role model and are expected to uphold traditional military standards of conduct, decorum, and personal appearance (including uniform, haircut, and body fat standards). If an instructor's performance fails to meet CNET's standards and performance criteria, certification may be removed.

To participate in the NJROTC program a student must be enrolled in and attend a NJROTC course of instruction (Naval Science 1, 2 3, or 4). Students must be citizens or nationals of the United States, be at least 14 years of age and enrolled in a secondary school program grades 9 through 12. Students must be of good moral character (as determined by the principal of the school and the NJROTC instructor) and be physically fit to participate in NJROTC training. (Physically fit is defined as the ability to participate fully in the physical education program in the school). Students must successfully complete screening tests (if prescribed). Selection of new cadets is subject to approval of the NJROTC instructor and the school principal. The Host School must maintain an open enrollment policy. Special students (handicapped, foreign nationals, immigrants, and aliens) may participate in the program, however, students in this category may not be counted against that enrollment level required to establish or maintain a unit (CNETINST 1522.9H, Chapter III (SEP 19 1990)).

Students are expected to maintain a specified standard of academic performance (C or better in all academic courses) and meet acceptable standards of conduct. Students who fail to meet the requirements of the program can be disenrolled. Reasons for disenrollment include: (1) failure to maintain the standards required for enrollment, (2) lack of aptitude, (3) indifference to training, (4) disciplinary actions, (5) undesirable trait, (5) failure to meet terms of probation, (6) failure to correct deficiency for which student was placed on probation, (7) suspended or expelled from school, or (8) requested by the student.

Students who transfer from another JROTC unit will receive full credit for the training received. At the end of each year, students who complete the program will be awarded a certificate of completion. If the student successfully completes at least 3 years of JROTC, the student is entitled to advanced

promotion to pay grade E-3 upon initial enlistment in an active or reserve component of the Army, Navy or Air Force or grade E-2 in the Marine Corps. Students who have successfully completed 2 years of JROTC are entitled to be enlisted in pay grade E-2 (except in the Marine Corps and Air Force). Students who complete the NJROTC program can compete for appointment to the U.S. Naval Academy under the NROTC/NJROTC quota. In addition, NJROTC cadets who have completed 2 years of the NJROTC program and are recommended by their Naval Science instructor.

#### NJROTC CURRICULUM

The Chief of Naval Education and Training is responsible for the development of the curriculum, training materials, lesson plans, and course examinations. The Naval Science curriculum includes instruction in leadership, naval history, citizenship, naval operations and organization, seamanship, navigation, maritime geography, oceanography, astronomy, meteorology, electricity and electronics, and military drill. In addition to the academic portion of the curriculum, cadets participate in drill. Military drill includes individual, squad, platoon, and company close order drill, rotation of command, physical fitness, personnel inspections, and parade in review. The program also provides instruction in the basic elements and requirements for national security and the student's personal obligations as an American. The curriculum structure includes 72 hours of classroom instruction and 48 hours of military drill. The academic portion of the program is augmented by rifle and drill team competitions, community service projects, and orientation cruises, flights, abbreviated military training during the summer, and visits to naval shore activities. Student and unit performance above and beyond what is normally expected is recognized, and unit and individual awards and ribbons can be earned. Course objectives as specified in CNETINST 1533.9H (19 September 1990) are listed in Table A-2.

The Naval Science curriculum (NS 1-4) is usually taught in sequence. However, NS-2 and NS-3 can be alternated annually in a 4 year program. All alterations of the standard curriculum and format must be approved by the Area Manager and CNET. Students may dual enroll in more than one Naval Science course in order to complete the JROTC special requirement for advanced pay grade benefits upon initial enlistment in the military as long as the dual enrollment does not interfere with the graduation requirements of the Host School.

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Table A-2

NJROTC Curriculum Objectives

---

Promote patriotism

Develop informed and responsible citizens

Promote habits of orderliness and precision and to develop respect for constituted authority

Develop a high degree of personal honor, self-reliance, individual discipline, and leadership

Promote an understanding of the basic elements and requirements of national security

Develop respect for and an understanding of the need for constituted authority in a democratic society

Develop an interest in the military services as a possible career

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(CNETINST 1533.9H Sep 1990)

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**APPENDIX B**

**NJROTC BENEFITS SURVEY INSTRUMENTS**

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JROTC HOST SCHOOL SURVEY

This survey is designed for research purposes only. Your answers to the following questions are confidential and will be used only in statistical summaries. Individual responses will not be reported.

The questions in Sections 1 concern the demographics of the host school population (the total student enrollment from which JROTC cadets are drawn).

SECTION 1

Host School Demographics

School Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State: \_\_\_\_\_

UIC: \_\_\_\_\_

Instructions: Indicate the number of students enrolled in school as of January 1 for the 1991-1992 school term.

<u>CLASS</u>	<u>TOTAL NUMBER</u>
Senior	_____
Junior	_____
Sophomore	_____
Freshman	_____

Gender of students enrolled as of January 1 in school for 1991-1992

<u>GENDER</u>	<u>TOTAL NUMBER</u>
Male	_____
Female	_____

Racial composition (If data is not available, please provide an estimate.)

<u>RACE</u>	<u>TOTAL NUMBER</u>
Black	_____
American Indian	_____
Asian	_____
Hispanic	_____
White (non-Hispanic)	_____
Other (Please specify)	_____

Indicate school type (circle letter)

- (a) Private
- (b) Public

School's average SAT scores (if available)

Verbal \_\_\_\_\_  
Math \_\_\_\_\_  
ACT score \_\_\_\_\_

Average student overall grade point average (unweighted)

Senior \_\_\_\_\_  
Junior \_\_\_\_\_  
Sophomors \_\_\_\_\_  
Freshman \_\_\_\_\_

The overall student population is basically:

- (a) Affluent
- (b) Middle class
- (c) Lower economic strata

Indicate general geographic location of school (circle letter).

- (a) Suburban
- (b) Urban
- (c) Rural

**SECTION 2**

JROTC Demographics

Indicate the number of students enrolled in the JROTC program as of January 1 for the 1991-1992 school year.

	Total number enrolled in Naval Science 1	Total number enrolled in Naval Science 2	Total number enrolled in Naval Science 3	Total number enrolled in Naval Science 4
Freshman				
Sophomore				
Junior				
Senior				

Gender of JROTC Cadets

GENDER

TOTAL NUMBER

Male

\_\_\_\_\_

Female

\_\_\_\_\_

Racial composition of JROTC Cadets (If the data is not available, please estimate.)

<u>RACE</u>	<u>TOTAL NUMBER</u>
Black	_____
American Indian	_____
Asian	_____
Hispanic	_____
White (non-Hispanic)	_____
Other (Please specify)	_____

Is unit comprised of students drawn from more than one high school (ie., satellite school)?

- a. yes                      b. no

Indicate the number of high schools that participate in the unit \_\_\_\_\_

Average JROTC students' overall grade point average (unweighted) at the end of the first semester.

Senior        \_\_\_\_\_  
Junior        \_\_\_\_\_  
Sophomore    \_\_\_\_\_  
Freshman     \_\_\_\_\_

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Indicate the percentage of time spent in the following activities  
(total time = 100%).

Academics \_\_\_\_\_

Drill \_\_\_\_\_

Competition \_\_\_\_\_

Community Service \_\_\_\_\_

Other (please specify) \_\_\_\_\_

List the various community service projects and volunteer programs the  
unit performs.

Indicate the total number of students who dropped the Naval Science course at the end of the first semester.

Reasons for Dropping

Number of Students

Instructor request - Student was a discipline problem	_____
Instructor request - Student was failing course	_____
Student request - Student is failing course	_____
Student request - Student needed to take another academic course to graduate	_____
Student request - Student indicated he/she did not like course	_____
Student request - Student indicated that peer pressure was the reason for leaving the unit	_____

**SECTION 3**

Status of JROTC Program

The following questions address the JROTC program for the current school year. Circle your answer to the following questions.

	Yes	No
Do you have a waiting list of students who wish to enroll in JROTC? If yes, how many are on the list? _____	a	b
Do students earn academic credit for the JROTC?	a	b
If yes, can JROTC be applied to graduation requirements?	a	b
Does the community request the JROTC participation in local activities (for example, parades, flag ceremonies)?	a	b
Does your school have an active JROTC Booster Program?	a	b

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**SECTION 4**

Evaluation of the Impact of the JROTC Program

Instructions: Rate the level of impact the JROTC program has on the following groups over the past five years. (Circle the letter corresponding to your response.)

	Very Positive	Positive	No Impact	Negative	Very Negative
The school (overall)	a	b	c	d	e
The community	a	b	c	d	e
The JROTC cadet (overall)	a	b	c	d	e
The JROTC cadet's academic performance	a	b	c	d	e

**SECTION 5**

Overall Level of Support for the JROTC Program

Instructions: Rate the following groups' overall level of support for the JROTC program.

	Excellent	Good	Fair	Poor	Very Poor
Community at large	a	b	c	d	e
Overall student body	a	b	c	d	e
Parent's of the cadets	a	b	c	d	e
School administrators	a	b	c	d	e
JROTC Booster Program	a	b	c	d	e

Section 6

Evaluation of JROTC Graduating Cadet

Instructions: Complete the table below based on the current graduating class. If the answer is zero, please place a 0 in the space labeled number of Cadets.

Graduating JROTC seniors who have been:	Number of Cadets
Awarded a NROTC scholarship	
Awarded a 4-year ROTC scholarship	
Awarded a 4-year scholarship to a college or university	
Awarded a 2-year scholarship to a community or junior college	
Intends to attend a vocational or technical school	
Intends to attend a 4-year college or university	
Intends to attend a 2-year community college or junior college	
Accepted to the Navy Academy	
Accepted to other military academy	
Enlisted in the: Navy Marines Air Force Army	



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**Please provide additional comments, including feedback from guidance counselors, other instructors, parents and administrators, regarding the benefits the school and the student receives from the JROTC program.**

**THANK YOU FOR YOUR ASSISTANCE**

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NJROTC Cadet Evaluation Form

This evaluation form is designed for research purposes only. Your responses are confidential and will be used only in statistical summaries. Individual responses will not be reported. The information will be used to assess the benefits of the Naval Junior Reserves Officers' Training Corps. To return, fold and staple. Postage is not required. Thank you for your assistance. If you need additional information, the point of contact for this project is Sandra Bailey, (407) 380-8003.

School Name: \_\_\_\_\_ UIC: \_\_\_\_\_

EVALUATION OF JROTC CADET					
Instructions: Using the scale below, <u>objectively rate</u> the current JROTC cadets relative to the general student population of this school on the following dimensions. (Circle the letter which corresponds to your response.)					
	Much Better	Slightly Better	No Difference	Slightly Worse	Much Worse
Self-discipline	a	b	c	d	e
Self-respect	a	b	c	d	e
Pride in one's work	a	b	c	d	e
Appearance	a	b	c	d	e
Respect for authority	a	b	c	d	e
Respect	a	b	c	d	e
Work e	a	b	c	d	e
Attendance	a	b	c	d	e
Behavioral problems (discipline, fighting, suspension)	a	b	c	d	e
Study habits	a	b	c	d	e
Assuming leadership responsibilities	a	b	c	d	e
Volunteering to assist instructor	a	b	c	d	e

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**NJROTC CADET SURVEY**

This survey is designed for research purposes only. Your answers to the following questions are confidential and will be used only in statistical summaries. Individual responses will not be reported.

A separate answer sheet has been provided. Using a number 2 pencil, darken the appropriate letter that corresponds to your answer. **BE CAREFUL NOT TO MAKE ANY STRAY MARKS ON THE ANSWER SHEET.** If you want to change your answer(s), completely erase your first mark.

Return the survey and answer sheet to your instructor when you are finished.

**INSTRUCTIONS FOR COMPLETING THE SCANTRON ANSWER SHEET**

- A. **Last Name First Name:** Leave blank
- B. **Codes:** If you are enrolled in:
- Naval Science 1** ..... Enter 100 in the first 3 blocks and darken in the number.
  - Naval Science 2** ..... Enter 200 in the first 3 blocks and darken in the number.
  - Naval Science 3** ..... Enter 300 in the first 3 blocks and darken in the number.
  - Naval Science 4** ..... Enter 400 in the first 3 blocks and darken in the number.
- C. **Grade:** Darken in the number which corresponds to your grade. (For example, if you are in 9th grade, darken in the number 9.)
- D. **Date of Birth:** Darken in the month, day, and year of your birth.
- E. **ID Number:** Enter your NJROTC unit's UIC in the first 5 blocks and darken in the number. Your instructor will provide the UIC.
- F. **Sex:** Darken in the appropriate letter.

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**PART 1**

**DEMOGRAPHIC DATA**

Begin with question 1 on your answer sheet.

Directions: Use the separate answer sheet, darken the appropriate letter.

- |   |  |
|---|--|
| 1. Race   | (a) Black<br>(b) American Indian<br>(c) Asian<br>(d) Hispanic<br>(e) White (non-Hispanic)                  |
| 2. How many years have you been in the JROTC program (including this year)? | (a) 1 year or less<br>(b) 2 years<br>(c) 3 years<br>(d) 4 years  |
| 3. Indicate your current rank in JROTC?                                     | (a) Officer<br>(b) Chief Petty Officer<br>(c) Petty Officer<br>(d) Seaman/Seaman Apprentice<br>(e) No rank |
| 4. How many honor's courses are you currently taking?                       | (a) None<br>(b) 1<br>(c) 2<br>(d) 3<br>(e) 4 or more   |
| 5. What is your current grade point average (unweighted)?                   | (a) 3.6 - 4.0<br>(b) 3.0 - 3.5<br>(c) 2.0 - 2.9<br>(d) 1.5 - 2.0<br>(e) Less than 1.5                      |

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(Part 1 continued)

6. After school employment
- (a) Work 20 hours or less a week
  - (b) Work more than 20 hours a week
  - (c) Not working at this time

7. What grade do you expect to earn in this class?
- (a) A
  - (b) B
  - (c) C
  - (d) D
  - (e) Failing

8. Are you planning to take NJROTC next year?
- (a) Yes
  - (b) No
  - (c) Graduating

9. Why did you take the Naval Science course?
- (a) I wanted to take the course
  - (b) I was placed in the course by the school counselor
  - (c) My counselor encouraged me to take the course
  - (d) My parents placed me in the course
  - (e) My friends encouraged me to take the course

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PART 2

REASONS FOR PARTICIPATING IN JROTC

Begin with question 10 on your answer sheet.

Individuals take the JROTC course for many reasons. How important are the following in your decision to take part in JROTC?

	Very Important	Moderately Important	Slightly Important	This was not a factor
10. Being able to help others in the community	a	b	c	d
11. Being with my friends that are in JROTC	a	b	c	d
12. Learning new skills	a	b	c	d
13. To learn about the military	a	b	c	d
14. Field trips	a	b	c	d
15. Learn new skills that I can use on a job	a	b	c	d
16. To use military equipment	a	b	c	d
17. To show my pride in my country	a	b	c	d
18. To learn leadership skills	a	b	c	d
19. Access to college scholarship	a	b	c	d
20. I am planning a military career	a	b	c	d



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(Part 2 continued)	Very Important	Moderately Important	Slightly Important	This was not a factor
21. To wear an uniform	a	b	c	d
22. To belong to a supportive organization at school	a	b	c	d
23. To take part on the rifle team	a	b	c	d
24. To take part on the academic team	a	b	c	d
25. To take part on the drill team	a	b	c	d
26. My sister or brother had taken this course	a	b	c	d
27. A member of my family is in the military	a	b	c	d
28. Thought course would be an easy 'A'	a	b	c	d
29. It was the only course that fit my class schedule	a	b	c	d

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**PART 3**

**INVOLVEMENT IN JROTC ACTIVITIES**

Begin with question 30 on your answer sheet.

We are interested in your involvement in JROTC activities. Indicate if you have participated in the following activities.

	Yes	No
30. Mini-Officer Candidate School	a	b
31. Leadership Academy	a	b
32. Mini-Boot Camp	a	b
33. Unit Leadership School	a	b
34. Ship visit	a	b
35. Orientation flights	a	b
36. Military base visits	a	b
37. Navy League Field Days	a	b
38. Parades	a	b
39. Memorial Day formations	a	b
40. Honor Guard or Color Guard	a	b
41. Served as escorts during school functions (i.e., homecoming, prom)	a	b
42. Drill team	a	b
43. Unit Military Ball	a	b

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(Part 3 continued)	Yes	No
44. Field competitions	a	b
45. Marksmanship competition	a	b
46. Academic Team	a	b
<p><b>PART 4</b></p> <p><b>AWARDS &amp; RIBBONS EARNED IN JROTC</b></p> <p>Begin with question 47 on your answer sheet.</p> <p>Indicate if you have earned the following awards and ribbons.</p>		
	Yes	No
47. Meritorious Achievement	a	b
48. CNET Unit Award	a	b
49. Distinguished Cadet	a	b
50. Honor Cadet	a	b
51. Honor Unit	a	b
52. Aptitude Award	a	b
53. Naval Science IV Outstanding Cadet	a	b
54. Naval Science III Outstanding Cadet	a	b
55. Naval Science II Outstanding Cadet	a	b
56. Naval Science I Outstanding Cadet	a	b
57. Exemplary Conduct	a	b

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(Part 4 continued)	Yes	No
58. Mini-Boot Camp	a	b
59. Unit Service Award	a	b
60. Community Service Award	a	b
61. Exemplary Personal Appearance	a	b
62. Drill Team	a	b
63. Color Guard	a	b
64. Academic Award	a	b
65. Rifle Team	a	b
66. Physical Fitness	a	b
67. Orienteering	a	b
68. Recruiting	a	b
69. Participation	a	b
70. Sea Cruise	a	b

**PART 5**

**LEADERSHIP POSITIONS**

Indicate if you hold a leadership position in a club, organization or student government.

Begin with question 71 on your answer sheet.

	Yes	No
71. President of a club, group, or organization	a	b
72. Vice President of a club, group or organization	a	b
73. Secretary	a	b
74. Treasurer	a	b
75. Chairperson of a committee	a	b

**PART 6**

**ACTIVITIES OUTSIDE OF JROTC**

Begin with question 76 on your answer sheet.

In this section we are interested in your level of participation in other high school or college activities other than JROTC. Indicate your membership of the following groups, and organizations.

	Yes	No
76. National Honor Society or BETA Club	a	b
77. Social clubs	a	b
78. Academic clubs (For example: math, science, language)	a	b
79. Sports (Football, baseball, softball, soccer, track, swimming, wrestling, weightlifting, volleyball, or other sports)	a	b
80. Cheerleading	a	b
81. Student Council/Government	a	b
82. Marching Band	a	b
83. Debate Team	a	b
84. Drama	a	b
85. Scouting (Boy or Girl Scouts)	a	b
86. Boys/Girls Club of America	a	b

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(Part 6 continued)	Yes	No
87. Junior Achievement	a	b
88. Red Cross Teen Corps	a	b
89. Church Youth Group	a	b
90. School Newspaper or Yearbook	a	b
91. 4-H or Future Farmers of America	a	b

**PART 7**

**ATTITUDE TOWARDS JROTC**

Begin with question 92 on your answer sheet.

How do the following groups view your participation in JROTC?

	Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
93. Your family (overall)	a	b	c	d	e
94. Your teachers	a	b	c	d	e
95. Your friends outside the unit	a	b	c	d	e

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**PART 8**

**LEVEL OF SATISFACTION**

Begin with question 96 on your answer sheet.

Indicate how satisfied you are in response to each of the following statements.

	Very Satisfied	Slightly Satisfied	Slightly Dissatisfied	Very Dissatisfied
96. My overall experience with the JROTC program	a	b	c	d
97. The opportunity to use my skills, talents and abilities in class	a	b	c	d
98. The support given by other members of the unit	a	b	c	d
99. The amount of recognition I receive for work well done	a	b	c	d
100. The amount of responsibility I have earned in the unit	a	b	c	d



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PART 9

OPINION DATA

Begin with question 101 on your answer sheet.

We are interested in your opinion on various issues. Read each statement and darken in the response that reflects your level of agreement with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
101. Citizens should engage in some form of full-time public service when they are young	a	b	c	d	e
102. A good citizen should be more active in the community	a	b	c	d	e
103. Respect for authority among young people is declining	a	b	c	d	e
104. Most American citizens show respect for the U.S. flag	a	b	c	d	e
105. The American court system treats people equally	a	b	c	d	e
106. Young people should actively support the political party of their choice	a	b	c	d	e

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(Part 9 continued)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
107. It is the responsibility of all eligible Americans to vote in national, state, and local elections	a	b	c	d	e
108. Females should register for the draft (Selective Service System) on their 18th birthday	a	b	c	d	e
109. Males should register for the draft (Selective Service System) on their 18th birthday	a	b	c	d	e
110. As a result of Desert Storm, more of my friends want to take JROTC	a	b	c	d	e
111. As a result of Desert Storm, my friends' attitude towards the military has become more positive	a	b	c	d	e
112. Being able to take part in JROTC has been a major factor in my decision to remain in school	a	b	c	d	e

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**PART 10**

**ADDITIONAL ACTIVITIES**

Begin with question 113 on your answer sheet.

Indicate the frequency with which you engage in the following activities.

	Always	Usually	Sometimes	Seldom	Never
113. Reading the local news in the paper	a	b	c	d	e
114. Read the national news in the paper	a	b	c	d	e
115. Watching the national news on television	a	b	c	d	e

**PART 11**

**CAREER PLANS**

Begin with question 116 on your answer sheet.

116. Upon graduation, indicate your career plans.

- (a) I plan to go to college
- (b) I plan to obtain technical or vocational training
- (c) I plan to enlist in the military
- (d) I plan to go to work full time
- (e) I don't know at this time

117. If you are planning to enlist in one of the services below, indicate the branch of service.

- (a) Navy
- (b) Marines
- (c) Army
- (d) Air Force
- (e) None of the above

118. If you are planning to enlist in one of the services below, indicate the branch of service.

- (a) Coast Guard
- (b) Merchant Marines
- (c) None of the above

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119. If you are planning to enlist in the reserves, indicate the branch of service.

- (a) Navy Reserves
- (b) Marines Reserves
- (c) Army Reserves
- (d) Air Force Reserves
- (e) None of the above

120. If you are planning to enlist in the reserves, indicate the branch of service.

- (a) Coast Guard Reserves
- (b) National Guard
- (c) ROTC
- (d) None of the above

121. Please indicate if you have been awarded one of the following:

- (a) NROTC Scholarship (4-year)
- (b) ROTC Scholarship (4-year)
- (c) Scholarship to any university or college
- (d) Cash award for outstanding performance in competition
- (e) None of the above

THANK YOU FOR COOPERATION IN COMPLETING THIS SURVEY

PLEASE RETURN SURVEY TO YOUR INSTRUCTOR

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APPENDIX C  
HOST SCHOOL SURVEY TABULAR DATA

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HOST SCHOOL SURVEY TABULAR DATA

This appendix provides tabular data for the Host School Survey. Table C-1 provides a comparison of the Host Schools' overall student population to the NJROTC cadet population.

Table C-1

Host School Enrollment Compared to NJROTC Enrollment

	Student Classification				Gender		Racial Composition					
	FR	SO	JR	SR	M	F	BL	AM IND	ASIAN	HIS	WHITE	OTHER
NJROTC UNIT	9343	5957	3739	2845	13525	8240	7326	144	434	2366	1011	133
HOST SCHOOL POP *	78849	71740	61466	56107	139750	128412	65434	1335	7532	35932	139460	2808

\*Due to Host School policies on maintaining data on the gender and racial composition of the overall student population, some schools were unable or unwilling to provide gender and racial composition of the student population. Some Host Schools only provided estimates. Therefore, the totals for the class enrollment (freshman, sophomore, junior, and senior) will not equal gender totals (male and female), and total racial composition.

The Host Schools were asked to rate the perceived impact of the NJROTC program on the school, the community, the JROTC cadet and the cadets' academic performance. Table C-2 provides the raw data and percentages of the perceived impact of the program. None of the Host Schools responded negatively.

The Host Schools were asked to rate the perceived level of support for the NJROTC program. The raw data and percentages are presented in Table C-3.

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Table C-2

Host Schools' Evaluation of the Impact of the NJROTC Program

	Very Positive n (%)	Positive n (%)	No Impact n (%)
The school (overall)	135 (71.4)	51 (27.0)	3 (1.6)
Community	123 (65.1)	64 (33.9)	2 (1.1)
Cadet (overall)	142 (75.1)	45 (23.8)	2 (1.1)
Cadet's academic performance	51 (27.0)	130 (68.8)	8 (4.1)

n - 189 Missing - 1

Table C-3

Overall Level of Support for the NJROTC Program

	Excellent n (%)	Good n (%)	Fair n (%)	Poor n (%)	Very Poor n (%)
Community at large	121 (64.0)	57 (30.2)	9 (4.8)	2 (1.1)	0
Overall student body	62 (32.8)	102 (54.0)	18 (9.5)	7 (3.7)	0
Parents' of cadets	118 (62.4)	51 (27.0)	16 (8.5)	4 (2.1)	0
School administrators	157 (83.1)	27 (14.3)	4 (2.1)	1 (0.5)	0

n - 189 Missing - 1

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**APPENDIX D**

**ACADEMIC EVALUATION OF NJROTC CADETS  
COMPARED TO THE GENERAL SCHOOL POPULATION**

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ACADEMIC EVALUATION OF NJROTC CADETS COMPARED TO THE GENERAL SCHOOL POPULATION

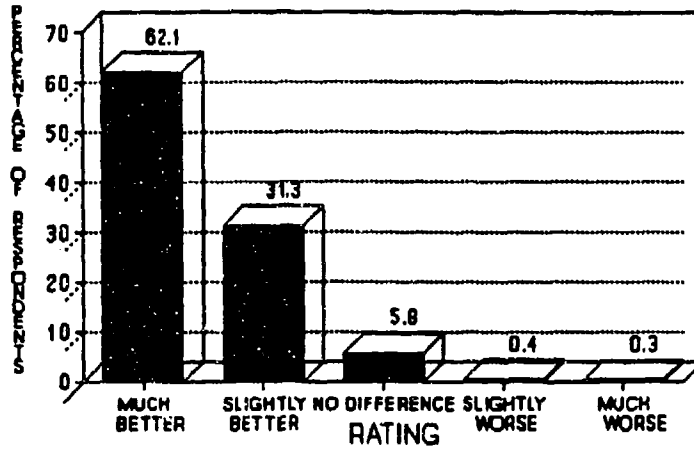
This appendix provides tabular data (Table D-1) and graphic depiction (Figures 1 thru 12) of instructor evaluation of the NJROTC cadet in relation to the general population.

Table D-1

Host School Instructor Evaluation of NJROTC Cadets

	Much Better n	Slightly Better n	No Difference n	Slightly Worse n	Much Worse n
Self-discipline	350	295	69	3	3
Self-respect	372	278	66	4	2
Pride in one's work	266	331	115	5	1
Appearance	426	238	57	2	0
Respect for authority	449	226	42	3	2
Respect for peers	247	329	137	3	3
Work ethic	233	338	131	6	2
Attendance	323	273	110	5	1
Behavioral problems (discipline, fighting, suspension)	443	221	48	2	2
Study habits	159	331	214	4	1
Assuming leadership responsibilities	322	287	104	2	2
Volunteering to assist instructor	288	245	176	1	1

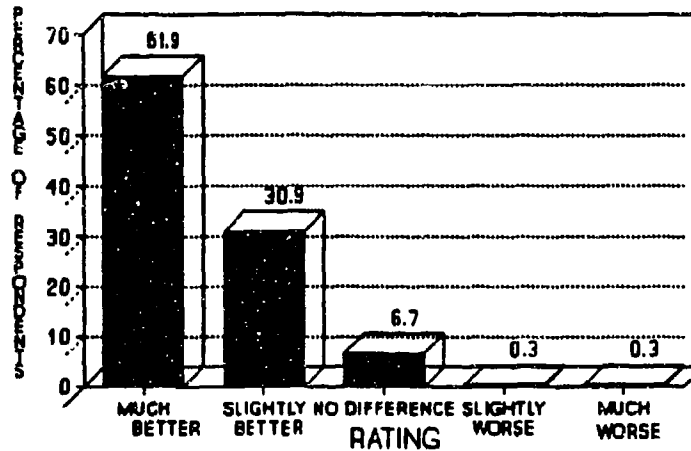
### RESPECT FOR AUTHORITY



Valid cases = 722 Missing = 1

Figure D-1. Host School instructors' evaluation of cadets' respect for authority.

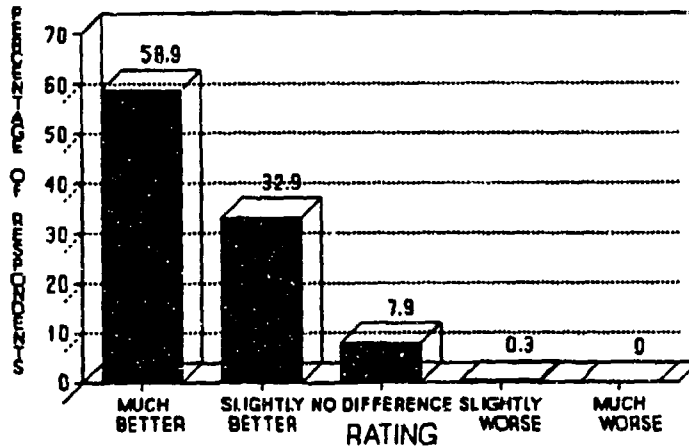
### BEHAVIORAL PROBLEMS



Valid cases = 716 Missing = 7

Figure D-2. Host School instructors' evaluation of cadets' behavior.

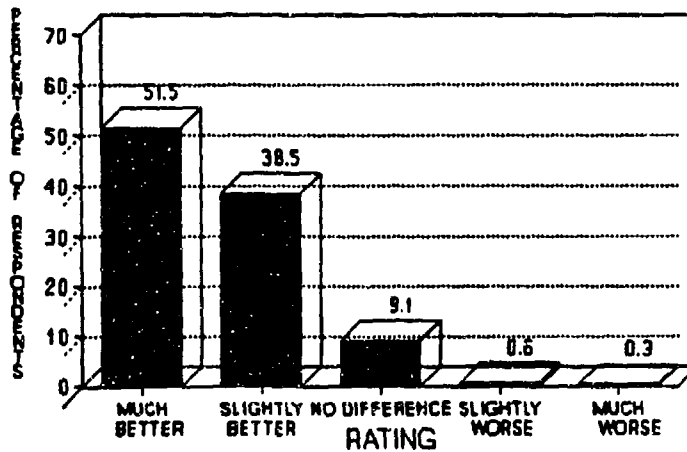
### APPEARANCE



VAM cases = 723 Missing = 0

Figure D-3. Host School instructors' evaluation of cadets' appearance.

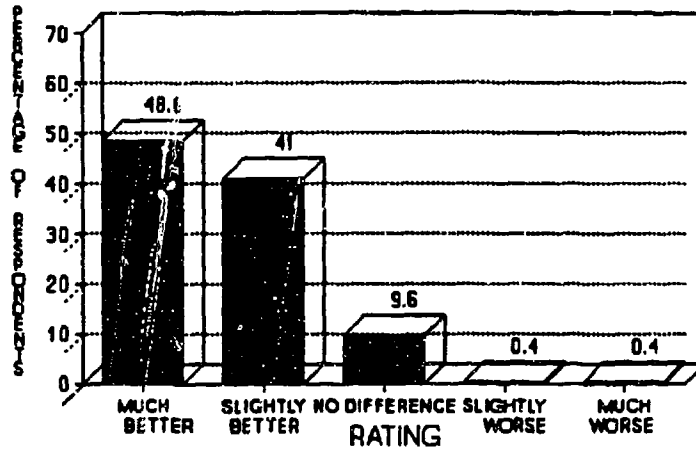
### SELF-RESPECT



VAM cases = 723 Missing = 1

Figure D-4. Host School instructors' evaluation of cadets' level of self-respect.

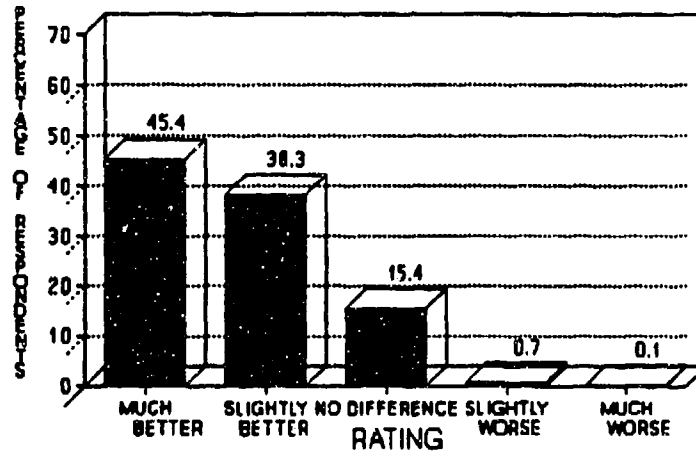
### SELF DISCIPLINE



Valid cases = 720 Missing = 3

Figure D-5. Host School instructors' evaluation of cadets' level of self-discipline.

### ATTENDANCE

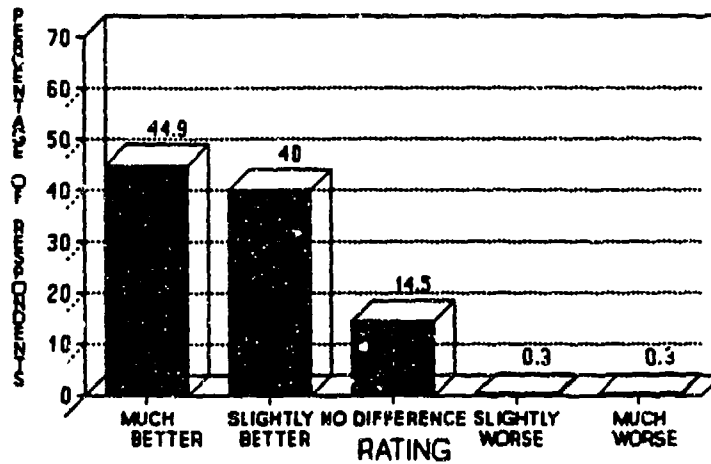


Valid cases = 712 Missing = 11

Figure D-6. Host School instructors' evaluation of cadets' attendance.



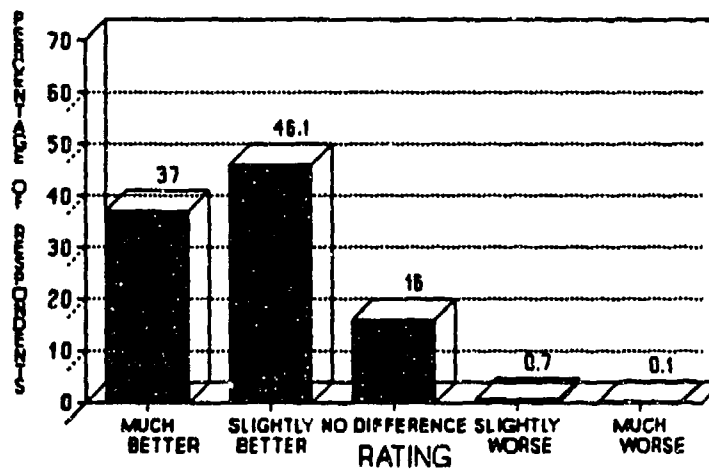
### ASSUMING LEADERSHIP POSITIONS



Valid cases = 717 Missing = 6

Figure D-7. Host School instructors' evaluation of cadets' willingness to assume leadership positions.

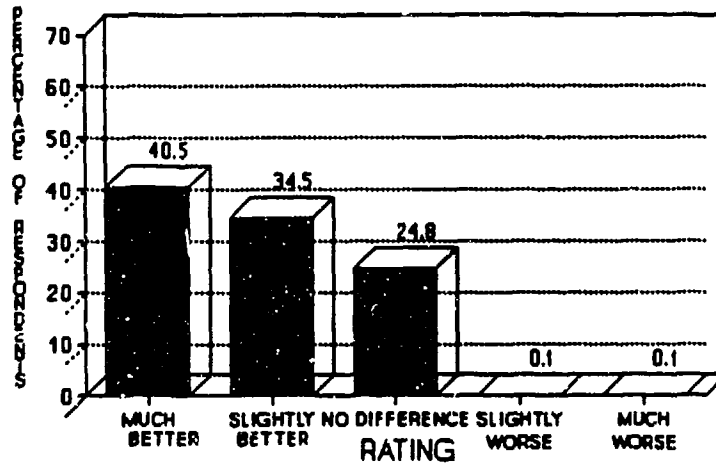
### PRIDE IN ONE'S WORK



Valid cases = 718 Missing = 5

Figure D-8. Host School instructors' evaluation of cadets' pride in one's work.

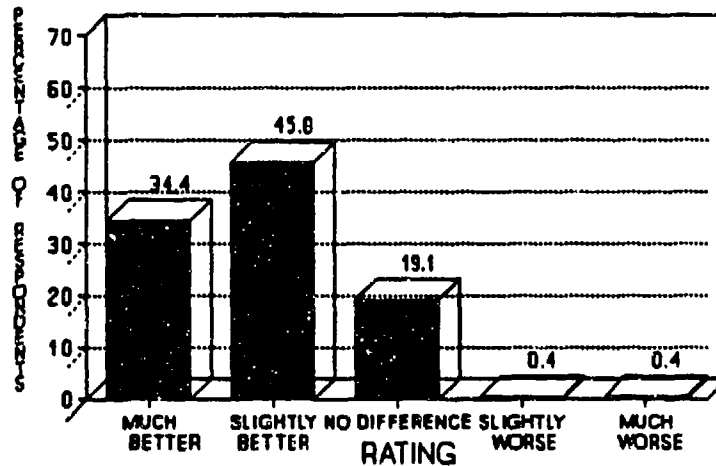
### VOLUNTEERING TO ASSIST INSTRUCTOR



Valid cases 711 Missing = 12

Figure D-9. Host School instructors' evaluation of cadets' willingness to volunteer to assist instructors.

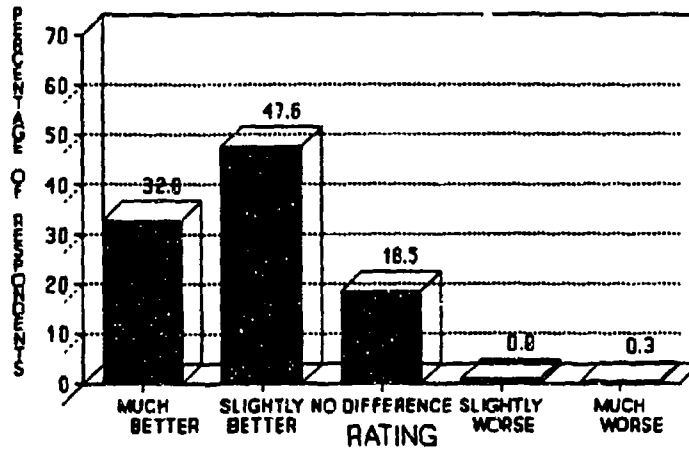
### RESPECT FOR PEERS



Valid cases = 718 Missing = 4

Figure D-10. Host School instructors' evaluation of cadets' respect for peers.

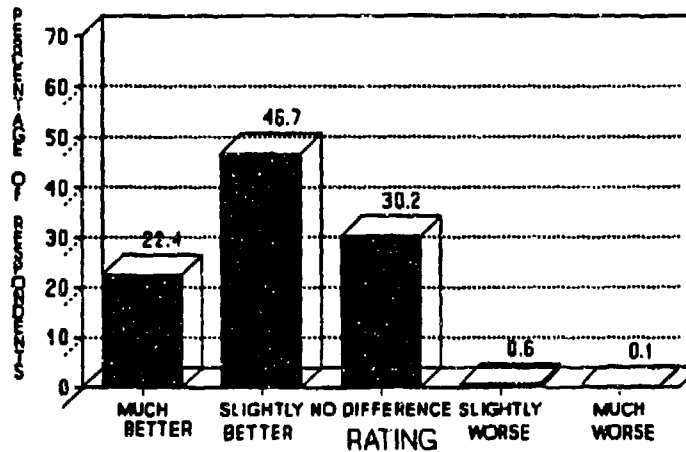
### WORK ETHIC



Valid cases = 710 Missing = 13

Figure D-11. Host School instructors' evaluation of cadets' work ethic.

### STUDY HABITS



Valid cases = 708 Missing = 14

Figure D-12. Host School instructors' evaluation of cadets' study habits.

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APPENDIX E  
NJROTC CADET SURVEY TABULAR DATA

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NJROTC CADET SURVEY TABULAR DATA

This appendix summarizes the data obtained from the NJROTC Cadet Survey in tabular format. Table E-1 provides the socioeconomic composition of the student population and the location of the Host Schools in the sample. (Only 35 schools submitted a Host School Survey.)

Table E-1

Host School Type, Socioeconomic Composition and Location

Host School Name	ST	Type	Socio-Economic	Location
Shawnee Mission North	KA	Public	Middle	Suburban
Riverhead High	NY	Public	Middle	Urban
Parkersburg High	WV	Public	Middle	Urban
Ed. White High	FL	Public	Low	Rural
Oak Harbor High	WA	Public	Middle	Rural
Booker T. Washington	VA	Public	Middle	Urban
Highland High	NM	Public	Low	Urban
West Roxbury High	MA	Public	Low	Suburban
Foy Moody High	TX	Public	Low	Urban
South Houston High	TX	Public	Low	Urban
Frederick Douglass High	GA	Public	Middle	Urban
Pike High	IN	Public	Middle	Suburban
Bishop Kenny	FL	Private	Middle	Urban
Los Alamos	NM	Public	Affluent	Suburban
North Augusta High	SC	Public	Middle	Suburban
Flint Central	MI	Public	Low	Urban
Dr. James Hogan	CA	Public	Middle	Urban
Bay View High	WI	Public	Low	Urban
Eau Claire	SC	Public	Middle	Urban
Wilmer Hutchins High	TX	Public	Middle	Suburban
Edward Reed	NV	Public	Middle	Urban

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Table E-1 (Continued)

Host School Name	ST	Type	Socio-Economic	Location
Brother Martin	LA	Private	Middle	Urban
Titusville High	FL	Public	Middle	Urban
Point Loma High	CA	Public	Middle	Suburban
Paul L. Dunbar	OH	Public	Low	Urban
Admiral Farragut Academy	NJ	Private	Affluent	Suburban
Gaithersburg High	MD	Public	Middle	Suburban
West Lauderdale	MS	Public	Middle	Rural
Escambia High	FL	Public	Middle	Suburban
Lander Valley High	WY	Public	Middle	Urban
Iroquois	KY	Public	Low	Urban
McKinley High	DC	Public	Low	Urban
Father Duenas Memorial	GU	Private	Middle	Suburban
Notre Dame High	NY	Private	Middle	Suburban

n = 35 schools 3 missing



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EVALUATION OF CADETS BY ACADEMIC INSTRUCTORS IN HOST SCHOOL

Table E-2 summarizes the 37 Host Schools' academic instructors' evaluation of the cadets enrolled in the program. A total of 126 academic instructors submitted cadet evaluations.

Table E-2

Evaluation of Cadets in Relation to Overall School Population

Dimension	Much Better n (%)	Slightly Better n (%)	No Difference n (%)	Slightly Worse n (%)	Much Worse n (%)
Respect for authority	90 (71.4)	26 (26.6)	9 ( 7.1)	1 ( .8)	
Appearance	85 (67.5)	32 (25.4)	8 ( 6.3)	1 ( .8)	
Behavior	84 (66.7)	33 (26.2)	9 ( 7.1)		
Self-discipline	77 (61.1)	36 (28.6)	12 ( 9.5)	1 ( .8)	
Self-respect	75 (59.5)	40 (31.7)	10 ( 7.9)	1 ( .8)	
Assuming leadership positions	68 (54.0)	43 (34.1)	15 (11.9)		
Attendance (2 missing)	66 (53.2)	45 (36.3)	13 (10.5)		
Pride in one's work (1 missing)	56 (44.8)	50 (40.0)	18 (14.4)	1 ( .8)	
Volunteering to assist instructors	52 (41.3)	46 (36.5)	28 (22.2)		
Respect for peers	51 (40.0)	55 (43.7)	19 (15.1)	1 ( .8)	
Work ethic (2 missing)	48 (38.7)	52 (41.9)	23 (18.5)	1 ( .8)	
Study Habits	36 (28.6)	58 (46.5)	32 (25.4)		

n = 126 academic instructors

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Table E-3 summarizes the cadet enrollment for each Naval Science course (NS 1-4) by grade for each Host School in the sample.

Table E-3

Naval Science Enrollment by Grade

NORTHEAST REGION

McKinley High School, DC (Area 5)

Naval Science	Grade				
	8	9	10	11	12
1		7	30	10	1
2			2	14	5
3			1	2	11
4					
Total		7	33	26	17

West Roxbury, MA (Area 4)

Naval Science	Grade				
	8	9	10	11	12
1		33	9	2	8
2			18	6	4
3				7	1
4					4
Total		33	27	15	17

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Table E-3 (Continued)

Admiral Farragut Academy, NJ (Area 4)

Naval Science	Grade				
	8	9	10	11	12
1	18	19	12	8	9
2		6	11	12	8
3			1	3	10
4					1
<b>Total</b>	<b>18</b>	<b>25</b>	<b>24</b>	<b>23</b>	<b>28</b>

Notre Dame HS, NY (Area 4)

Naval Science	Grade				
	8	9	10	11	12
1			39	4	1
2				21	1
3				1	16
4					
<b>Total</b>			<b>39</b>	<b>26</b>	<b>18</b>

Riverhead HS, NY (Area 4)

Naval Science	Grade				
	8	9	10	11	12
1		40	11	1	1
2				5	
3					8
4					
<b>Total</b>		<b>40</b>	<b>11</b>	<b>6</b>	<b>9</b>

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Table E-3 (Continued)

Gaithersburg, MD (Area 5)

Naval Science	Grade				
	8	9	10	11	12
1		36	5	7	2
2			19	1	2
3				6	14
4				6	14
<b>Total</b>		36	24	20	32

SOUTHEAST REGION

Eau Claire HS, SC (Area 6)

Naval Science	Grade				
	8	9	10	11	12
1		35	6	3	1
2		1	18	5	1
3				14	3
4					8
<b>Total</b>		36	24	22	13

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Table E-3 (Continued)

Booker T. Washington, VA (Area 5)

Naval Science	Grade				
	8	9	10	11	12
1		40	7	2	
2			10	4	
3				8	3
4				1	9
<b>Total</b>		40	17	15	12

North Augusta Senior, SC (Area 6)

Naval Science	Grade				
	8	9	10	11	12
1		46		1	
2		1	16		
3				10	
4					7
<b>Total</b>		47	16	11	7

Parkersburg, WV (Area 5)

Naval Science	Grade				
	8	9	10	11	12
1			43	2	1
2			1	24	3
3					20
4					
<b>Total</b>			44	26	24

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Table E-3 (Continued)

Iroquois High, KY (Area 9)

Naval Science	Grade				
	8	9	10	11	12
1		29	4	2	
2		5	16	1	
3			2	10	1
4			1		10
<b>Total</b>		<b>34</b>	<b>23</b>	<b>13</b>	<b>11</b>

MIDWEST REGION

Flint Central, MI (Area 9)

Naval Science	Grade				
	8	9	10	11	12
1		35	5		
2			17	5	1
3				9	1
4					4
<b>Total</b>		<b>35</b>	<b>22</b>	<b>14</b>	<b>6</b>

Table E-3 (Continued)

Dunbar High School, OH (Area 9)

Naval Science	Grade				
	8	9	10	11	12
1		39	8	1	
2			4	2	
3				3	4
4					1
<b>Total</b>		<b>39</b>	<b>12</b>	<b>6</b>	<b>5</b>

Shawnee Mission North, KS (Area 9)

Naval Science	Grade				
	8	9	10	11	12
1		32	2	3	
2			14	4	1
3				7	1
4					12
<b>Total</b>		<b>32</b>	<b>16</b>	<b>14</b>	<b>14</b>

Lander Valley High School, WY (Area 13)

Naval Science	Grade				
	8	9	10	11	12
1		26	2	3	2
2			18		1
3				18	4
4					5
<b>Total</b>		<b>26</b>	<b>20</b>	<b>21</b>	<b>12</b>

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Table E-3 (Continued)

Bay View, WI (Area 9)

Naval Science	Grade				
	8	9	10	11	12
1		25	6	1	
2			19	3	
3				13	1
4					6
<b>Total</b>		<b>25</b>	<b>25</b>	<b>17</b>	<b>7</b>

Pike HS, IN (Area 9)

Naval Science	Grade				
	8	9	10	11	12
1		37			
2			19	1	
3				16	
4					12
<b>Total</b>		<b>37</b>	<b>19</b>	<b>17</b>	<b>12</b>

Cleveland Junior Naval Academy, MO (Area 9)

Naval Science	Grade				
	8	9	10	11	12
1		287	29	7	
2		2	153	5	
3			3	119	
4					67
<b>Total</b>		<b>289</b>	<b>185</b>	<b>131</b>	<b>67</b>



Table E-3 (Continued)

**SOUTHWEST REGION**

**Wilmer Hutchins, TX (Area 12)**

Naval Science	Grade				
	8	9	10	11	12
1		38	3	1	
2		2	24	2	1
3				17	
4				1	6
<b>Total</b>		<b>40</b>	<b>27</b>	<b>21</b>	<b>7</b>

**Brother Martin High, LA (Area 8)**

Naval Science	Grade				
	8	9	10	11	12
1		28	8	1	
2			20		
3				16	8
4				6	13
<b>Total</b>		<b>28</b>	<b>28</b>	<b>23</b>	<b>22</b>

**Foy H. Moody, TX (Area 8)**

Naval Science	Grade				
	8	9	10	11	12
1		42	3	1	
2		3	15		1
3			1	10	4
4					4
<b>Total</b>		<b>45</b>	<b>19</b>	<b>12</b>	<b>9</b>

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Table E-3 (Continued)

South Houston, TX (Area 8)

Naval Science	Grade				
	8	9	10	11	12
1		37			
2		1	10		
3				9	
4					5
<b>Total</b>		<b>38</b>	<b>10</b>	<b>9</b>	<b>5</b>

Los Alamos HS, NM (Area 11)

Naval Science	Grade				
	8	9	10	11	12
1		18	9	1	
2			3		1
3		1	16	10	14
4					2
<b>Total</b>		<b>19</b>	<b>18</b>	<b>11</b>	<b>17</b>

Highland HS, NM (Area 11)

Naval Science	Grade				
	8	9	10	11	12
1		28	5	3	2
2			24		
3				10	
4					7
<b>Total</b>		<b>28</b>	<b>29</b>	<b>13</b>	<b>9</b>

Table E-3 (Continued)

**SOUTHERN REGION**

**Escambia HS, FL (Area 7)**

Naval Science	Grade				
	8	9	10	11	12
1		45	6	1	1
2			21	1	
3				9	1
4					2
<b>Total</b>		<b>45</b>	<b>27</b>	<b>11</b>	<b>4</b>

**Bishop Kenny HS, FL (Area 7)**

Naval Science	Grade				
	8	9	10	11	12
1		52			
2			18	1	
3			1	12	1
4					6
<b>Total</b>		<b>52</b>	<b>19</b>	<b>13</b>	<b>7</b>

**Titusville HS, FL (Area 7)**

Naval Science	Grade				
	8	9	10	11	12
1		78	8	1	1
2			20	3	2
3				7	
4					7
<b>Total</b>		<b>78</b>	<b>28</b>	<b>11</b>	<b>10</b>

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Table E-3 (Continued)

Edward H. White Senior, FL (Area 7)

Naval Science	Grade				
	8	9	10	11	12
1		6	8	1	
2				3	2
3					
4					
<b>Total</b>		6	8	4	2

Frederick Douglas, GA (Area 6)

Naval Science	Grade				
	8	9	10	11	12
1		2	50	4	
2			2	30	2
3			2	1	26
4					1
<b>Total</b>		2	54	35	29

West Lauderdale HS, MS (Area 8)

Naval Science	Grade				
	8	9	10	11	12
1		22			1
2			10	7	6
3				3	2
4					3
<b>Total</b>		22	10	10	12

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Table E-3 (Continued)

WESTERN REGION

Locke HS, CA (Area 11)

Naval Science	Grade				
	8	9	10	11	12
1		45	12	3	
2		5	9	5	1
3				6	1
4					
<b>Total</b>		<b>50</b>	<b>21</b>	<b>14</b>	<b>2</b>

Edward C. Reed HS, NV (Area 13)

Naval Science	Grade				
	8	9	10	11	12
1		42	5	1	1
2		1	26	2	1
3				15	1
4		1		2	11
<b>Total</b>		<b>44</b>	<b>31</b>	<b>20</b>	<b>14</b>

Oak Harbor HS, WA (Area 13)

Naval Science	Grade				
	8	9	10	11	12
1		50			
2			34	2	
3				20	
4					10
<b>Total</b>		<b>50</b>	<b>34</b>	<b>22</b>	<b>10</b>

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Table E-3 (Continued)  
Hogan Senior, CA (Area 13)

Naval Science	Grade				
	8	9	10	11	12
1		51	4	3	
2			22	5	5
3				20	6
4					7
<b>Total</b>		<b>51</b>	<b>46</b>	<b>28</b>	<b>18</b>

Point Loma HS, CA (Area 13)

Naval Science	Grade				
	8	9	10	11	12
1		42	9	5	2
2			21	8	1
3				6	1
4					8
<b>Total</b>		<b>42</b>	<b>30</b>	<b>19</b>	<b>11</b>

Milpitas HS, CA (Area 13)

Naval Science	Grade				
	8	9	10	11	12
1		68	1		
2			16	1	1
3				9	1
4					6
<b>Total</b>		<b>68</b>	<b>17</b>	<b>10</b>	<b>8</b>

Table E-3 (Continued)

Father Duenas, GU (Area 13)

Naval Science	Grade				
	8	9	10	11	12
1		24			
2			24		
3				17	
4					4
<b>Total</b>		24	24	17	4

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**NJROTC CADET DEMOGRAPHICS**

Table E-4 provides a summary of additional demographic data collected, rank held, number of cadets taking weighted course, and grade point average.

Table E-4

**Demographic Data on Responding NJROTC Cadets**

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**RANK HELD BY NJROTC CADETS**

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Officer n (%)	Chief n (%)	Petty Officer n (%)	SA/SN n (%)	None n (%)
494 (13)	316 (8.3)	896 (23.5)	1516 (39.8)	584 (15.3)
Missing - 31				

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**NUMBER OF CADETS TAKING WEIGHTED COURSE**

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One Course n (%)	Two Courses n (%)	Three Courses n (%)	Four Courses n (%)	None n (%)
500 (13.2)	252 (6.6)	170 (4.5)	240 (6.3)	2636 (69.4)
Missing - 39				

---

**GRADE POINT AVERAGE**

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3.6 or greater n (%)	3.0 - 3.5 n (%)	2.0 - 2.9 n (%)	1.5 - 1.9 n (%)	Less than 1.5 n (%)
402 (10.7)	1173 (31.3)	1678 (44.7)	402 (10.7)	97 (2.6)
Missing - 85				

---



**PERCEIVED ATTITUDES OF OTHERS TOWARDS CADETS' INVOLVEMENT IN NJROTC**

How the cadet perceives the attitudes of others was of interest. Cadets were instructed to rate their family's, teachers' and friends' (outside of the NJROTC unit) attitude towards their participation in NJROTC. The anchor points for the five point scale ranged from very favorable to very unfavorable, neutral being the midpoint. Tables E-5 through E-7 provides a cross tabulation of the cadets' perception of others's attitude towards their involvement in NJROTC.

Table E-5

**Cadets' Perception of Their Family's Attitude Towards Their Involvement in NJROTC by Placement in Program**

Placement	Very Favorable n (%)	Favorable n (%)	Neutral n (%)	Unfavorable n (%)	Very Unfavorable n (%)
I wanted to take the course	1717 (67.0)	534 (20.8)	259 (10.1)	35 (1.4)	19 (.7)
Placed in course by school counselor	209 (54.7)	102 (26.7)	58 (15.2)	6 (2.1)	5 (1.3)
Counselor encouraged me to take course	37 (49.3)	15 (20.0)	16 (21.3)	4 (5.3)	3 (4.0)
Parents placed me	174 (53.5)	80 (24.6)	53 (16.3)	10 (3.1)	8 (2.5)
Friends encouraged me	224 (49.7)	127 (28.2)	82 (18.2)	11 (2.4)	7 (1.6)

Missing = 40

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Table E-6

Cadets' Perception of Their Teachers' Attitude Towards  
Their Involvement in NJROTC by Placement in Program

Placement	Very Favorable n (%)	Favorable n (%)	Neutral n (%)	Unfavorable n (%)	Very Unfavorable n (%)
I wanted to take the course	979 (38.2)	873 (34.1)	628 (24.5)	49 (1.9)	34 (1.3)
Placed in course by school counselor	122 (31.9)	122 (31.9)	119 (31.1)	11 (2.9)	9 (2.3)
Counselor encouraged me to take course	22 (29.3)	23 (30.7)	20 (26.7)	7 (9.3)	3 (4.0)
Parents placed me	83 (25.6)	95 (29.3)	115 (35.5)	16 (4.9)	15 (4.6)
Friends encouraged me	125 (27.8)	156 (34.7)	144 (32.0)	8 (1.8)	17 (3.8)
Missing = 42					

Table E-7

Cadets' Perception of Their Friends' Attitude Towards  
Their Involvement in NJROTC by Placement in Program

Placement	Very Favorable n (%)	Favorable n (%)	Neutral n (%)	Unfavorable n (%)	Very Unfavorable n (%)
I wanted to take the course	521 (20.3)	719 (28.0)	939 (36.6)	251 (9.8)	137 (5.3)
Placed in course by school counselor	78 (20.3)	75 (19.5)	150 (39.0)	44 (11.4)	38 (9.9)
Counselor encouraged me to take course	13 (17.3)	14 (18.7)	23 (30.7)	11 (14.7)	14 (18.7)
Parents placed me	37 (11.3)	65 (19.9)	118 (36.2)	44 (13.5)	62 (19.0)
Friends encouraged me	82 (18.1)	123 (27.2)	167 (36.9)	40 (8.8)	40 (8.8)
Missing = 32					

REASONS FOR CADET ATTRITION FROM NJROTC PROGRAM WITHIN HOST SCHOOLS IN SURVEY

Table E-8 provides a detailed summary of the reasons students attrited from the program during the first semester of the 1992 school term. Data was obtained from the Host School Survey.

Table E-8

Reasons for NJROTC Cadet Attrition

Reason of Attrition	Number
<u>Instructor Request</u>	
Student is failing course	157
Student is a discipline problem	113
<u>Student Request</u>	
Doesn't like course	117
Failing course	57
Course conflict	57
Peer pressure	26
<u>Other</u>	
Moved/transferred	25
Other not specified	13
Pregnancy	2
Expulsion	2
Left school	1
N = 35, missing = 2 schools	

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OPINION DATA

Cadets were instructed to indicate their level of agreement with various statements. Table E-9 provides the tabular data (frequency and percentage) of the cadets' response to each statement.

Table E-9  
Tabular Data on Opinion Questions

	Strongly Agree n (%)	Agree n (%)	Disagree n (%)	Strongly Disagree n (%)	No Opinion n (%)
Citizens should engage in some form of full-time public service when they are young (Missing = 33)	900 (23.7)	1528 (40.2)	544 (14.3)	121 (3.2)	711 (18.7)
A good citizen should be more active in the community (Missing = 67)	1350 (35.8)	1651 (43.8)	299 (7.9)	73 (1.9)	397 (10.5)
Respect for authority among young people is declining (Missing = 69)	1659 (44.0)	1427 (37.9)	292 (7.7)	102 (2.7)	288 (7.6)
Most American citizens show respect for the U.S. flag (Missing = 61)	1045 (27.7)	1470 (38.9)	776 (20.6)	205 (5.4)	280 (7.4)
The American court system treats people equally (Missing = 63)	544 (14.4)	1080 (28.6)	1008 (26.7)	619 (16.4)	523 (13.9)
Young people should actively support the political party of their choice (Missing = 72)	1091 (29.0)	1289 (34.2)	370 (9.8)	121 (3.2)	894 (23.7)
It is the responsibility of all eligible Americans to vote in national, state, and local elections (Missing = 67)	1802 (47.8)	1233 (32.7)	247 (6.6)	67 (1.8)	421 (11.2)
Females should register for the draft (Selective Service System) on their 18th birthday (Missing = 68)	849 (22.5)	848 (22.5)	737 (19.6)	541 (14.4)	794 (21.1)
Males should register for the draft (Selective Service System) on their 18th birthday (Missing = 67)	1205 (32.0)	1013 (26.9)	581 (15.4)	315 (8.4)	656 (17.4)
As a result of Desert Storm, more of my friends want to take JROTC (Missing = 82)	337 (9.0)	539 (14.4)	1222 (32.5)	711 (18.5)	946 (25.2)
As a result of Desert Storm, my friends' attitude towards the military has become more positive (Missing = 67)	555 (14.7)	1195 (31.7)	704 (18.7)	435 (11.5)	881 (23.4)

CADET'S KNOWLEDGE OF CURRENT EVENTS

Table E-10 provides tabular data regarding the cadets' access to current event information.

Table E-10

Cadets' Access to Information Concerning Current Events

	Always	Usually	Sometimes	Seldom	Never
Reading the local news in the paper	752 (20.0)	1106 (29.4)	1219 (32.4)	480 (12.7)	209 (5.5)
Missing - 71					
Read the national news in the paper	556 (14.8)	875 (23.3)	1195 (31.8)	725 (19.3)	408 (10.9)
Missing - 78					
Watching the national news on television	1223 (32.4)	1211 (32.1)	860 (22.8)	331 (8.8)	149 (3.9)
Missing - 63					

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APPENDIX F

COMMUNITY SERVICE PROJECTS AND VOLUNTEERISM  
PERFORMED BY NJROTC UNITS

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**COMMUNITY SERVICE PROJECTS AND VOLUNTEERISM PERFORMED BY NJROTC UNITS**

This appendix provides a listing of the types of activities and community service projects performed by NJROTC units nationwide. Each list identifies the Host Schools that participate in this type of activity or function.

**ADOPT-a-HIGHWAY**

Hot Springs High School, AK  
Eldorado High School, NV  
Cape Fear High School, NC  
Eureka Senior High School, CA  
North Augusta High School, SC  
South Florence High School, TX  
McDowell High School, CA

Strom Thurmond High School, SC  
Flint Central High School, MI  
T.L. Hanna High School, SC  
Apollo High School, AZ  
Midland Valley High School, SC  
Apollo High School, AZ  
South Aiken High School, SC

**ADOPT-a-SCHOOL**

First Colonial High School, VA

**ADOPT-a-FAMILY**

Cape Fear High School, NC  
Point Loma High School, CA  
Apollo High School, AZ

**EMERGENCY AND DISASTER PREPAREDNESS**

Moon Valley High School, AZ  
Issaquah High School, WA  
Warwick High School, VA

Franklin High School, MI  
Southwest High School, TX

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**CLEAN-UP PROJECTS FOR THE LOCAL COMMUNITY, THE  
ENVIRONMENT, CHURCHES AND NEEDY FAMILIES**

Hot Springs High School, AK  
Bremerton High School, WA  
Bishop Kenny High School, FL  
Headland High School, AL  
North Myrtle Beach High School, SC  
Marine Academy of Science &  
Technology, NJ  
Milton High School, FL  
Smithfield-Selma High School, NC  
Point Loma High School, CA  
Titusville High School, FL  
Walbrook High School, MD  
West Feliciana High School, LA  
A.L. Brown High School, NC  
Westside High School, GA  
South Houston High School, TX  
Port St. Joe Senior High School, FL  
Riverhead High School, NY  
Dollarway High School, AR  
Headland High School, AL

Green Run High School, VA  
Greenwood High School, MS  
Apollo High School, AZ  
Homer L. Ferguson High School, VA  
South Aiken High School, SC  
Canutillo High School, TX  
Garfield High School, OH  
Central High School, TX  
Gulf High School, FL  
J. Eugene McAtear High School, CA  
Eldorado High School, NV  
Georgetown High School, SC  
Princess Anne High School, VA  
Suitland High School, MD  
Manchester High School West, NH  
Eldorado High School, NV  
Admiral Arthur Radford High  
School, HI  
Iroquois High School, KY  
Middleburg High School, FL

**ASSIST LOCAL COMMUNITY ORGANIZATIONS AND CHURCHES**

James Madison High School, TX  
Lutheran High School, CA  
Bremerton High School, WA  
Escambia High School, FL  
Central High School, TX  
Roswell High School, NM  
Paul L. Dunbar High School, OH  
Shawnee High School, KY  
West Feliciana High School, LA  
Headland High School, AL  
Milton High School, FL  
Woodrow Wilson High School, CA  
West Brook High School, TX  
Orange Glen High School, CA  
Greenwood High School, MS  
Norview High School, VA  
Quabbin Regional High School, MA  
Carson City High School, NV  
Shawnee Mission North High  
School, KS

Henry County High School, GA  
Shawnee Mission West High School, KS  
Southold High School, NY  
Lee County High School, GA  
Westside High School, GA  
Flint Central High School, MI  
John A. Holmes High School, NC  
Harry S. Truman High School, PA  
Ed White High School, FL  
Eureka Senior High School, CA  
First Colonial High School, VA  
Booker T. Washington High School, VA  
South Houston High School, TX  
Valley High School, KY  
Perth Amboy High School, NJ  
Auburndale High School, FL  
Parkersburg High School, WV  
Issaquah High School, WA  
Headland High School, AL  
Bay View High School, WI

**ASSIST CHARITABLE ORGANIZATIONS**

**Examples: MS Foundation, Easter Seals, March of Dimes, the AIDS Foundation, Ronald McDonald Homes, Meals on Wheels, Friends of the Library, Project Habitat, American Cancer Society, Recycling, Special Olympics, Walk-a-Thons, Toys for Tots, Scouting, run for life, March of Dimes, Cystic Fibrosis, Multiple Sclerosis, Heart, Lung, Junior Diabetes, Leukemia, United Way, MDA, Save the Earth**

Bremerton High School, WA  
 Millington Central High School, TN  
 York High School, VA  
 Orange Glen High School, CA  
 Manzano High School, NM  
 Iroquois High School, KY  
 Parkview Arts/Science, AR  
 Gulf High School, FL  
 Washington High School, IN  
 Tabb High School, VA  
 Suwannee High School, FL  
 Georgetown High School, SC  
 Capital Hill High School, OK  
 Admiral Arthur Radford High School, HI  
 Central High School, TN  
 Neptune High School, NJ  
 Wm. R. Boone High School, FL  
 Linden High School, NJ  
 Apollo High School, AZ  
 Green Run High School, VA  
 Southold High School, NY  
 Greenville High School, SC  
 Pike High School, IN  
 Highland High School, NM  
 West Roxbury High School, MA  
 Port St. Joe Senior High School, FL  
 Shawnee Mission West High School, KS  
 Socorro High School, TX  
 Passaic High School, NJ  
 McDowell High School, CA  
 Conton High School, MS  
 Lee County High School, GA  
 Little Miami High School, OH  
 Tascosa High School, TX  
 Perth Amboy High School, NJ  
 Greenwood High School, MS  
 Southwest High School, TX  
 Boston Technical, MA  
 Warwick High School, VA

Aiken High School, SC  
 Maynard Evans High School, FL  
 Brunswick High School, GA  
 Apollo High School, AZ  
 Franklin High School, MI  
 New Albany High School, IN  
 Brother Martin High School, LA  
 Northeast Lauderdale High School, MS  
 Edward C. Reed High School, NV  
 Midland Valley High School, SC  
 Canutillo High School, TX  
 Roswell High School, NM  
 Sol. C. Johnson High School, CA  
 David Crockett High School, TN  
 Pascagoula High School, MS  
 B.T. Washington High School, FL  
 Shawnee High School, KY  
 South Aiken High School, SC  
 Pisgah Senior High, NC  
 George Washington High School, VA  
 Mary Carroll High School, TX  
 Middleburg High School, FL  
 Dunedin High School, FL  
 Westside High School, GA  
 South Florence High School, TX  
 Eureka Senior High School, CA  
 First Colonial High School, VA  
 Eureka Senior High, CA  
 Dr. James J. Hogan High School, CA  
 Westside High School, GA  
 Valley High School, KY  
 John Marshall High School, TX  
 Orange Park High School, FL  
 Valley High School, KY  
 Parkersburg High School, WV  
 Crystal River High School, FL  
 Moon Valley High School, AZ  
 T. L. Hanna High School, SC  
 Quabbin Regional High School, MA

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**ASSIST SENIOR CITIZENS IN NEED**

Perth Amboy High School, NJ  
South Mecklenburg High School, NC  
Seneca Valley High School, MD  
Clay High School, FL  
Roswell High School, NM

Suwannee High School, FL  
Manchester High School West, NH  
Southold High School, NY  
Apollo High School, AZ  
York High School, VA

**BLOOD DRIVE**

Homer L. Ferguson High School, VA  
Admiral Farragut Academy, NJ  
Sol. C. Johnson High School, CA  
Franklin High School, MI  
Carson City High School, NV  
West Feliciana High School, LA  
Smithfield-Selma High School, NC  
Crystal River High School, FL  
Green Run High School, VA  
West Caldwell High School, NC  
Greenville High School, SC

Eureka Senior High School, MO  
Dollarway High School, AR  
Lassiter High School, GA  
Parkersburg High School, WV  
Tascosa High School, TX  
Princess Anne High School, VA  
Episcopal High School, LA  
York High School, VA  
Admiral Arthur Radford High  
School, HI

**PROVIDE EDUCATIONAL ASSISTANCE**

**Examples: Tutor peers, career day representatives at local middle and elementary schools, recruitment for NJROTC**

Lutheran High School, CA  
Quabbin Regional High School, MA  
Paul L. Dunbar High School, OH  
Dunedin High School, FL  
Bay View High School, WI  
Riverhead High School, NY  
Rancocas Valley Regional High  
School, NJ  
Perth Amboy High School, NJ

Middletown High School, NY  
Homer L. Ferguson High School, VA  
Titusville High School, FL  
Paul L. Dunbar High School, OH  
Iroquois High School, KY  
Gulf High School, FL  
J. Eugene McAteer High School, CA  
Southwest High School, TX

**CLOTHING DRIVES FOR THE HOMELESS OR INDIVIDUALS IN NEED**

James Madison High School, TX  
Eureka Senior High School, MO  
Los Alamos High School, NM  
John Marshall High School, TX  
Tabb High School, VA  
Shawnee Mission West High  
School, KS

Moon Valley High School, AZ  
Woodham High School, FL  
Socorro High School, TX  
Northeast Lauderdale High School, MS  
Apollo High School, AZ

**DRILL TEAM ACTIVITIES**

Wm. R. Boone High School, FL  
Glenn Hills High School, GA  
Washington High School, IN  
Suwannee High School, FL  
Gulf High School, FL  
Capital Hill High School, OK  
M.B. Smiley Senior High School, TX  
Paul L. Dunbar High School, OH  
David Crockett High School, TN  
Mary Carroll High School, TX  
Garfield High School, OH  
Eau Claire High School, SC  
West Caldwell High School, NC  
Little Miami High School, OH  
Booker T. Washington High School, VA  
North Chicago High School, IL  
Foy Moody High School, TX  
Tabb High School, VA  
Parkersburg High School, WV

Dollarway High School, AR  
Tascosa High School, TX  
Homer L. Ferguson High School, VA  
Wm. Allen High School, PA  
Warwick High School, VA  
W.P. Davidson High School, AL  
Pascagoula High School, MS  
Wilmer-Hutchins High School, TX  
Midland Valley High School, SC  
Walbrook High School, MD  
Brother Martin High School, LA  
Siver Bluff High School, SC  
El Camino Real High School, CA  
Aiken High School, SC  
Perth Amboy High School, NJ  
Riverhead High School, NY  
Conton High School, MS  
Harry S. Truman High School, PA

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COLOR GUARD

Orange Glen High School, CA  
Northwestern High School, MD  
James Madison High School, TX  
Hot Springs High School, AK  
Glenn Hills High School, GA  
Washington High School, IN  
Bremerton High School, WA  
Tabb High School, VA  
Millington Central High School, TN  
Shelton High School, WA  
Parkview Arts/Science, AR  
Suitland High School, MD  
Sander High School, CA  
Father Duenas Memorial High School, GU  
Suwannee High School, FL  
Eldorado High School, NV  
Capital Hill High School, OK  
J. Eugene McAteer High School, CA  
McKinley Senior High School, DC  
Lakewood Senior High School, CA  
Episcopal High School, LA  
Admiral Arthur Radford High School, HI  
Princess Anne High School, VA  
Gulf High School, FL  
Lander Valley High School, WY  
York High School, VA  
Neptune High School, NJ  
Wm. R. Boone High School, FL  
Mary Carroll High School, TX  
Sol. C. Johnson High School, CA  
M.B. Smiley Senior High School, TX  
Lutheran High School, CA  
Garfield High School, OH  
North Charleston High School, SC  
David Crockett High School, TN  
Paul L. Dunbar High School, OH  
Curtis High School, NY  
Escambia High School, FL  
Central High School, TX  
John F. Kennedy High School, CA  
Santa Ana High School, CA  
Southwest High School, TX  
T.L. Hanna High School, SC  
Homer L. Ferguson High School, VA  
Smithfield-Selma High School, NC  
Point Loma High School, CA  
Kecoughtan High School, VA  
Greenwood High School, MS  
Franklin Heights High School, OH  
Issaquah High School, WA  
Wm. Allen High School, PA  
Montrose High School, CO  
Middletown High School, NY  
Edward C. Reed High School, NV  
Brother Martin High School, LA  
Wilmer-Hutchins High School, TX  
Brewster High School, NY  
Brunswick High School, GA  
Maury High School, VA  
B.T. Washington High School, FL  
Pascagoula High School, MS  
W.P. Davidson High School, AL  
Woodrow Wilson High School, CA  
Henry County High School, GA  
Carson City High School, NV  
Norview High School, VA  
North Myrtle Beach High School, SC  
El Camino Real High School, CA  
Titusville High School, FL  
Aiken High School, SC  
Admiral Farragut Academy, NJ  
Gaithersburg High School, MD  
Siver Bluff High School, SC  
Walbrook High School, MD  
Midland Valley High School, SC  
Milton High School, FL  
Eau Claire High School, SC  
West Caldwell High School, NC  
Green Run High School, VA  
Junipero Serra High School, CA  
Walter Hines Page High School, NC  
Oak Harbor High School, WA  
Little Miami High School, OH  
McDowell High School, CA  
Foy Moody High School, TX  
John Marshall High School, TX  
John A. Holmes High School, NC  
Pike High School, IN  
Westside High School, GA  
North Chicago High School, IL  
Valley High School, KY  
Harry S. Truman High School, PA  
Gloucester High School, VA  
Perth Amboy High School, NJ  
Highland High School, NM  
Parkersburg High School, WV  
Lake Taylor Senior High School, VA  
North Augusta High School, SC

**COLOR GUARD (continued)**

Los Alamos High School, NM	South Mecklenburg High School, NC
Conway High School, SC	Booker T. Washington High School, VA
Shawnee Mission North High School, KS	Bishop Kenny High School, FL
South Houston High School, TX	Cape Fear High School, NC
South Florence High School, TX	Charlotte High School, FL
Dollarway High School, AR	Riverhead High School, NY
Richard King High School, TX	First Colonial High School, VA
Rancocas Valley Regional High School, NJ	Auburndale High School, FL
Eureka Senior High School, MO	Strom Thurmond High School, SC
Tascosa High School, TX	Shawnee Mission West High School, KS

**DRUG AWARENESS PROGRAMS**

Crystal River High School, FL	Boston Technical, MA
Auburndale High School, FL	Southwest High School, TX
North Augusta High School, SC	Kecoughtan High School, VA
Cape Fear High School, NC	Titusville High School, FL
Conway High School, SC	Gulf High School, FL

**MEMORIAL SERVICES**

Orange Glen High School, CA	A.L. Brown High School, NC
Admiral Arthur Radford High School, HI	McDowell High School, CA
Gulf High School, FL	Wren High School, GA
Bremerton High School, WA	Lee County High School, GA
Suwannee High School, FL	Eurdoa High School, AR
Lakewood Senior High School, CA	Moon Valley High School, AZ
Brother Martin High School, LA	Los Alamos High School, NM

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**ESCORTS, GUIDES, AND USHERS FOR  
VARIOUS SCHOOL AND COMMUNITY ACTIVITIES**

Orange Glen High School, CA  
Northwestern High School, MD  
Neptune High School, NJ  
James Madison High School, TX  
Tabb High School, VA  
Hot Springs High School, AK  
Glenn Hills High School, GA  
Bremerton High School, WA  
Princess Anne High School, VA  
Mary Carroll High School, TX  
Central High School, TX  
Garfield High School, OH  
Paul L. Dunbar High School, OH  
W.P. Davidson High School, AL  
Warwick High School, VA  
South Aiken High School, SC  
El Camino Real High School, CA  
Boston Technical, MA  
Franklin Heights High School, OH  
Middletown High School, NY  
Midland Valley High School, SC  
North Myrtle Beach High School, SC  
Siver Bluff High School, SC  
Shawnee Mission North High  
School, KS  
Rancocas Valley Regional High  
School, NJ  
Strom Trumond High School, SC  
North Augusta High School, SC  
South Houston High School, TX  
Tascosa High School, TX  
Bishop Kenny High School, FL  
First Colonial High School, VA  
Riverhead High School, NY  
Auburndale High School, FL  
Parkersburg High School, WV  
McDowall High School, CA  
North Cobb High School, GA  
Millington Central High School, TN  
Milton High School, FL  
Smithfield-Selma High School, NC  
Greenwood High School, MS  
Wilmer-Hutchins High School, TX  
Wa. Allen High School, PA  
T.L. Hanna High School, SC  
Norview High School, VA  
Brewster High School, NY  
Gaithersburg High School, MD  
A.L. Locke High School, CA  
Brunswick High School, AL  
W.P. Davidson High School, AL  
Quabbin Regional High School, MA  
Kecoughtan High School, VA  
Middleburg High School, FL  
Seneca Valley High School, MD  
Richard King High School, TX  
Highland High School, NM  
South Houston High School, TX  
Auburndale High School, FL  
Tascosa High School, TX  
Westside High School, GA  
Maury High School, VA  
Conway High School, SC  
Westside High School, GA  
Charlotte High School, FL  
Lee County High School, GA  
Foy Moody High School, TX  
Booker T. Washington High School, VA



**FLAG CEREMONIES AND DEDICATIONS**

Sol. C. Johnson High School, CA  
Millington Central High School, TN  
Eurdoa High School, AR  
Gloucester High School, VA  
Harry S. Truman High School, PA  
Bishop Kenny High School, FL  
Socorre High School, TX  
Foy Moody High School, TX

Southwest High School, TX  
Tabb High School, VA  
Brewster High School, NY  
Wm. Allen High School, PA  
Quachita Parish High School, LA  
Gulf High School, FL  
Gaithersburg High School, MD

**FOOD DRIVES FOR THE NEEDY**

Orange Glen High School, CA  
Green Run High School, VA  
James Madison High School, TX  
Ed White High School, FL  
Tabb High School, VA  
Shawnee Mission West High  
School, KS  
Eureka Senior High School, CA  
John Marshall High School, TX  
Shawnee Mission North High  
School, KS  
Conway High School, SC  
Seneca Valley High School, MD  
West Roxbury High School, MA  
Greenville High School, SC  
Frederick Douglass High School, GA  
Cape Fear High School, NC  
Eureka Senior High School, MO  
Socorro High School, TX  
Gloucester High School, VA

T.L. Hanna High School, SC  
Admiral Farragut Academy, NJ  
Point Loma High School, CA  
Woodham High School, FL  
Maury High School, VA  
Henry County High School, GA  
Midland Valley High School, SC  
Moon Valley High School, AZ  
Northeast Lauderdale High School, MS  
Edward C. Reed High School, NV  
Walbrook High School, MD  
West Feliciana High School, LA  
Milton High School, FL  
Woodrow Wilson High School, CA  
Point Loma High School, CA  
Apollo High School, AZ  
Princess Anne High School, VA  
Stockbridge High School, GA  
Lakewood Senior High School, CA  
Wm. R. Boone High School, FL

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### UNIQUE SERVICE PROJECTS

Examples: Pen pals to Desert Storm and military service members, nurses aides, fire cadets, VFW youth programs, school thrift shop, day care, gulf coast art festival, health care for the homeless, eye glass collection for the needy, filming public TV spot, 1900 manhours at the Players Champion Golf Tournament

Seneca Valley High School, MD  
Neptune High School, NJ  
Valley High School, KY  
Gaithersburg High School, MD  
Lutheran High School, CA  
B.T. Washington High School, FL

Manzano High School, NM  
Episcopal High School, LA  
Admiral Arthur Radford High School, HI  
Bishop Kenny High School, FL  
Apollo High School, AZ

### FUND RAISERS

Eldorado High School, NV  
Admiral Arthur Radford High School, HI  
Linden High School, NJ  
Tascosa High School, TX  
Tabb High School, VA  
Mary Carroll High School, TX  
Curtis High School, NY

Auburndale High School, FL  
South Florence High School, TX  
Charlotte High School, FL  
South Houston High School, TX  
O. Perry Walker High School, LA  
El Camino Real High School, CA  
Edward C. Reed High School, NV

### HONOR GUARD

Lander Valley High School, WY  
Parkview Arts/Science, AR  
McKinley Senior High School, DC  
Wm. R. Boone High School, FL  
Little Miami High School, OH  
West Caldwell High School, NC  
Perth Amboy High School, NJ  
M.B. Smiley Senior High School, TX

Cape Fear High School, NC  
Strom Thurmond High School, SC  
T.L. Hanna High School, SC  
Franklin Heights High School, OH  
Southwest High School, TX  
David Crockatt High School, TN  
Sol. C. Johnson High School, CA  
Homer L. Ferguson High School, VA

## COMMUNITY AND SCHOOL PARADES

Orange Glen High School, CA  
Hot Springs High School, AK  
James Madison High School, TX  
Central High School, TX  
Bremerton High School, WA  
Fort Lauderdale High School, FL  
Romulus Senior High School, MI  
Pisgah Senior High School, NC  
David Crockett High School, TN  
Tabb High School, VA  
Paul L. Dunbar High School, OH  
Wheeling High School, IL  
Escambia High School, FL  
Middleburg High School, FL  
Garfield High School, OH  
Summerville High School, SC  
Homer L. Ferguson High School, VA  
Kecoughtan High School, VA  
A.L. Brown High School, NC  
Siver Bluff High School, SC  
Titusville High School, FL  
Franklin High School, MI  
Gaithersburg High School, MD  
West Brook High School, TX  
W.P. Davidson High School, AL  
Admiral Farragut Academy, NJ  
Boston Technical, MA  
Moon Valley High School, AZ  
Point Loma High School, CA  
Smithfield-Selma High School, NC  
Brewster High School, NY  
Wm. Allen High School, PA  
Warwick High School, VA  
Middletown High School, NY  
Wilmer-Hutchins High School, TX  
Norview High School, VA  
Pascagoula High School, MS  
South Aiken High School, SC  
Maury High School, VA  
West Feliciana High School, LA  
Shawnee High School, KY  
B.T. Washington High School, FL  
New Albany High School, IN  
Aiken High School, SC  
Quabbin Regional High School, MA  
Henry County High School, GA  
Carson City High School, NV  
Bay View High School, WI  
West Caldwell High School, NC  
Green Run High School, VA  
Harrisburg High School, PA  
Eurdoa High School, AR  
Strom Trurmond High School, SC  
Booker T. Washington High School, VA  
South Houston High School, TX  
Lake Taylor Senior High, VA  
Ed White High School, FL  
Sander High School, CA  
Upton High School, GA  
J. Eugene McAteer High School, CA  
Washington High School, IN  
Lander Valley High School, WY  
Princess Anne High School, VA  
Admiral Arthur Radford High  
School, HI  
Quachita Parish High School, LA  
Episcopal High School, LA  
Georgetown High School, SC  
Neptune High School, NJ  
Capital Hill High School, OK  
McKinley Senior High School, DC  
Lakewood Senior High School, CA  
Shelton High School, WA  
Dollarway High School, AR  
Bishop Kenny High School, FL  
Conway High School, SC  
Conton High School, MS  
Secorro High School, TX  
Wren High School, GA  
Southold High School, NY  
Cape Fear High School, NC  
South Florence High School, TX  
John A. Holmes High School, NC  
Oak Harbor High School, WA  
North Augusta High School, SC  
Westside High School, GA  
Los Alamos High School, NM  
McDowell High School, CA  
Auburndale High School, FL  
Richard King High School, TX  
Rancocas Valley Regional High  
School, NJ  
Pike High School, IN  
First Colonial High School, VA  
Riverhead High School, NY  
Tascoma High School, TX  
Passaic High School, NJ  
Eureka Senior High, MO  
Little Miami High School, OH  
North Cobb High School, GA

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**PARKING ASSISTANCE/SECURITY FOR  
LOCAL AND SCHOOL FUNCTIONS**

Northwestern High School, MD  
Episcopal High School, LA  
Washington High School, IN  
Santa Ana High School, CA  
Escambia High School, FL  
Mary Carroll High School, TX  
Charlotte High School, FL  
Oak Harbor High School, WA  
Headland High School, AL  
North Cobb High School, GA  
Issaquah High School, WA  
Siver Bluff High School, SC  
Tabb High School, VA  
Milton High School, FL  
Midland Valley High School, SC

Headland High School, AL  
Aiken High School, SC  
Harrisburg High School, PA  
Bishop Kenny High School, FL  
Oak Harbor High School, WA  
Harry S. Truman High School, PA  
Junipero Serra High School, CA  
Parkersburg High School, WV  
Auburndale High School, FL  
Lee County High School, GA  
North Augusta High School, SC  
Tascosa High School, TX  
Highland High School, NM  
North Cobb High School, GA  
Crystal River High School, FL

**VISIT AREA HOSPITALS (VETERANS, CHILDRENS)  
AND NURSING HOMES FOR THE ELDERLY AND INFIRMED**

Upton High School, GA  
Bremerton High School, WA  
Millington Central High School, TN  
Iroquois High School, KY  
Northwestern High School, MD  
Shelton High School, WA  
Manchester High School West, NH  
Pisgah Senior High School, NC  
David Crockett High School, TN  
A.L. Locke High School, CA  
Quabbin Regional High School, MA  
Brunswick High School, GA  
Greenwood High School, MS  
Middletown High School, NY  
Homer L. Ferguson High School, VA  
Walbrook High School, MD  
Edward C. Reed High School, NV  
Point Loma High School, CA  
Homer L. Ferguson High School, VA  
Green Run High School, VA  
Harrisburg High School, PA  
John Marshall High School, TX

Lake Taylor Senior High, VA  
John Marshall High School, TX  
Frederick Douglass High School, GA  
Southold High School, NY  
Canton High School, MS  
Cape Fear High School, NC  
Dr. James J. Hogan High, CA  
Lassiter High School, GA  
Frederick Douglass High School, GA  
Harry S. Truman, PA  
Lee County High School, GA  
West Roxbury High School, MA  
Perth Amboy High School, NJ  
Riverhead High School, NY  
Socorro High School, TX  
North Chicago High School, IL  
Orange Park High School, FL  
Port St. Joe Senior High School, FL  
Westside High School, GA  
Brewster High School, NY  
El Camino Real, CA  
Apollo High School, AZ

**APPENDIX G**

**FEEDBACK FROM COMMUNITY LEADERS, SCHOOL ADMINISTRATORS  
AND FACULTY, PARENTS, AND CADETS REGARDING THE  
BENEFITS RECEIVED FROM THE NJROTC PROGRAM**

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**FEEDBACK FROM COMMUNITY LEADERS, SCHOOL ADMINISTRATORS AND FACULTY, PARENTS,  
AND CADETS REGARDING THE BENEFITS RECEIVED FROM THE NJROTC PROGRAM**

This appendix contains the unedited written comments received concerning the benefits of the NJROTC program. A "\*" represents the beginning of a comment provided by a different individual.

**EUDORA HIGH  
Eudora, AR**

\* The NJROTC program has been a tremendous experience of our school and community. Our cadets have been invited to numerous community functions. Schools in the surrounding areas have requested our participation in special functions and events. A large percentage of the school population is or has been a part of the program for four years. Our participants have won numerous 1st place trophies, ribbons, pens, plaques, and awards since the program began.

**PARKVIEW ARTS/SCIENCE MAGNET HIGH SCHOOL  
Little Rock, AR**

\* Parkview's NJROTC program is a vital component of the total school setting at Parkview. Parents, teachers, and administrators give the program high praise for the many ways their involvement is seen at school. Cadets develop a sense of responsibility from the program and from the various types of community involvement in which they participate, such as color guard at various school assemblies here and at other schools, drill performances in parades and other school and civic functions, as well as many other school activities.

Parkview's NJROTC teachers provide valuable counseling to their students who may be experiencing difficulty in other subjects or in other ways at school. They are real pupil advocates and advocates for their program at Parkview. The NJROTC program at Parkview is a definite asset to the total school and community in Little Rock. (Principal)

**APOLLO HIGH SCHOOL NJROTC UNIT  
Glendale, AZ**

\* In some instances over the years, student have stated that the only reason they have not dropped out of school is the NJROTC program and the feeling of "family" and belonging they have felt from the instructors and students.

Often students substitute NJROTC instructors for fathers they either have never had or do not now have at home. Students feel comfortable sharing their personal problems with the ROTC instructors and do not hesitate to approach the instructors with their problems.

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Parents and students have indicated that a marked improvement in student self-discipline, motivation, and self-reliance are apparent after a short time in the program.

NJROTC cadets can always be relied upon to help out around campus and in the community when extra hands are needed. Their community service activities have brought positive recognition to our school and school district.

\* I am writing this letter in support of the Apollo High School Naval NJROTC program. The Apollo High School NJROTC program is an example of how local communities, schools, and the Navy can work together to provide education, experience and benefit all entities at the same time we are serving the youth of our community and nation. Apollo High School, the city of Glendale, Arizona, the U.S. Navy and the youth of our community have all benefitted from the Apollo High School NJROTC program because of the partnership in training, educating and instilling a sense of national pride in our students and parents. The Apollo NJROTC program is not just a JROTC program, but is the best that the Navy has to offer. The Apollo battalion has earned a reputation of excellence through an evaluation of performance and dedication to the ideals and standards set by the Navy, by the Glendale, Arizona community, and by Apollo High School.

In keeping with these standards, the Apollo High School ROTC unit has received best in the western region for six consecutive years, was judged best in the nation by the League of Navy last year and is constantly receiving local awards in inspections, parades, and drill competitions.

The benefit that the NJROTC program provides cannot be limited to the achievements that they have received, but we must focus on the benefit to the youth of our country. Students believe in the program, are committed to the program, and perform because of the program. This program provides a motivation for students in school, but it also provides for a well trained cadre of youth committed to the ideals of the military and ready to enlist to serve their country. The education that these youths receive cannot be replaced with other curriculum programs. The education includes leadership training, discipline, military courtesy, and strategies. Students learn to compete and most of all, they learn to serve and work cooperatively for the good of the school, the community, and the nation.

The Apollo High School Naval ROTC program is staffed by an outstanding cadre of instructors. LCDR Terry Tassin and M/Chief Hal Anders provide exemplary leadership to the cadets at Apollo High School. They have set the standards of excellence, they have established rapport with the community and they have a dedication to excel in the classroom, on the drill field and, most of all, in the Navy.

The NJROTC program provides service to the community and city. They are active in serving the less fortunate, the poor, and the needy. They have marched in parades and have been of service to all facets of the school. There is a high quality of esprit de corps and camaraderie in their commitment to excellence.



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The Navy, the local NJROTC staff, the community, and the school are all to be commended for this highly successful partnership that provides an outstanding service to our youth. The NJROTC program cannot be replaced by other programs with lesser goals. I fully support the NJROTC program. (Principal)

\* It is a pleasure as Principal of Glendale High School, to write a letter on behalf of the Glendale High School's Naval Junior Reserve Officer Training Corp. In the last two years, Glendale High School, along with the Apollo High School Battalion has been not only recognized as the best in the State, but the best NJROTC unit in the nation. For such a recognition to be bestowed on a program, there is a great number of services that the program provides for its home school.

Glendale High School has received many positive outcomes because of Master Chief Jessie Wilson and his program. During his stay at Glendale High School, the program has grown for 37 students to well over 130 students. The unit has been supportive to every program at Glendale High School. They provide cadets at each one of our public programs. They are always available to perform drills of rifles, marching, or they serve as host to guests on our campus. In each of the programs that the NJROTC has participated in, they have been exemplary of the best unit in the nation. As the Glendale unit has competed across the state, they continue to bring our school recognition as a quality program by repeatedly being selected in first place in most of the competitions that they enter. This level of dedication is not only a model, but, is contagious to even those students who are outside the unit. The unit does not stop with serving the school, competing across the state and nation, or with classwork; it also looks out for those who are less fortunate in our community. During our community service projects whether it be dollars, cans, or clothes, the NJROTC unit is the group of individuals who contributes the most in time, energy, and effort.

As I observe our individual cadets, I am astonished at the growth they are provided as a member of the unit. I see young boys and girls enter the program and young adults leave the program after a four year stay. I see these students become self-assured; dedicated to their home, school, and country; learning to attack problems, and learning how to handle defeat so as to recover to try again. The NJROTC program invests time in developing the full individual of Glendale High School. The program constantly recognizes individuals for their accomplishments with the routine officer/cadet/petty officer of the month that is selected and printed in their newspaper. The newspaper itself, Ships Scanner, not only promotes the cadets, but promotes all programs within the school. I see young students learning to deal with competition in a most positive way whether it be amongst themselves, an intramural activity, or competing across the state.

The Glendale High School NJROTC program truly helps Glendale High School as a school, and helps each cadet to become a better person and student each year. The program promotes patriotism; develops informed and responsible citizens, promotes habits of orderliness, precision, and respect for authority; and encourages a high degree of personal honor, self reliance, individual discipline and leadership.

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I truly commend Master Chief Wilson, the Director of the Glendale High School NJROTC program, and all of his cadets that he has this year and in years' past for making Glendale High School and this community a better place to live in. (Principal of Satellite School)

\* It pleases me to be able to write a letter to you about my opinions regarding the NJROTC unit at Apollo High School, as the program is very special to me and my family.

In our present day world, the young people who are not athletically or scholastically inclined often fall through the cracks of the school system for lack of direction or a cohesive force in their lives.

In the fall of 1989, my oldest son entered the NJROTC program at Apollo High School. He came to it through a boundaries variance, so that he and his friends could remain together in their high school years. Bill felt he'd only be a part of the program for the two required years to keep the variance.

In the past three years there has been a tremendous growth in this young man. With the benefit of fine leadership by ANSIs MCPO Maul, MCPO Anders, and MSI LCDR Tassin, he has not only learned Naval Science, but has been shown that growth of the person comes from commitment to an idea or way of life, responsibility of one's own actions and dedication to overcoming a problem or learning a new concept.

Upon entering the program his first year, Bill wasn't as active as some of the other cadets, but did well. However, during that following summer, the future armed drill team commander took an interest in him and he became one with his rifle at practice. There was finally something that sparked Bill's life in school. I now had(have) a young man who breathed, lived, ate, and slept NJROTC.

You see, he isn't an outstanding student or an athlete. He was one of those about to fall through the cracks. Bill is now an unit officer, on the Armed Drill Team, a member of the Academic team, and is considering a career in the Navy.

This letter sounds as if it's written about just Bill, but not so. You could substitute his name with Tim, Anne, John, or Sally, and basically it could be the same.

The NJROTC program allows the young person to learn mores and concepts so lacking in not just our society today, but in many homes. They learn self-discipline, helping others, a respect not just for country but for themselves, leadership, and how to make decisions.

Many of the young men and women in the program may never enter the service, but the values of team work, responsibility, dedication to job or position held, and chain of command will follow them throughout their lives in their chosen fields of endeavor

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Thank you for taking the time to read this letter. It is my great privilege to be a part of this program for four more years - my youngest son will enter the NJROTC program this fall. (Parent)

\* I write to you for the purpose of extending my personal commendation for your work with the GHS NJROTC program. As a faculty member who has observed your cadets in the classroom, on campus (in and out of uniform) as well as on duty at school functions, I am delighted to inform you that they are, individually and collectively, a credit to our school. These young people take pride in themselves and in the NJROTC program of which they are privileged to be a part. They are well groomed, polite, courteous, kind and considerate of others. They present themselves well in social situations and their communication skills are excellent. I am particularly impressed with your positive influence on some of our students who are shy and/or suffer from poor self image. The program causes them to blossom and the pride they feel is evident in the fact that their shoulders are back, their heads up and there are smiles on their faces.

As coordinator of the Honors and Awards Program and a sponsor of Black Student union, you are aware that I have called upon you consistently in the five years I have worked at Glendale High School to provide color guards for our spring Honors and Awards Program and for the BSU Black Heritage Talent Show. The students you have assigned to coordinate these efforts have conducted themselves in a courteous and business-like manner and each assignment has been completed in perfect order, with numerous compliments from our off-campus guests.

I very much appreciate you as a professional colleague and wish you continued success both personally and as a military educator. (Chairman Guidance/Counseling Dept.)

\* Walking on campus twelve years ago and seeing NJROTC cadets came as a surprise. Cadets were the target of jokes, and ridiculed throughout the campus. All that has changed because of talented, courageous young men and women that have passed through your program. The quality of the staff has made this possible because you have set high standards and challenged your cadets at every level of endeavor. I walk on campus at Thunderbird High School or at Glendale High School and I hear no more laughs or jokes. I hear only comments of pride and respect for cadets of the respective units.

The Glendale NJROTC unit has been a factor in how the students, the teachers, administrators, and the public see the unit and support the program. This has only been possible by the efforts of your staff and the fine young men and ladies that have passed through your program. Your unit is spoken of with pride and respect in this community.

In the beginning, my son Mario was hesitant to join your unit. The one factor that changed his mind was the challenge. He was challenged by the high expectations that you had for your cadets. He was challenged by the vision of becoming a leader in the unit. All of these challenges gave his campus life direction. It helped him set goals for his academics and set goals for his career.

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I cannot find words to tell you how grateful I am for all the time and effort you put in helping Mario become the fine young man that he is today. He's a young man with a vision for his future and a goal to attain and whatever the outcome he will meet the challenge. As a parent and as a teacher, you have my respect and admiration for your ability as a teacher, counselor, and naval instructor. (Parent)

\* The NJROTC program is an asset to Glendale High School, providing opportunities for students to learn discipline as well as experience leadership roles in their high school career. Students organize, plan, and follow through with activities on campus. What a life experience in the learning process which carries over into their other classes and studies.

I have noticed that students seem to take pride in themselves when they wear their uniforms on campus; this is a real self-esteem builder for students. Also, their enthusiasm seems to spill over to other students; being a plus for the entire school as well as for themselves.

ROTC cadets seem to be a little more mature, handling responsibility well. The strong emphasis placed on academics, leadership potential, personal fitness, self-esteem and individual discipline is a positive for students and Glendale High School. I feel that the future is in good hands.

We need the ROTC program at our school. The instruction is superior, otherwise I would not be able to make the above statements. (Counselor)

\* Our son has been a member of the Apollo NJROTC program for 3 years. During that time we have watched his enthusiasm for the overall program mount each year. He will be leaving for basic training with the regular military following graduation and due to a lot of the ROTC training, we feel he'll be better prepared. He has learned leadership as well as the ability to follow. We would recommend the program to anyone. (Parents)

\* Being in NJROTC has done many things for me. First it's given me the basic knowledge of military drill. I am in the national guard and will be going to boot camp and AIT in June. When I get back, I plan to go active duty in the Army. I have been taught facing movements and marching, that will help a lot. Second, being on a number of teams has helped me learn to be able to work with people in any situation. On the color guard I have learned how to march with a small group together and the proper handling of weapons and flags. On the SALT team I've learned to work with a group to accomplish a certain task. On the orienteering team I have learned to work with one other person to find points and run a course working together. I have gotten many tips on uniform wearing, military bearing, and social skills that should help me a lot. Not only have I learned, I have grown a lot, matured, and most of all, I have really enjoyed myself. (Student)

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\* I feel that the school benefits greatly from the NJROTC program because of the sound and upright representation they are for the school. How well the NJROTC program and its special teams do is a direct reflection on the school. As for the effects on the individual student or cadet, it teaches them self discipline and lessons that will help them face the world more effectively. (Student)

\* Benefits that I receive from the NJROTC program are discipline, the willingness to excel, and the rewards of participating. The NJROTC program teaches discipline which is needed in order to do well in the military service. The program also makes me want to go for the best and not settle for anything less. Rewards I have earned for the past two years are as follows: my color guard letter, cadet of the month award, son of the American Revolution recognition award, trophies from past parades, and Petty Officer of the Month award. For these reasons, NJROTC helps me to become a better citizen. (Student)

\* The NJROTC program benefits the cadets by teaching them self-discipline, especially if you are an officer or on the drill teams. This class also helps build moral and excellent leadership qualities for the people who really want to be something in life. It benefits the school because we help them raise the flags at varsity games and put on performances which encourage people to come and see them. We also help hand out flyers and educate people on the program at Independence on future freshmen nights. This program keeps many students off the streets and out of trouble. It is a great program. (Student)

\* The JROTC program benefits the school and the students in different ways. As a unit, we are called upon to perform at varsity games or to help other clubs on the campus during different functions such as open house or future freshman night. While on campus, we are looked upon as the top of the top in attitude and appearance. As for the students, entering the program and staying for a minimum of 3 years the student may enter the military at a higher rank with more pay. The program instills leadership abilities which may be used in the military or in the career of choice. It also develops a sense of pride and teamwork which will continue with the student for the rest of their lives. (Student)

\* The benefits to the school and students are numerous. The school benefits by way of the unit helping out with school functions and football games. The student benefits from the education and discipline learned. The student can join the military after high school with higher pay and rank. If the student decides not to go in the military, he or she will benefit in job market from the skills of time management, teamwork, dedication, and leadership. The program also teaches honesty, loyalty, and esprit de corps. (Student)

\* Being the parent of a NJROTC cadet, I have had the opportunity to visit the classroom both morning and afternoon. I have observed the attitudes of these students when they first come into the program, and as the months have passed, how these attitudes have changed. They not only have found more respect for

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themselves, but for others. Their instructor teaches them discipline, respect, and how to follow all orders and directions given. Leadership is the most important part of the teaching. The cadet's take part and pride in all activities they perform, such as AMI Blue & Gold, parades, and State meets. Community service is one of the big projects. The cadet's at Thanksgiving gathered food items to feed a family that was less fortunate. When the Christmas season was here, they again took part in gathering toys, clothing, and more food to give two families a great Christmas. The NJROTC program has been great for my son. He has learned discipline, respect, and responsibility not only at home, but in school and in the public eye. He has learned the meaning of team work, and how to get along with other cadet's and students. It was very hard for my child to open up to others, he would always keep more to himself. ROTC had done wonders for him, he is now able to speak with her peers, and help others, and be more open. I hope this ROTC program will remain in the school system. It not only advanced my child to where he is today, but it can do the same for other students. It takes hard work, team work and participation. Thank you so much for what you have taught my child. (Parent)

\* The NJROTC program benefits the school in a couple of ways. First, it helps bring more positive recognition to our school. Also, it helps to keep more students in school who would otherwise probably drop out.

\* The NJROTC program helps me in many ways. First, it has taught me patience, dedication, punctuality, discipline, control, responsibility, leadership skills, honor, integrity, esprit de corps, respect, teamwork, and honesty. It has given me a sense of belonging to a group that will always stand by you. It has also taught me many skills that will help me once I have left high school to continue on with my education, or to go on to a career. Its taught me the value of friends as well as the buddy system. Most importantly, it has given me pride in myself as well as showing me I can accomplish anything I set my heart to. (Student)

\* There are many people that think the NJROTC is a waste of time. This is very untrue. Many good and wonderful things have come from the NJROTC program. Many have benefitted from this program such as the students involved and the school. The first to experience these benefits are the students. The NJROTC program has turned many misguided young men and women into students that this school can be proud of. A good example is myself. If it hadn't been for the NJROTC, I wouldn't have been an achiever like I am now. I probably wouldn't have looked at life so positively also. I have learned responsibility, respect, discipline, good manners, compassion, unity, and camaraderie. I am a better person now than I ever was before, and there are also others like me who have experienced what I have.

As a result of these perfect individuals they reflect upon the school as well. Outside organizations get a feeling of what an achiever is thanks to our JROTC. This special group of students give the school a reputation of excellence in its students. Even when teachers notice the JROTC students a sense of hope for the future twinkles in their heads; no matter how bad today's youth is. Many

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of the accomplishments of the JROTC is extra-curricular activity. For example, the drill teams winning the state competition has brought a tremendous pride within the student body. If the school were to terminate the NJROTC program, the school would lose a lot. (Student)

\* The benefits that the school receives are that they educate, through this program, more mature and responsible citizens. On their campus are JROTC students who are better able to handle school and life. The cadets can problem solve, and make better decisions in school and on campus.

As a student in the JROTC program, I have learned discipline and responsibility. I can better handle myself in situations that arise around school, home, and in my community. I have matured more in this program than I could have ever hoped without it. With the studies of Naval Science, I have learned much about the oceans and their importance, and I developed a strong respect for all that is involved with the oceans. The most important benefit that I have received is that the program taught me about myself. I constantly learn about myself, that which is good and bad, and I learn how to improve the good, and change the bad. And this is what I appreciate most about the program. (Student)

\* I feel that I, as a student, have benefitted a lot from this NJROTC class. ROTC has helped me stay on the honor roll, control my anger, and adjust to different situations. My parents also feel that my being in this class has helped me stay in school. When I became an officer, I thought I knew everything about ROTC. I was wrong. This class is never boring. Every day I learn new things. Being an officer, I have learned leadership skills and how to manage my time. I have learned how to set goals, reach my goals, and change my goals. I really feel like ROTC has had a major influence on my life.

\* NJROTC benefits the school by helping at different events. The school knows that we cadets can be trusted because we have been taught to always show respect. The school also enjoys having ROTC to perform in front of the parents on certain parent nights. (Student)

\* The benefits the school and the student receive from the JROTC program is that you feel a sense of need to do something for yourself because you know that you are wanted in the JROTC program no matter who you are. The only reason I keep my grades up in school is so that I can be on the drill team without arms. (Student)

\* Some people even just go to school cause that is all that they look forward to. That is just how I am. That's the only reason I wake up in the morning. Last year I was the biggest slacker there was. Now I am working hard at everything I do. JROTC is what has changed my life around. I am very proud to be a part of the Glendale NJROTC program. (Student)

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\* The benefits the school and the students receive from the JROTC program. The school receives a lot knowing that our NJROTC program is the best in the nation. The school uses the program as an example of good students and a good example around campus. The benefits the student get is knowing that he/she is one of the best and should always live up to it. Many teachers use the JROTC program as an example of great teamwork and a great organization to help students increase their chances in finding a career after high school. (Student)

\* The benefits the school and the students receive from the JROTC program is the school is acknowledged more when the JROTC is in public. The student receives good leadership capabilities and it is helping me learn more about myself. There are less fights in the school being that so many students are involved in JROTC. Many people have more friends and get more involved in the school. (Student)

\* The benefits the school and the student receives from the JROTC program. It benefits me in a lot of ways. It makes me more obedient and gives me an excuse not to fight in school because ROTC has done a lot for me. It makes me a better person and people now me as achieving not failing. (Student)

\* The school benefits from the JROTC program by getting district or national recognition. The school also benefits by having the cadets from JROTC help out with activities and different functions put forward by the school. The students in NJROTC really benefit from the program. Because it helps them become a better person. They also become more developed as an individual. There is always something to do in NJROTC. The students that are not in the program also benefit from the program because they can look up to the cadets and ask for help from them if they need it. People in ROTC have a lot more discipline and more fundamental teachings then any other person on campus. (Student)

\* There are many benefits that both the student and the school receives from ROTC. The students gain a lot of respect in themselves that will prove to be very valuable in life. ROTC helps to keep students interested in school. It helps students in school and forces them to be better prepared and to pay attention to detail. The school receives a lot of attention from the citizens by doing a lot of community projects. ROTC is a very important class and it prepares teenagers for life. (Student)

\* I feel that the school benefits from the JROTC program, the cadets are more self-disciplined, responsible, and more reliable students. The benefits that I have received from this program are that I am more responsible, more disciplined, and people can rely on me. I have gained more self-respect. I participate in ROTC as well as school activities, sports and clubs. I get better grades. I have learned about the Navy and its functions. I gained respect from other cadets, I learned how to be a good leader as well as a good follower. I have more motivation, dedication. I learned esprit de corps, and most of all I learned how to be more honest. (Student)



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\* The benefits the school and the students receive from the JROTC program. I think that I have received some discipline and manners, and I think it will teach me more in the future. I have fun in JROTC and its not really as bad as I thought it would be. So I think that it is a good way to have fun and learn at the same time. (Student)

\* I have received many wonderful things from my NJROTC unit. One of the first things that ROTC has taught me is how to respect my superiors. It has taught me why it is important to excel and be the best that I can be. The second thing that it has taught me is how it feels to be #1. As a member of the Glendale High School drill team w/a, I have experienced being a winner, and how teamwork and being one gets you farther. The third thing that NJROTC has helped me with is to have a positive attitude. That you don't get anywhere if you go around screaming and yelling. but it can be effective in certain situations. These are just a few reasons why the ROTC program is a success to me. (Student)

### EUREKA SENIOR HIGH SCHOOL Eureka, CA

\* The NJROTC program is perceived at Eureka Senior High School as one of the most positive and supportive organizations on campus. For the past two years, it was voted as the number one club on campus by the Associated Student Body (Student Government). We feel we have an excellent chance to receive the award again this year. NJROTC is extremely supportive of all activities on campus and is totally involved in community events. The Eureka High NJROTC Unit was voted last school year by the NJROTC Area Manager, Area THIRTEEN, as the number one school in all of Area THIRTEEN (18 schools in all in Area 13) in community involvement and support. We are very active in working with the school's guidance counselors and other teachers. We are recognized by the guidance counselors, teachers, parents and school administrators as an effective organization for the development of students and providing the cadets an effective learning process where they gain needed experience in qualities such as leadership, self-esteem and self-confidence. The benefits of the NJROTC program are great. Cadets not only obtain automatic advancement if they qualify for entry into one of the branches of the military, but also mature as individuals to become productive citizens. Through the NJROTC program at Eureka High, graduating seniors can receive scholarships, if found qualified, to the U.S. Naval Academy, NROTC universities or to colleges, universities or vocational schools of their choice. It is not surprising that many people at Eureka High consider the NJROTC program as one of the most contributing factors at Eureka Senior High School.

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LAKWOOD SENIOR HIGH SCHOOL  
Lakewood, CA

\* This rating does not begin to indicate the tremendous accomplishments of our NJROTC program. Because this evaluation compares our cadets (who are for the most part below average academically, economically, and socially) to the general student population, each time that they are rated "no different" or "slightly better" shows a great improvement. (Math instructor)

\* Counselors are enthusiastic about efforts NJROTC instructors make to encourage cadets to remain in school instead of dropping out. All cadets who remain in program for three years historically graduate.

Considering the type of students they attract, students generally present few, if any, disciplinary problems, and while they are not well-represented in the ranks of the higher achievers academically, the program is a positive force in the lives of its cadets. At a time when school systems search for alternate means of keeping students in school, the NJROTC program fills one of the gaps in our efforts in that regard.

Must be remembered that the program faces several obstacles:

1. In this school district, students take P.E. in 9th and 10th grades only.
2. JROTC is most often a substitute for the place P.E. occupies.
3. Academic requirements for graduation have been increased over the past few years, students can continue in 11th and 12th grades only if they take JROTC as an elective. The college-prep student usually has little if any room for the JROTC program.

Our unit is the largest "club" on campus and provides invaluable and very reliable service to the school. In many ways they "run" graduation serving as marshals, ushers, ticket-takers, etc. They can be counted on to perform well when asked to provide assistance at school functions.

LUTHERAN HIGH SCHOOL  
La Verne, CA

\* We have had one son in the NJROTC for three years and one daughter in for two years. We are thankful and proud of this organization and the Captain. This instills pride, knowledge, and dignity in American youth. We pray this unit continues its great and necessary mission. (Parents)

\* My wife and I would like to provide the following comments regarding the impact that the Naval Junior Reserve Officer's Training Corps have upon our son, the school, and the community.

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It is important for the youth of today to be made aware of the sacrifices that have been made by the people who have served in our Armed Forces. In addition, teenagers must be taught what commitment means and the responsibilities that goes with it. The NJROTC program does this. This program provides one of the few ways in which teenagers learn to work together, they learn how to be a team. They also learn about leadership and the responsibilities which it entails. Also, and probably most important, they learn how to make decisions and to take the responsibility of the decision that they have made, be it good or bad.

\* The NJROTC program is not the school and the school is not the NJROTC program. But they go hand-in-hand. This is probably the one aspect that is the hardest for people to understand. The NJROTC program provides an insight of how this country maintains its rights as guaranteed in the Constitution. I believe that the NJROTC program teaches citizenship and the responsibilities that go with it. Teenagers of today must be made aware of what it costs to maintain this guard of our freedoms. The purpose of the NJROTC is not to recruit potential members of the armed forces, but to teach the young adults, who will be assuming leadership roles in the not-to-distant future, what it takes to maintain this guard. And the maintenance of this guard takes more than our Armed Forces.

\* The NJROTC unit at La Verne Lutheran High School does make an impact on our community. It participates in community parades and activities, performs as the color guard for local public schools, and demonstrates to the people of our community that there are young adults who do believe in patriotism and who do not forget the sacrifices made by our veterans. At the last Memorial Day ceremony at the Pomona cemetery, Congressman Dreier, upon observing the performance of the Men's and Woman's Drill teams, noted that it was good to be seeing young adults who were willing to spend time on Memorial Day in the observance of ceremonies commemorating our veterans, instead of just having a good time at the beach. That is the impact the NJROTC has upon the community. The demonstration of what its members have learned. (Parents)

\* This letter is being written on behalf of Lutheran High School of La Verne, California. This outstanding school is a credit to the city of La Verne, the Lutheran church, and through its outstanding ROTC program, a credit to the United States Navy.

The city of La Verne is extremely proud of the NROTC program at La Verne and utilizes this well trained group in many community activities. These young cadets represent the finest of what America would like to see more of.

\* The undersigned is a 31 year Army vet, and subsequently a 14 year school teacher and administrator. I rate Lutheran High among the top units I encountered in that period of time, in which I was exposed to both Senior and Junior ROTC programs, and served as advisor to an elementary military school.

It is unfortunate that more programs similar to that at La Verne are not available to more of our deserving young people. This type of training not only

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benefits the participants, but reflect upon the community as a whole. I congratulate the staff and students of Lutheran High School on an excellent job, and am pleased to be able to make these statements a matter of record. It is my hope that this program continues to grow. (Retired military)

\* Thank you for the opportunity to comment regarding the benefits which the NJROTC program brings to both the school and the students who participate in the program. The NJROTC program prepares young people to be responsible, productive citizens by teaching them an appreciation of ethical values and principles that underlie good citizenship. In addition, the program stresses the importance of good grades and graduation, the effects and dangers of drug abuse, the understanding of technological advancements, and how to think logically and solve problems in real-world, stressful situations. All of this is of great benefit not only to the cadet, but to the school, and to our entire nation.

The cadets I have observed at Lutheran High School evidence personal pride in their appearance, the performance in drill, and in their academic achievements. It increases their self-esteem. Perhaps its greatest benefit is its fostering of individual responsibility in our society through not only classroom instruction, but also physical fitness, respectful conduct, good personal appearance, and leadership training.

Anything that benefits the students also benefits the school. The program raises the level of responsibility, respect, conduct of the student body. Beyond that, the program provides great public relations for the school. Lutheran High has become well known not only in the local community, but throughout the region, because of its NJROTC program.

\* In a time when individual responsibility and the obligations of citizenship seem to be disappearing the NJROTC program stands as a bright light in the darkness, benefiting not only the student, the school, and the community, but our entire nation. (Pastor)

\* We feel the NJROTC is a valuable tool in establishing discipline and respect in young students. These cadets are more aware of the seriousness of the military and are more aware of their options upon graduation from high school.

\* We are very pleased on a personal level with our own son participating in the program. He is in the process of learning the value of respect, discipline and honor. We also feel that it instills a sense of pride for the cadets to be a part of the NJROTC on behalf of Lutheran High. They have pride in their school, as well as their country. The program projects a positive image of our young people to the community (Parent).

\* I am very pleased with the impact that the NJROTC has had on my son, Charles. I have seen an improvement in discipline, character, and a greater appreciation of the military. Without this program, his understanding of the military would have to be based on hearsay and the movies. By experiencing life as an NJROTC

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cadet, he can more accurately evaluate military life as an option. In addition, the leadership and responsibility skills he is learning will better equip him to face life as an adult. Keep up the good work! (Parent)

\* The NJROTC program at LHLV is a very positive influence on my son Curtis Peterson, a freshman in the program. The NJROTC program is one of the reasons we are sending our student to this school, along with the religious aspect, he is getting a well rounded education. (Parent)

\* The training my son is getting in this program gives him a foundation that is better than a school without the program. Being a Navy Vietnam veteran myself. I think had I had a program like this for me when I was in high school, I wouldn't have been so shocked at Navy boot camp and would have been more prepared for the military. (Parent)

\* I am not pro military, but I am pro America, and I think this NJROTC program builds a patriotism that we need more of in this country today. (Parent)

\* This letter is regarding the evaluation of the NJROTC program as it is offered at Lutheran High School, La Verne, California. We have had children involved in the program for the last eight years and have been pleased with the leadership qualities it has developed in both our son and daughter.

Our son graduated four years ago. In the time since high school, he has remained a leader in our community and his workplace. We feel the training he received in the NJROTC program contributed in a positive way to his abilities.

Our daughter is graduating this year. She has a great degree of confidence in herself as a leader, nurtured throughout high school by Captain Nicolopoulos. We feel this gives her an advantage as she enters college in the fall, knowing that she has accomplished many things in the NJROTC program.

We would surely like to see the program continue to be such a vital part of the life at Lutheran High so that other children can have the advantages ours have enjoyed. It is worth the sacrifice. (Parents)

WOODROW WILSON HIGH SCHOOL  
Long Beach, CA

\* As I indicated during our recent annual inspection, I strongly believe that our NJROTC program is an effective deterrent to gang participation. Many of the young people who are in Wilson's NJROTC program attend from areas infested with gang activities. However, our observations show that most cadets stay away from involvement in gang activities, show satisfactory deportment at school, and make normal progress toward graduation.

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Active participation in the NJROTC program gives those students positive direction and purpose for being at school. Direction and purpose are the major reasons those cadets say "NO" to gangs and are significantly successful at school. (School Principal)

**A.L. LOCKE HIGH SCHOOL**  
Los Angeles, CA

- \* 1. Counselors state that NJROTC cadets exceed expectations for general student body.
- 2. NJROTC is the only program on campus that teaches discipline.
- 3. NJROTC cadets have the best overall attendance record of any students on campus.
- 4. The NJROTC program is the best deterrent to gang membership.
- 5. Cadets are the most visible and most respected group on campus.

**POINT LOMA HIGH SCHOOL**  
San Diego, CA

\* The NJROTC program at this school is completely supported by the Administration, Counselors, and Faculty. We get considerable family participation and the community in general. Numerous Service/Civic organizations are involved with tangible as well very favorable philosophical support. In addition, our Unit is accepted quite well by the student population. We are completely included in every school endeavor and the Principal and Counselors push the NJROTC program and benefits derived therefrom at every opportunity.

**DR. JAMES J. HOGAN SENIOR HIGH SCHOOL**  
Vallejo, CA

\* Guidance counselors, instructors, parents, and district administrators often speak very highly of the NJROTC program. Among other things, the NJROTC program provides an excellent career option for the NJROTC cadet. In addition, and most importantly, the program at this school seeks to develop in each young cadet a strong sense of personal responsibility and respectful conduct.

**BANNING HIGH SCHOOL**  
Wilmington, CA

\* The students are taught discipline, leadership, and motivation to help better themselves. Learning ahead of time about the navy is a big advantage for any young adult who might enlist. Parents like the program because it instills discipline and the cadet has the opportunity to travel, i.e. mini-boot camp and leadership school. They are also given the opportunity to board ships to get a first hand look at what might be in store for them. Teachers and administrators have commended on how well behaved the cadets are and how good they look in uniform. The NJROTC program benefits school and the community especially when the cadets are in parades or go to meets. This helps to maintain a good name for a school and also helps build confidence in a cadet. The NJROTC program is a worthwhile program that is a definite plus.

**MONTROSE HIGH SCHOOL**  
Montrose, CO

\* NJROTC here at Montrose High School is a vital part of our overall program. It provides valuable course work and interesting activities by a group of students that are usually not otherwise involved.

**AUBURNDALE HIGH SCHOOL**  
Auburndale, FL

\* NJROTC provides a vital need for many students at AHS by giving them a feeling of belonging. NJROTC almost provides them with a "family."

**CRYSTAL RIVER HIGH SCHOOL**  
Crystal River, FL

\* The excellent training and instruction NJROTC cadets receive in leadership, discipline, history, and physical fitness are enormously valuable to the cadet, the school, and the community. These benefits are both immediate and long-term. The NJROTC program has, for many years, been extremely successful in instilling the traits of:

1. Respect for proper authority.
2. Patriotism.
3. Personal honor, self-discipline, individual responsibility and leadership.
4. Pride, self-respect, confidence, and the desire to do one's best.

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### 5. An understanding of national defense.

The partnership between this school and the United States Navy is highly valued. (Principal)

#### DUNEDIN HIGH SCHOOL Dunedin, FL

\* Not only Dunedin High School, but the entire community of Dunedin benefits from our JROTC unit. They are always eager to volunteer the services of their Color Guard; to direct parking for school and community activities; to greet parents and students at school activities and pass out programs; to help raise money or collect merchandise for school/community activities such as Toys for Tots, Thanksgiving and Christmas food baskets for the indigent; and many, many other activities. Their services are invaluable to all of us!

Several of our JROTC students would probably not be in school today if it were not for the intensive counseling and direction they receive from their two instructors. The instructors, as well as their students, are excellent role-models for the remainder of our student body.

The support exhibited by the parents for the unit is phenomenal. They feel that their sons/daughters truly benefit from the program, and are always ready to act as chaperons for the unit's activities.

#### FORT LAUDERDALE HIGH SCHOOL Fort Lauderdale, FL

\* Counselors, administrators, parents, and community leaders all have high praise for the quality NJROTC program at Fort Lauderdale High. Comments on the appearance of the students and their respect for authority are frequently made to the Naval Science Instructors. The students participation in parades and other community functions such as Navy League Ball, Freedoms Foundation Ball, Pearl Harbor Survivors Association Ceremony, and numerous other activities including the results of competition from field days with other units in the southeast all bring visibility and great credit to Fort Lauderdale High.

By being an Honor unit since 1987, the school also has the privilege of nominating students to the three Service Academies.

Obviously, the students have a great opportunity to see many Navy ships and to frequently have a chance to make a shipboard transit from one location to another.

It is very obvious to the parents, students, and teachers that the Navy really supports this program. The Navy flies the cadets to places like Washington, D.C., Norfolk,, and San Diego, for orientation trips at no cost to the cadets for transportation.



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Where else would these students have an opportunity to do those wonderful and educational experiences if it wasn't for this program:

We are fortunate to have such a fine program in our school and community.

MIDDLEBURG HIGH SCHOOL  
Middleburg, FL

\* The JROTC program has been a tremendous asset to Middleburg High School. They assist with many events during the school year. Our program is one of the finest in the area and always represents our school in the best manner possible. We are extremely proud of our JROTC program.

GULF HIGH SCHOOL  
New Port Richey, FL

\* Teaches responsibility and self discipline and leadership.

Encourages academics.

Gives students opportunity to develop self esteem and a sense of belonging.

Students add to school:

Community Service.

Public Relations.

Assistance at school functions: games, graduation.

Teaches students the value of teamwork.

Teaches students how to be good team members.

Teaches students value clarification.

Pride in themselves, their unit and their school.

The school staff, faculty and administration depend upon the NJROTC to perform various functions during the school year, and have come to expect excellence.

Teaches Maritime Science.

\* NJROTC provides students with activities (academic and extracurricular) that strengthen self-discipline and motivation. They are excellent role models for other students. They assist guidance with 8th grade orientation and many evening

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programs. In addition, there are local scholarship opportunities for those that have in excess of a "B" average.

Also, students planning to attend a military academy and who have taken NJROTC are usually considered desirable applicants. This NJROTC unit has a good rapport with many community organizations. This program provides first hand experience for many students regarding military life.

### HAYNARD EVANS HIGH SCHOOL Orlando, FL

\* The program has many individual benefits which collectively are most beneficial to the school. The more salient of these include a strong sense of self-discipline and individual responsibility, respect, pride, self-esteem, and career alternative.

The self-discipline and responsibility carry over into other classes: cadets are generally better prepared and organized than other students, and they are also courteous and respectful towards teachers and classmates. Frequently, success in JROTC contributes to success in other disciplines.

Cadets show pride in wearing the uniform and pride in the unit. This also contributes to school pride. They also feel a sense of accomplishment through the program's advancement and awards opportunities. These two factors do much to build and enhance self-esteem; and regardless of intellectual abilities.

Finally, the program affords cadets the opportunity to learn about the military as a possible career, thus providing another choice and path to take.

### BOOKER T. WASHINGTON HIGH SCHOOL Pensacola, FL

\* Booker T. Washington High School claims to be the "Citadel of Learning"; a bold statement with broad implications. To support such a claim we must of course offer a highly demanding core-curriculum that is adaptable to meet the various needs of a diverse population. Also, there must be a framework of courses, programs, and activities whose goals/objectives align with the underlying principles on which we have established our core-curriculum.

NJROTC is one of those programs. High standards in the areas of academics, social discipline, patriotism, school/community involvement, and self-respect.

#### \*Comments

1. He loves his ROTC program, please make sure nothing happens to that class when scheduling to the Fall. (Parent)

2. On dress day I feel a real sense of patriotism. (School personnel)

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3. The ROTC provides an opportunity for leadership to students who may never have the chance in any other school program. (Counselor)
4. Since he got involved in the ROTC class we have seen a different kid at home. (Parent)
5. Responsibility, discipline, structure, school involvement; it's a great program for students. (Teacher)
6. It teaches discipline to our students, a sense of pride in their country and in themselves. (Principal)
7. I was proud of our drill team today, they were awesome. (Student)
8. Commander is great, I would not be heading to college if it were not for him. (Cadet)
9. Provides some students an opportunity to be a part of a special unit, which they may not have had the chance to be a part of due to their limited resources. (School Resource Officer)

NJROTC is a strength at Washington High School. One more reason we can claim to be The Citadel of Learning.

### PORT ST. JOE JUNIOR/SENIOR HIGH SCHOOL Port St. Joe, FL

\* The Port St. Joe NJROTC unit was established in 1976 and has been an integral part of the school programs ever since. It has always had the fully support of the faculty, counselors, principals, and especially the superintendent and Gulf County school board.

The local communities of both schools support this program with much assistance. The unit color guard and drill teams perform numerous times each year at various parades and activities. Surrounding communities are constantly calling for participation in their events. The people are proud, and the student body is proud of our NJROTC unit.

### TITUSVILLE HIGH SCHOOL Titusville, FL

#### Administration

1. Discipline - Cadets must be on their best behavior.
2. Academic - Grades must be up to GPA requirements to participate in field trips and be on drill team, color guard, etc.

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3. Psychological growth - Students feel a part of something. Many students gain acceptance and satisfaction in NJROTC. Especially as evidenced by exceptional education students.

4. Career awareness - NJROTC offers preview of military life opportunities and obligations.

5. Reinforces academic programs - Example: Social Studies is reinforced by geography studies in NJROTC and math is reinforced by studies in navigation.

6. Leadership/Service to the school - Leadership skills are taught and experienced as evidenced in NJROTC assistance in events such as parent conferences, sporting events and registration at feeder schools.

7. Community service - Example: Parade (color guard).

### Guidance

8. Offers an additional elective from which students can choose.

9. The highly disciplined atmosphere (self & imposed) appeals to some students.

10. The atmosphere and opportunity for success help to enhance some students self-esteem.

11. Pride in uniform is experienced. (Both in dress and drill precision.) Some students take immense pride in looking great - shined shoes, disciplined dress - can't just put "something" on.

12. Leadership skills are taught.

### Parents

13. Drill has greatly improved physical coordination.

14. Discipline has improved manners.

15. Program has resulted in self-confidence. Shyness has been overcome.

16. Grooming (personal hygiene) has improved.

17. Makes more commitments instead of promises.

18. Posture has improved.

19. Language has improved.

20. Is more aware of current events.

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21. Knowledge of geography has increased.
22. Improved respect for authority and property.
23. Provides additional incentive to keep students interested in school.
24. Drill team gives students a chance to compete.
25. Takes a personal interest in performing such tasks as laundering of clothes in order to be sure that uniform is up to expected standards.

**WESTSIDE HIGH SCHOOL**  
Augusta, GA

\* Course goals (good moral values, citizenship, patriotism, self-reliance, leadership, etc.) are unique to NJROTC. These goals will always be valid and beneficial to students.

NJROTC emphasizes community responsibility and the importance of community service. The cadets' active involvement in and service to the community are valuable lessons and have strengthened the school's reputation.

NJROTC provides students an excellent elective choice and gives them the opportunity to assess the Navy as a possible career.

NJROTC gives many students a sense of belonging thereby increasing the probability of success in high school.

NJROTC provides students the opportunity to participate in various extracurricular activities (academic teams, drill teams, rifle/pistol teams, color guards and athletic teams) which increases student involvement and self-confidence.

**BRUNSWICK HIGH SCHOOL**  
Brunswick, GA

\* I view the NJROTC program as an integral part of the curriculum of our comprehensive high school. From an academic standpoint, the course content reinforces the educational objectives of essential courses such as English, Science, Mathematics, History, and Social Studies. In addition, the focus on Leadership and Citizenship is very visible as I witness the Cadets participate in every aspect of school and community life. The testimonials in this packet of data are extremely positive and complimentary of both the NJROTC program and the two dedicated and professional instructors at our school. I concur wholeheartedly with all that has been said about the quality of instruction and the value of the NJROTC Program to the students. (Principal).

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\* I consider it an honor and privilege to be able to voice some of my personal appreciation for the NJROTC Program at Brunswick High School.

The program, in general, will always be a positive addition to any school program. The program at Brunswick High is that plus much more under the direction of highly qualified, capable, concerned, and informed staff such as Capt. T. Eyer and Lt. D. Foster. These two gentlemen, necessarily, bring so much of their own personalities, energies, values, and high standards of achievement that it is difficult to separate the program from the leaders. I do not see that as a problem, rather a tribute to the dedication of these individuals and the success of the program.

My daughter, Laura, came to Brunswick High and the NJROTC Program in her tenth grade year. I must add that one of the reasons she insisted on coming to Brunswick High was the NJROTC Program and its reputation in the community. We were not zoned for her to attend this school but we felt the value of the NJROTC Program was such that we needed to make whatever sacrifices necessary in order for her to become involved in it.

Laura is one of those young people who has to work for everything, nothing in life has come easy for her, her scholastic rewards had been few even though she thoroughly enjoyed school as such and was involved in band and other extra curricular activities...but we hadn't seen anything yet! This NJROTC Program was truly the spark that ignited this young lady. Her grades in NJROTC were generally outstanding and her grades in other classes improved in a direct correlation with the improved personal discipline that she was learning in NJROTC. Her confidence, that had never been mentioned in a positive mode, increased with her increased responsibility in the unit. Her involvement in school and community and her awareness of her surroundings, both strengths and weakness, was another parallel to her growth in the unit.

In three years, I proudly watched this young lady go from a mild mannered follower to an assertive, positive directed individual with potential leadership qualities. Her senior, third, year she was a ranking officer and received the coveted daughters of the American Revolution Award for all round achievement in the unit. She is currently working at a local resort in a semi-supervisory capacity, has been named employee of the month twice in her thirteen month tenure. Her plans are to enter college this fall, having worked a year. One criteria for her college of choice, it must have a ROTC unit.

I have talked with great pride and gratitude about what the program did and continues to give to my child, but I could have said the same or similar things about many other student cadets that I have known over the years. I have seen young people with absolutely no direction go on to be officers in a military branch, (our local Marine recruiter is a product of this program), leaders in the community, quickly rise to management level positions in industry and retail business, locally and elsewhere, as well as go on to higher academic achievements. I cannot cite another program that gives as many and as diversified opportunities to young people as the NJROTC Program gives to this school and community. There is rarely a community function of any import that this unit is not in attendance and frequently in more than one capacity, in or out of uniform; color guard, drill team, crowd control, answering telephones for

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Jerry's Kids, ringing the Salvation Army Bell, leading the parade for our area festivals and military memorials. The list is endless for me to recall.

I can never adequately express my pride and gratitude for what this program has meant to me personally, my family, and the positive impact I see area wide. Thank you for the opportunity to share these personal experiences and observations. When a Program works as well as this one does, it is very easy to take it for granted and expect things to ever be thus. This program is one major factor in making Brunswick High School a comprehensive High School and Glynn county a more versatile place to educate and train children. (Parent)

\* Observations regarding the NJROTC program and program instructors have been extremely positive. As guidance counselors we have heard and seen feedback from students indicating a sense of personal well-being and enthusiasm for their participation in the class and activities planned by NJROTC.

In addition, there is never hesitation from the instructors to cooperate or assist with any school projects benefiting all students. The participation by the instructors have been at a high level of preparedness, skill and willingness. The program schedules the NJROTC classes to take part in school activities with the purpose of developing responsibility and self-esteem through leadership and helping others, i.e., Career Day, football games, Honors Night, community functions, parades, et al.

On occasions the guidance office has requested the NJROTC instructors to do follow up and guidance with students experiencing personal and home problems and academic tutoring needs. This follow up has proved to be supportive and helpful. They encourage students to raise the level of their aspirations.

The NJROTC program instructors can be depended upon to provide direction and materials for students interested in a military career or further education at a military academy. The NJROTC program has enlisted students with a wide range of academic abilities; ranging from those students receiving special education assistance to those students academically gifted. Students who are not enrolled in NJROTC but who have interest in military options, often seek advice and information from these instructors. They have been instrumental in students receiving appointments and scholarships as well as other personal training opportunities.

The extracurricular opportunities in NJROTC are a drawing card for many disadvantaged students. These activities have built-in learning functions to show how to behave and dress at a formal dance, how to eat properly at a formal dinner or how to walk and talk for special occasions. Their summer camp teaches cleanliness, organizational skills, nutrition and cooperation in addition to specific military skills. The variety of field trips give students enrichment and motivational information.

The NJROTC instructors work above and beyond the call of duty. The NJROTC program image has the respect of our student body and faculty. It is considered a valuable asset for Brunswick High School. (Counselor)

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\* The NJROTC at Brunswick High School is an excellent program due to the enthusiasm and constant efforts of the two instructors. Specifically, it instills in students a sense of self-discipline. It affords students the opportunity to belong to a group/organization. The activities allow students to develop positive self-esteem and responsibility. The program has a built-in system of reward for achievement and meets the needs of many students who would not succeed in any other facet of school life or extracurricular recognition.

The NJROTC further provides financial opportunities via scholarship potential for college as well as a step increase for those entering enlisted service. The field trips and exposure of these students to varied learning experiences surpasses tangible measurement as does the built in leadership training in the curriculum.

The NJROTC program is one of the principal sources of pride at Brunswick High School and the community. (Assistant Principal/Registrar)

\* I have been personally aware of the impact that the JROTC program has had on students for the past fourteen years. I first became aware of the program as an eighth grade teacher at Jane Macon Middle School, one of the feeder schools to Brunswick High School. I have been affiliated with Brunswick High School for the past three years as an administrative intern.

Many students would not have remained in high school had it not been for the influence of the JROTC program. As an eighth grade teacher, and as a Brunswick High School advisor, I have counselled many students about the benefits of the program. I have seen many students mature to fine young people after their involvement with the program. It has provided a niche for many students who otherwise may have dropped out of high school. These students have learned the basic principles of hard work, individual accountability, and self discipline-- necessary life skills which successfully transfer into the work force, military, or other paths chosen beyond high school.

I highly commend the work and dedication of Captain Eyler and Lieutenant Foster, without whom the program would not be as effective. It is their dedication and ability which has allowed them to serve as role models to their students. Many of their students have been more motivated to remain in school, and to apply themselves in all endeavors, because of the JROTC program and its leaders. (Associate Principal)

\* I have some simple advice for all of the cadets... learn everything you can in high school because you will need every bit of it in the future. (AIC USN)

\* The very fine JROTC Cadet Corps of Brunswick High which they direct did a fine job as ushers at the concert that afternoon and their color guard had the honor of presenting the colors to open the ceremony. The stage manager said that is a rare privilege to have a local color guard take part. Our community can take pride in the cadet corps! (The Retired Officers Association)



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\* I know you are thrilled to meet the new cadets that have joined that outstanding class. All the new cadets are pleased with the things that NJROTC has to offer.

\* A word or two to the new NJROTC cadets, when you have given up on ROTC and you say "I can't take it no more," before you say "I quit," go and have a talk with the instructors in NJROTC and I'm sure they can make things better for you. (PFC US Army)

\* From a previous NJROTC unit Commanding Officer.

Just a quick note to say thank you. Without your help I would have done nothing to help my future. You made me see that even a non rich average student can succeed and make a reality of his dreams. For that I will be forever grateful.

Wherever I go in life, no matter how successful I will be, I'll never forget that it was you who started me down this great path.

\* I really do enjoy your class. And I enjoy having you as a teacher, not just as a teacher, though, as a friend.

\* I don't think I'm going to quit at the end of the semester. (Student)

\* I want to become a better disciplined cadet. I think my mom would be happy of that too. (Student)

\* You changed my life from a scared little girl to a brave young lady. (Student)

NORTH COBB HIGH SCHOOL  
Kennesaw, GA

\* NJROTC contributes immeasurably to North Cobb McEachern High Schools. The amount of service performed in the respective schools is significant. Numerous success stories are evident with marginal students who have become "A" students since joining JROTC. JROTC provides a very special niche for many students who don't quite fit into cheerleading, football, or other visible activities.

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LEE COUNTY HIGH SCHOOL  
Leesburg, GA

\* The JROTC unit gives an opportunity to participate in structural programs where discipline is learned. This program also gives its members an opportunity to participate in group activities where the students learn to support each other and work together for common goals.

The JROTC unit supports most community functions. Because of this support the people are supportive of the school; this established a strong bond between school and community. (School Counselor)

\* Our JROTC program provides opportunities for many young people who would not be involved in other activities. This unit is the pride of our school and community and they represent us well in parades, ceremonies, and programs. The leadership training provided helps us to keep potential dropouts interested in school. (School Principal)

LASSITER HIGH SCHOOL  
Marietta, GA

\* The NJROTC program here at Lassiter High School has always been a source of great pride. Captain Csintyan and Chief Lasek have given outstanding leadership to our young people in their program.

These same young people, by being enrolled in the NJROTC program, have shown that the program works. It instills in them a respect for authority, pride in their country and flag, discipline and a form of regimentation. The NJROTC students wear their uniforms proudly and perform in a manner that has earned them respect from other students.

Our NJROTC program prepares these students for the future offering scholarships, and an understanding of the necessity of proper discipline. Their successes after leaving Lassiter High school either in the military or in the business world prove that the program does work. These positive results show the program is definitely needed in our schools.

It's an easy group for them to be a part of because it meets each day and there is little to no cost since the group works together to make money needed for trips, uniforms, etc. The students develop discipline and leadership skills that cannot be developed in the typical classroom.

Naval Science instructors work with these students as whole persons - monitoring grades, teaching, dealing with social issues, or personal problems if needed. The students, as a result, develop a sense of pride and accomplishment that the regular student often misses out on. (School Counselor)

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### Student benefits

1. Belong to a close knit group.
2. Learn discipline.
3. Involved in many and varied activities.

### School benefits

1. Activity involved in school projects, fund raiser.
2. Participates in school activities such as graduation, security at football games, etc.

### HENRY COUNTRY HIGH SCHOOL McDonough, GA

\* The JROTC program provides several things to the students at our school. It provides our students options other than vocational or academic electives. For the most part, the students taking the classes are provided with information that allows them to develop discipline and self-pride. The extra-curricular activities provided by the program allow the students to compete with others and gives them a chance to see their improvement on a first-hand basis. The program as a whole has won many honors for the school and was an important part of our becoming a school of excellence here in Georgia. Overall, I feel the students, the school and the community have all benefitted from success of our NJROTC program here at Henry County High School. (School Counselor)

\* Until 1984, the Henry County school system had never had any kind of ROTC program. The administration looked at the Navy's ROTC program as a means to expand the educational opportunities afforded Henry County High School students.

Not only has the program proven its educational merits but there have been many other benefits to the students to enhance their overall outlook. Many students have gained self-esteem through their successes in the program. Many have learned how to better structure their time and efforts. No doubt the travel experienced during field trips has broadened their educational base. Several students have received scholarship assistance toward post-secondary educational opportunities through their achievements in the program.

\* The entire school system appreciates the prestige this particular unit has brought to not only the school but to the community. The unit is frequently called upon to participate in community events such as parades and assemblies. (Assistant Principal)

\* What are the major benefits that the JROTC has given Henry County High School? To answer that question, it takes going back several years to the

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founding of this program in this school. In all the years that the JROTC has been established, this program has given more students the opportunity to be part of a character building, leadership centered, citizenship awareness style program that is truly "second to none" in this school. The program has also given an opportunity for students to experience a higher degree of cultural activities that is not offered in other programs.

In closing, let it be known that an outstanding benefit that this program has given Henry County High School, has been the leadership of the JROTC instructors and their families. Without the dedicated leadership and hard work of these individuals, this program would be useless to the student body of this institution. (Teacher)

\* For the past four years I've traveled with the Henry County NJROTC unit on several field trips/competitions. (I'm an English teacher at HCH). I love every minute of being with them. The discipline, the courtesies, and the companionship that is exhibited on these trips and/or activities has been superb. I'm rather proud to be an unofficial part of them.

These same qualities carry over to the classroom when I have them as students. I'm glad that our school has this program. From it we have produced some fine young men and women. (English Teacher)

\* The Henry County NJROTC program has been a big influence in Kristy's self-confidence. The program has helped her obtain goals I feel she would have struggled with had she not had the program. She has been more able to build stronger friendships with other students. This program has given a lot of students a direction to go in. I was pleased that she (when a rising freshman) said she was taking the class, as I felt it would be a safe productive environment. I do not feel as though I was wrong about those first feelings, as she has really blossomed into a fine young adult. She has learned to be confident, and she's not afraid to go after something she wants. I am already encouraging my oldest son to consider the program when he gets to high school (Parent).

### SOL C. JOHNSON HIGH SCHOOL Savannah, GA

\* I take great personal and professional pleasure in addressing the contributions of the NJROTC program and sponsors at Sol Johnson High School. In the two years I have been at Johnson I have found the advisors to be highly responsible and competent individual who have performed above and beyond the call of duty.

If the school enjoys a reputation for striving toward excellence, it is mainly because of the cooperation of the NJROTC program and its advisors. In addition to the outstanding instructional program which stresses the positive

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character of its cadets, the program takes the lead in assisting the school in implementing many of its programs. For example:

The emphasis placed on the blood drive cannot be matched at any high school. In spite of our school being the smallest among the six local schools, Col. Shockey and his NJROTC support personnel and cadets have led the school in equaling or exceeding the percent of involvement of any other high school. We have at least two drives per year.

The color guards and the rifle teams have been called upon to participate in numerous assemblies at school and for the system. This often requires excessive training that extends beyond the school hours and on weekends.

The parade requests and the requests from other schools for the entire NJROTC squad to perform are numerous.

Chief Harmon and members from the NJROTC squad have worked diligently each year to prepare for the Junior-Senior Prom. Each of the events attended have been season highlights.

The time and energy expended by the NJROTC personnel in registering our young males for Selective Service is commendable. This effort, if not made at school, would pose problems for many young men who have reached age eighteen.

The activities listed above represent only a small fraction of the extra-curricular requests made of the NJROTC staff and company. Furthermore, the cooperation of the personnel and cadets can only be attributed to their dedication and commitment to enhancing the school's programs. Without a doubt, the NJROTC program is a major asset to the success of the school. In the words of the SACS state visitation team, "That's quite a squad you've got there!" (Principal)

\* The NJROTC students and instructors have been a tremendous asset to our overall program. Needless to say, its a "calling card" to many students entering our school.

Instructors are always cooperative and they go beyond the call of duty in assisting us in making Johnson the best school in the city. They certainly are good ROTC models for our students. (Head Counselor)

\* I cannot say enough for the JROTC program. The benefits I have seen through my son have been outstanding. This program teaches them much more than just book knowledge. I have seen a young boy grow into a man with pride and discipline. My son has experienced many benefits that without this program he could never have dreamed of, such as getting to fly, go on a ship cruise, march in parades, go to Jr. boot camps. All these things have helped mold him into the young man that he is. With so much peer pressure among young people today "to do as the crowd does," it is a shame that JROTC is not mandatory for at least two years for every young person in high school. We talk so much about how bad teenagers are and the drug problems, when we do have a way to help this problem through our

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JROTC programs. My son is now ready to graduate and start his life into the field he has chosen and because of the JROTC program, he is prepared to further his education and to protect his country as he becomes a U.S. Marine. I would plead with anyone to increase the support for the JROTC program, but never delete this one fantastic program from the schools. Our country depends on these young people and we must do everything possible to help them and the JROTC program is one of the best ways I know. (Parent)

\* I believe the JROTC program at Johnson is one of the best things that has happened to my son. Through it he has learned respect and responsibility. He is now even starting to delegate some authority and seems to enjoy it. He plans on staying in the program all four years. I am a full supporter of the program and encourage everyone's full support. (Parent)

### STOCKBRIDGE HIGH SCHOOL Stockbridge, GA

\* Comments from administrators, counselors, instructors, and parents speak highly of the tremendous value the NJROTC program is to our students, school, and community. Nothing is more impressive than to see these young cadets in their uniform during the school day, or perform precision drill maneuvers, or proudly present our national colors during school or community activities as a member of a color guard unit.

We find that the program instills patriotism, institutes self-discipline, develops character, imparts habits of neatness and orderliness and develops respect for authority. Parents, in particular, have expressed to me and our naval science instructors how the program has brought about a positive change in the attitude and school performance of their child. They could not be more supportive of the program. Teachers have commented that cadets are generally more responsive and more self-disciplined than non-cadets. Administrators feel that the program contributes to over-all school discipline and a better academic climate.

The NJROTC program offers our students wholesome activities, promotes a drug-free environment and more importantly, I believe it encourages young people to remain in school and not become a drop-out statistic. Stockbridge High School strongly supports the JROTC program and recommends that it remain a part of the educational process in the public schools of our country. (Principal)

### UPSON HIGH SCHOOL Thomaston, GA

\* The NJROTC program at Upson High School is a very integral part of the school's overall program. The self-discipline that is exhibited by the cadets is very impressive and plays a crucial role in the development of this student into a well-rounded individual. As a counselor, I work with all of the students.

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I can identify the cadets when they come into my office, as well as around campus, by the way they handle themselves. They are extremely polite and well mannered. In addition, I feel that the students who participate in NJROTC appear to have more of a direction in their lives as they set and begin to work toward long-term goals earlier than the average student.

### WRENS HIGH SCHOOL

Wrens, GA

\* Because we are a small school that serves a small rural area, our NJROTC unit is extremely important and beneficial to us. The unit is a source of pride for our school and our community. (School Principal)

### ADMIRAL ARTHUR W. RADFORD HIGH SCHOOL

Honolulu, HI

\* Outstanding.

The NJROTC program and personnel's caring attitude and work with students is a key to the total educational experience available to students at Radford.

The positive role model provided by the NJROTC staff to Radford's professional faculty and students alike has an enlightening and caring influence and emphasizes high moral character and academic achievement.

Promotes citizenship - Knowledge of U.S. military and U.S. Government procedures and organization. Broadens their involvement in community at an early age.

Establishes pride in personal appearance and promotes physical fitness - NJROTC cadets set the example.

Encourages working with and being part of a team which translates to working in and supporting the community. Builds leadership early.

Promotes overall learning, education and achievement with immediate feedback - highly important to young people today.

### NORTH CHICAGO HIGH SCHOOL

North Chicago, IL

\* There are a myriad of benefits the school and the student receive from the NJROTC program; such as, lessons in self-discipline, patriotism, individuality as well as team identity. The school has a color guard for assemblies and programs which stimulates patriotism in all students. The cadets probably benefit the most. They have an opportunity to be introduced to the military and

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to learn military history as well as to learn about themselves. Some see it as a stepping stone to a military career. However, the most important benefit is probably the tie that it brings to the Navy base and the local community.

### WHEELING HIGH SCHOOL Wheeling, IL

\* It is a pleasure for me to take the time to respond to Lt. Commander John Helley's request for my personal evaluation of the Wheeling High School NJROTC unit and NJROTC high school activities in general.

In my past twenty-five years at Wheeling High School, I have watched the NJROTC program grow from its fledgling start to its excellent present status. I have personally witnessed the growth of this fine program; a program which meets the needs of its participants. I am impressed with the caliber of the CNET program. While working with Lt. Commander Helley, I was quite pleased to see how the Naval Science curriculum matched and supplemented the high school district's curriculum.

The standards and expectations placed on the cadets are commendable. I have often been in awe when I have seen these high school students participate in the program to such a high degree and precision. The leadership skills of the students are displayed in many programs throughout the school district. I personally, have used cadet groups in evening parent and civic activities. They are indeed a credit to the school, the district, the Navy and our country.

Probably the single most important aspect is the development of the individual. The knowledge, character leadership and well-being of the total cadet is of utmost importance to the program and its instructors. We have been indeed blessed in having excellent leadership and instruction in the NJROTC program at Wheeling High School. Lt. Commander John Helley is the epitome of the characteristics one would look for in a leader of this type of program. He is truly a student advocate and is genuinely interested in each individual cadet.

Based on my involvement in this program, I would genuinely and wholeheartedly endorse the NJROTC program and would recommend its definite continuance as a viable option for many of our young leaders of today. (Associate Principal)

\* In your role as Naval Science Instructor, the naval science program has matured into a first-rate organization which continues to provide ever-increasing numbers of top quality individuals for our Officer Selection and Training Programs. Additionally, your superb training program has resulted in a significant number of individuals who qualify for the most advanced technical training programs our Navy has to offer. The individuals selected for advanced technical fields are typically within the top 10%, academically, of all our nation's high school graduates. The competitiveness and motivation evidenced in the young people graduating from your training program is a direct reflection of the high standards you maintain for yourself as well as your students.



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Your continued support of the Navy's recruiting mission is deeply appreciated. Bravo Zulu for a job well done! (Instructor)

\* Gentlemen, congratulations! I am certain the NJROTC unit was an integral part of our Wheeling High School program and certainly assisted us in obtaining the Excellence in Education Award from the United States Department of Education. Sometimes you wonder just exactly what you'll celebrate after accomplishing this unique objective. We are pleased to find out that the Wheeling High School NJROTC unit has been also singled out as a Naval Honor School for 1987/88!

\* You and your program and its cadets are certainly deserving of this fine distinction. Few people know the amount of hours that you must put into this program and the many inconveniences and services you provide to the kids go unheralded. Your patience and commitment to this fine program is being rewarded. I have enjoyed using the color guard on many occasions. It has done much for the image of Wheeling High School and respect for the flag and increased patriotism.

The success of a program is affected by the ability of its instructors to relate to youth. Your coaching and genuine interests in youth is contagious and draws young people. It is no surprise that the present unit is enjoying such large numbers.

I have personally observed the performance level of the unit in the last five to ten years. I complement you on raising the standards of student performance and the encouragement for their leadership development. The young men and women are always respectful and dressed neatly. It has been my personal pleasure to work with you gentlemen as you administer and operate the NJROTC program. Congratulations for the super achievement. We are proud of you. (Instructor)

\* Approximately 1-1/2 years ago I retired from active participation in education after 39 years of service. For the last 26 years of my career I served as Principal of Wheeling High School. It was early in this period that the idea of an NJROTC unit was conceived, conceptualized and finally approved by the Navy Department and District 214 as part of the high school curriculum. The program was pursued because of my involvement and part time career with the Navy. I felt that such a program would be a most valuable adjunct to any high school program of studies - especially at a time when military careerism was at an all time low. I also concluded my military career two years ago after 35 years of continuous involvement in the US Naval Reserve, retiring as a Captain.

The NJROTC Program at Wheeling High School flourished and waned over the years depending on the Naval Service Instructor at the time and the societal mood regarding military. Captain Adrain Lorentsen deserves Kudos for launching the effort and guiding its beginning years through some very troubled waters. This he did in a masterful way. I cannot commend him enough for maintaining his sights on what "might be" rather than "what was". He had captured the same vision I held. The program stayed afloat even though we were on probation for several of the first 15 years.

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The NJROTC Program permitted the school to focus on the development of leadership skills, patriotism and the development of dedicated young men and women for the military service. These goals were achieved - thanks to the efforts of many people.

Eight years ago in December, 1984 LCDR John Helley joined the program as Senior Naval Service Instructor. He guided the program to new heights of accomplishment. The first year he was with us, the unit received the Most Improved Award. His vision for the Program was such that he began to attract more and more college bound students. This effort alone upgraded the clientele served. Literally dozens of young men and women have since been counseled and guided into all of the services, the academies and a number of ROTC programs all over the country. He also organized an enthusiastic body of parents into a strong and viable support group. This group played a major role in the success of the program. Important also is the fact that many young men and women learned that the military was not for them and changed their career plans accordingly.

LCDR Helley also succeeded in extending the Program to outstanding students in the other 5 high schools of the district. The High School District has gained recognition in many ways because the NJROTC experience is part of the curriculum. At no time has there ever been a conflict of interests/attitudes from other staff members. LCDR Helley and his predecessors were all accepted as an integral part of the faculty of the school. They extended themselves to colleagues and reflected a sensitivity born of experience to make this integration occur.

In retrospect, I would have to say that gaining the NJROTC Program for Wheeling High School and District 214 in 1969, 23 years ago, was probably one of the major contributions of my career. I am proud of what has been achieved. LCDR Helley did indeed elevate the image of the Program and directed its combined efforts to an all time high. He is to be praised for dedicating himself to the task and not settling for anything except the highest level of excellence he could obtain to produce the best unit possible. This status has been achieved for the Unit for 5 years running considering that the unit has been named an Honor Company each of these years. The unit also received the CNET Award one year. Building on the efforts of his predecessors he fulfilled the vision originally dreamed about. He is deserving of the highest praise for giving so much of his time and energy to this cause.

I am most pleased that the NJROTC Program is now recognized as an integral part of the school and district curriculum. I am also pleased that the Program is a model NJROTC Program that has received top honors from the Department of the Navy. As national interest dictates a smaller military there is more need than ever to "maintain the presence" of the military wherever possible. We must not permit the public interest to lapse and wane lest we get caught off guard in the future. To me this alone is justification for maintaining cost effective NJROTC programs in as many of the high schools of our nation as possible. (Executive Director of Community Education Foundation)

\* I would like to express my positive views regarding the NJROTC program offered at John Hersey High School. During the years of the program's existence, I have seen students of all abilities and backgrounds benefit from the program.

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Marginal students with behavior problems have matured, have shown more self-respect and discipline, and above all, have improved in their appearance and study habits. Our above average students excelled and through their extra efforts gained many scholarships including entrance to the academies.

If I were to label any program in our high school which has been a positive influence on our students in the areas of self respect, maturity, and self discipline, the NJROTC program would need to be at the top of the list. I have supported this program with a great deal of enthusiasm in the past and will continue to do so in the future. (Associate Principal)

\* I've had the opportunity these last few years to be your channel of communication with Prospect students who are enrolled in the NJROTC program. My task has invariably been that of presenting to these students the honors and commendations they merited from participation in NJROTC.

These assignments on your behalf have caused me to focus on the students as they go through classes and activities at Prospect. I've been impressed with their contributions to our school, with their distinctive qualities of service, and their characteristic dignity and maturity.

I'm led to believe that their experiences in the NJROTC program have been strong positive influences on their obvious growth in character and skill. Your program has, indeed, been an important factor in the successes of these students at Prospect. We're grateful to you for such assistance and support. (Associate Principal)

\* On behalf of the Counseling Department of Prospect High School, I would like to express our sincere appreciation for the quality NJROTC program offered at Wheeling High School. Your program not only instills pride and respect in our country, but helps young people develop a personal pride that carries over into their performance at Prospect High School. Jason Mayerle, Alex Chew, Eric Sittner, and Chuck Springer are a few of the boys with whom I have worked. All of these young men have grown significantly as a result of the leadership training received in NJROTC. They have maximized their potential in a very positive way. This is evidenced through their involvement in extra-curricular activities and their academic accomplishments.

We are fortunate in District 214 to have a program that prepares young people to accept the challenge of leadership in our Armed Forces. I personally will continue to encourage students to enroll in the NJROTC program. Thank you, and keep up the good work with our young people. (Counselor)

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BLOOMFIELD HIGH SCHOOL (Satellite)  
Bloomfield, IN

\* It promotes a whole-person program. It stresses leadership, scholarship, character development and physical training. The program provides mental and physical challenges and instills total dedication, self-discipline, improved self-concept and interpersonal relationships.

We are very excited about the positive benefits that the JROTC program has provided both Washington High School and Bloomfield High School. Commander John Campbell and Senior Chief Tippery are to be commended for their work with the cadets and for the contributions they have made to the communities and the schools.

The Washington/Bloomfield programs are exemplary and we want to see them continue. (Principal)

NEW ALBANY HIGH SCHOOL  
New Albany, IN

\* The NJROTC program at New Albany High School brings many benefits to our school, students, and community. Our color guard is very popular in the community at civic and patriotic events, parades, and sporting events.

Parents are supportive of the program because they like the discipline that is practiced and some see the program as a possible entry to college via an NJROTC scholarship. Leadership is developed and responsibility is emphasized. We have a flag raising ceremony in military style every morning. The cadets always wear their uniforms on Wednesdays and they look sharp. The cadets benefit from the close relations that are formed within the unit; some cadets have never experienced membership in a group. Cadets work at all home ball games by directing fans as they enter and leave the gym.

Our unit is particularly active. We have trips for cadets several times a year to such places as Great Lakes Base, Washington, D.C., Pensacola, and Paris Island.

Our cadets can always get academic help through the efforts of our instructors. The instructors have created bonds with other school personnel through normal interaction and are considered regular staff members by all. (Assistant Principal)

SHAWNEE MISSION WEST HIGH SCHOOL  
Overland Park, KS

\* The NJROTC program at S.M. West High School provides a needed opportunity for many of our students to participate in what we consider an exemplary program. The leadership skills which the students develop carry over to other areas of the

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school and provides a good example for other students. We are proud of our program and its leaders CWO 4 Edward Yeater, Sgt./Major Charles Eldridge and Captain Lawrence M. Lavin. (Associate Principal)

**SHAWNEE MISSION NORTH HIGH SCHOOL**  
Shawnee Mission, KS

\* We have an outstanding NJROTC program at North High school. Our students raise our appearance standards by wearing their uniforms. The NJROTC students assist in all of our school activities (i.e., back-to-school night, graduation, etc). The NJROTC Color Guard presents the colors and school flag at all varsity football and basketball games and the drill team performs at assemblies and half-time at ball games. The NJROTC program is an important part of North High school and we are proud of our unit.

**IROQUOIS HIGH SCHOOL**  
Louisville, KY

\* The demographics for our school population draws mainly from underprivileged, disadvantaged, single-parent families, welfare families, etc.

\* Parents, faculty, and school administrators are extremely impressed with what the unit does with what it has to work with initially. Our end product cadet is highly visible, presents excellent role models to their peers, are seldom discipline problems in other classes, and have good study habits, appearance, and attitude.

The school reputation is built around NJROTC, and is known throughout the system for its fine NJROTC program. We are quite proud of all this.

**VALLEY HIGH SCHOOL**  
Louisville, KY

\* The NJROTC program at Valley High School has the proud distinction of being the oldest NJROTC unit in Kentucky, and it is heartily supported by the community in general and by parents and alumni of Valley.

Guidance counselors report that the NJROTC program provides a positive growth experience for young students who become cadets. A natural benefit of the program is a structured experience in leadership and in discipline which exceeds that available in a regular classroom atmosphere. Students are taught to become good followers, and those who respond well then go on to become leaders. For the past three years the selection of Valley students to attend the Bellerme College Junior leaders program has fallen to an NJROTC Cadet.

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Parents of NJROTC cadets report a very positive relationship with the instructors, and many report noticing immediate improvement in their child's behavior and overall academic performance.

Administrators value the program as a source of pride for the school, and as a very positive student motivator. Classroom discipline is seldom referred to the administration. When problems are referred, administrators are certain that every possible avenue of conferencing and counseling has been exhausted, and that action is required.

Other instructors relate that a dialogue with the NJROTC instructors results in information exchange on study materials and on student problems. Problems can often be referred to the JROTC department for a few moments of quiet conference with the student, and in most instances immediate improvement is noted. JROTC cadets are also generally recognized to be better students and less of a classroom management problem.

The JROTC instructors both emphasize the overall goal of each student receiving a high school diploma and relate participation in NJROTC events to satisfactory academic progress overall. Additionally, the NJROTC program emphasizes preparation for a career and educational opportunities beyond high school. Former students, both military and non-military visit often to relate career and life goal successes.

The Valley NJROTC program is a positive and valuable part of the experience at Valley High School. The continuation of the program, currently on an upward trend, is strongly supported, and community and alumni response to past attempts to reduce or remove the program indicate a very high degree of community support.

### EPISCOPAL HIGH SCHOOL Baton Rouge, LA

\* Episcopal High's Naval Junior ROTC company is especially notable for its ceremonial presentations on POW/MIA National Recognition Day in September, and on Veteran's Day in November. Attended by the faculty and student body, these events have received considerable TV exposure in recent years. The presence of the Naval Junior ROTC program contributes to the positive image Episcopal carries within the community.

On-campus cadet activities are a constant reminder of our strong military history and the need to remain militarily prepared. Although patriotism surely varies within each individual, that feeling is certainly stimulated each Thursday by the playing of the National Anthem and seeing the cadets wearing their uniform that day.

Strong lasting bonds of friendship are common between ROTC cadets through their attending military science classes together, practicing military drill evolutions as teams, and participating in competitive military meets and community service projects. Their camaraderie and pride is evident. The program provides an outlet for its members to develop a sense of belonging, and

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of having contributed to the success of something that is perceived as good by all. Many excel in JROTC, when they might not anywhere else.

**OUACHITA PARISH HIGH SCHOOL**  
Monroe, LA

\* This program provides our students an opportunity that only the military can provide. The presence of the NJROTC provides our school an additional source of discipline and sense of security and organization. The leadership and example of the NJROTC is very valuable to our overall program and the realization of our school goals and philosophy. For some of our students, the NJROTC is the only vehicle available to them to escape their present lifestyle and their only hope to become a successful and productive citizen.

**BROTHER MARTIN HIGH SCHOOL**  
New Orleans, LA

\* There are two areas in which our NJROTC program and Naval Science courses are particularly supportive of our efforts with our students. These are in the development of leadership skills and values formation.

Naval Science courses include formal instruction in leadership skills. Students have the benefit of being able to practice what they learn by directing teams and taking charge of navy aspects of the program. These opportunities increase overall student motivation and are some of the most popular aspects of the program.

In the area of values formation, the stated objectives of the NJROTC program help us in achieving our goals as a school community.

Parent involvement and support for the program have never been higher as evidenced by attendance at our annual company inspection - standing room only.

Naval Junior ROTC at Brother Martin High School is a valuable and unique component of our elective program - one to which we remain strongly committed.  
(Principal)

**O. PERRY WALKER SENIOR HIGH**  
New Orleans, LA

\* Unquestionably, having a JROTC program at this school is an asset. An even better term would be "resource". Our unit is thoroughly integrated into student activities and extra-curricular events which bring neighborhood recognition and visibility to the school. The image portrayed by our young people in their cadet uniforms helps to offset the wide-spread negative image that is common to our society. Time after time, feedback from parents indicates their gratitude and

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continued support for the program. In some instances, JROTC is the pivotal element in keeping a student in school.

QUABBIN REGIONAL JUNIOR-SENIOR HIGH SCHOOL  
Barre, MA

\* The NJROTC program at Quabbin is one of our most popular elective options, as evidenced by the large number of student sign-ups during scheduling. In these tough economic times, many students are considering the armed services as a future career; others are attracted by the possibility of an NJROTC scholarship. The program gives students a vision of future possibilities and often a goal to work towards. This can be a great motivation towards academic achievement in all areas.

Also, the program seems to develop self-esteem, poise and confidence in its students. The active participation in special presentations gives them a chance to demonstrate their skills and talents. The wearing of the uniform in school gives them a sense of belonging to a group as well as a sense of being special. Many parents in-district are very supportive of the program and encourage their young people to take the course.

We are also most appreciative of the success of Col. Pyle and Commander Magnino in their efforts to instruct classes as well as individually work with students who need help and encouragement. The NJROTC program as it exists at Quabbin is a great opportunity for our student population. (Guidance Counselor)

\* As a Guidance Counselor who have observed the NJROTC program at Quabbin since September of 1988, I have been impressed with the positive influence this program has had on student participants and the Quabbin community.

It has provided an opportunity for its participants to experience pride and accomplishment, especially for those students who may not experience this in other areas of academia. For those students, the influence of NJROTC discipline has provided the necessary structure, fostering a sense of responsibility and self-esteem which carries over into other aspects of the students' lives.

The NJROTC program provides many opportunities for academically talented students including participation in a ROTC program at the college/university level upon graduation or qualifying for a ROTC scholarship. The ROTC scholarship program has provided Quabbin graduates with the opportunity to attend competitive colleges. Quabbin scholarship recipients have been individuals whose families would have found it very difficult or impossible to meet the cost of a college education without scholarship assistance.

This multi-faceted program, one which challenges the students both mentally and physically, is a source of pride for its participants and a positive factor in the curriculum at Quabbin Regional Junior-Senior High School. (Guidance Counselor)



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\* In my capacity as Guidance Counselor, heavily involved in student's scheduling of courses, I have witnessed a continuously well operated program that offers students the opportunity to pursue options in school and future choices for career aspirations.

Many students have taken advantage of the benefits offered from the NJROTC program within the four years of their high school experience and many have extended their opportunities beyond high school and college as members of the Armed Forces.

I feel the program to be extremely beneficial and congratulate Col. Pyle and Commander Magnino for a job well done. (Guidance Counselor)

\* Once again, I truly enjoyed the recent annual NJROTC Unit inspection conducted by the Navy. It is always a pleasure to watch the "cadets" and see how much they have "grown" during the past year.

After having been associated with the Jr.-Sr. High School for the past 25 years in several capacities which included teacher, building level administrator, central office administrator, and parent of 2 graduates of both the Quabbin and NJROTC program, I would like to note the following observations:

I have consistently observed significant growth in the NJROTC program quality, course content, student pride, and performance during my 25 years.

I have also proudly watched members of the program grow into young men and women with significant increases in self-confidence and self-esteem.

\* In the role of a parent of two NJROTC graduates and recipients of 4-NROTC Scholarships, I have had the opportunity to observe the entire NROTC program beginning in grade 9 and ending as a Midshipman 7 or 8 years later at which time the "kids" were Commissioned as Officers in the United States Navy. The growth and development of both sons was remarkably enhanced during the "NJROTC years" and I personally believe that much of that growth was directly attributable to the NROTC program and instructors. (Director of Administrative Services)

### BOSTON TECHNICAL HIGH SCHOOL Roxbury, MA

\* The NJROTC program at Boston Tech is one of the most respected by parents, the community, and staff members. It is often the reason that students who are invited to Tech want to come to join. The program holds students to high academic standards and course coverage includes issues of social and physical sciences. The program also produces award-winning national drill teams. Just as important, the program helps students develop high self-esteem and positive self-image; areas that are often not addressed in every day school life. The program develops self-discipline as well as cooperative learning skills and a sense of camaraderie throughout the school. The Tech unit never hesitates to

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help in school and community affairs, and is often called on to volunteer as school guides, graduation color guards, school recruitment, parent-teacher conference guides, etc. The NJROTC program is worth every penny spent on it by both the Navy and Boston's School Department. (Assistant Headmaster)

### WEST ROXBURY HIGH SCHOOL West Roxbury, MA

\* As a general comment, cadets are much better overall students than the majority. They are a cut above. - Prevalent comments by school guidance counselors and house masters.

### WALBROOK HIGH SCHOOL Baltimore, MD

\* Feedback indicates that JROTC provides a milieu of discipline, respect for authority, and recognized achievement that fosters a spirit of self-worth and ambition that is much needed in today's youth. In the midst of much publicized violence and under achievement in today's public school, JROTC stands as a beacon of light that counters many of the real and imagined problems encountered in educating today's youth. It is rare not to receive numerous accolades whenever "outsiders" witness the spirit, discipline, and camaraderie so evident in JROTC cadets. This program would be worth every penny of investment at twice the current cost.

\* Walbrook is currently in a re-building mode, having moved back into their regular building in September, 1991. During the years 1988-1991, Walbrook was required to share the physical facilities of another high school while an asbestos removal project was completed. Both of the combined schools were required to limit enrollment to approximately 1000 students per school. This reduced the number of new students enrolled in 9/88 and 9/89 thus, the current. Junior and senior classes are small in number. The physical facilities are now appropriate, as compared to the facilities during the relocation period. The program is expected to show a growth pattern during the next several years.

The JROTC program is a vital part of the Walbrook High School.

### SUITLAND HIGH SCHOOL Forestville, MD

The NJROTC program offers students unique opportunities that are unparalleled in variety and depth by any other academic or activity areas. The exposure that students receive to the principles and applications of naval science alone would make the intensive academic experience well worth a student's time. When this classroom experience that stresses interdisciplinary problem-solving and

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decision-making skills is coupled with the leadership aspects of the four-year program, a very powerful synergism has been created for our students to take advantage of, whether they are preparing for college admissions or a transitional post high school experience that will eventually lead to specific occupational-career training or an extended work-higher education option.

Of equal significance in terms of assessing the importance of NJROTC to our students is the very important issue of identity and community. In a large urban high school such as Suitland, with students being drawn from an extremely diverse economic and cultural milieu, finding one's place in such a school community can be extremely difficult for some students. While a large school such as Suitland offers students many ways to achieve an enhanced sense of self-worth and security, there always exists the possibility that unfocused students may become caught up in negative sub-cultures within the school, the result being poor student achievement and a host of other accompanying negative attributes. NJROTC offers many of our students the chance to identify with role models and an academic activity community that promotes self-esteem, character, and leadership.

Another very strong plus for NJROTC in our school is the service contribution that the organization makes to the school. I am happy to say that at nearly all of our major school-community activities, we can count on the NJROTC to be there for the opening flag ceremonies and general reception and can also be relied upon to continue providing visitors with directions and a general presence of helpfulness and courtesy. Our public relations efforts would certainly suffer greatly from the absence of our NJROTC students at these important activities.

### GAITHERSBURG HIGH SCHOOL Gaithersburg, MD

\* It is my pleasure to write to you regarding our NJROTC unit at Gaithersburg High School. Both counselors and instructional staff praise the discipline, appearance, leadership, and courteous behavior of the cadets. They are represented in nearly every school activity, from taking charge of the "outside sign", providing color guard service for sports events and graduation, to assisting at concerts and parent nights. The teachers especially like to use the Naval Science Instructors as counselors when their cadet students need some "extra encouragement". The enclosed package of commendation letters is just a small sampling of those received over the past nine years that they have been here. It is noteworthy that they recently were awarded the title of "Organization of the Year" from the City of Gaithersburg, which certainly is indicative of how the community regards the unit.

The unit is not only militarily correct, with an outstanding award winning Drill Team, Color Guard, and Rifle Team, but is equally academically oriented. In the past nine years, our best available records indicate that the NJROTC unit has approximately 21 former cadets taking ROTC (all services) in college, of which eleven were/are on scholarship, plus at least two in the Naval Academy. Additionally, there are approximately 42 former cadets enlisted in some branch of the Armed Forces. (These numbers are probably on the low side because many join college ROTC programs or enlist after graduation without our knowledge.)

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We are fortunate to be able to offer this course of instruction for the school, community, and more importantly for our students. It adds a dimension to our school that is not available county-wide. We are extremely pleased with the services it provides. NJROTC is an outstanding program of which we are extremely proud. (Principal)

\* I am writing to tell you about the outstanding performance of the Gaithersburg High School chorus, the band, and the NJROTC drill team and color guard at our recent Veterans Day ceremony. The musical entertainment by the chorus and the band was very lively, uplifting, and enjoyable; and the performance of the drill team and color guard was an excellent demonstration of mental and physical discipline and precision. All of these groups performed with a high degree of professionalism and accomplishment which speaks well of these young people and also of the ability and dedication of their instructors. I applaud Chorus Director Debra Scopel, Band Director Bill Hollin, and Commander Gainor and Chief Conger of the NJROTC. It is very heart warming to know that in this time of budget trimming and cutbacks, there are teachers who will "do a little extra" for their students and for the community. (Mayor)

\* Since Veterans Day, I have been on travel a great amount of time and I have been delayed in writing to express how meaningful it was to watch the Gaithersburg High School NJROTC drill team and color guard perform at the Veterans Day ceremony. Your students demonstrated outstanding physical and mental discipline and precision while they were performing; and I believe that the young people's participation in the Veterans Day observance gave a very special meaning to honoring those who have given their lives for the freedom we enjoy today.

\* As the parents of Martha Danielle Heuer, 1989 Graduate of Gaithersburg High School in which she completed 3 years of NJROTC Naval study and training, we would like to commend you as an outstanding instructor. Through your program of Naval Science Study, trips, and civic functions, Danielle has become self confident, responsible for herself and others, and works well as a team member. Although she has not chosen a military career, the skills and knowledge she acquired under your guidance is a valuable asset with which to continue her education in college and future life. (Parent)

\* Thank you for the gift of knowledge and understanding you gave our child in the last three years as she progressed to adulthood. (Parents)

\* In my opinion, the Gaithersburg High School NJROTC is one of the best youth service organizations in the City of Gaithersburg. The unit can always be counted on to render a service when there is a need. I hope you will keep up the good work in the community.

\* As the President of Sports Network International, I would like to take this time to inform you about a remarkable group of young people at Gaithersburg High

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School. During this past weekend of May 2nd-4th, the Navy JROTC drill team under the direction of RMC Conger traveled to Daytona Beach, Florida after they were invited to attend the 9th Annual National High School Drill Team Championships.

Coming in on the heels of Spring Break as we do every year, the hotels which were initially chosen for the Nationals were, to say the least, a little wary about booking rooms for 1,000, 14-18 year old youngsters. Their fears were immediately dispelled by the exceptional quality of the youngsters who attend this event. The students from Gaithersburg High School added significantly to this impression. The poise and discipline your cadets in particular displayed reflected well on your school and your school system.

Because of their vast talent and their well-mannered behavior displayed at the Nationals, you can be assured that RMC Conger's drill team will receive an invitation to attend the NNSDTC event in early 1992 and beyond. You should be very proud of your team's strong showing, both in and out of the competition area here at the Nationals. Gaithersburg High School did a great job displaying strong performances in both individual knockout competition as well as a 12th place finish in the always tough Color Guard competition. With a strong JROTC program to build from, the Gaithersburg drill team shows great promise in the years to come.

Because of their talent and attitude, Gaithersburg High School has now exposed their program to the best teams from across the country. Only a handful of schools in the nation receive this type of recognition. Your cadets had the rare opportunity to do something that very few young people ever get a chance to do -- compete in a national championship competition; it is an experience that every one of these students are guaranteed to remember long after their high school years are behind them.

Thank you for your continued support of this outstanding program. I know both the students and the faculty of Gaithersburg High School must be very proud of all of the cadets in the Navy JROTC program. Once again, please accept the continued thanks of Sports Network International for your commitment to this fine group of deserving students. My best regards to you and I look forward to seeing Gaithersburg High School in Daytona Beach next year for the 10th anniversary of the National High School Drill Team Championships. (President, Sports Network International, Inc.)

\* As parents of an 11th grader, who is a very active participant in the Gaithersburg High School NJROTC program, we felt that we should take this opportunity to commend the two dedicated men who run the program, to their superiors. We feel Commander Gainer and Chief Conger have a very positive influence on our son and the other students enrolled and active in the NJROTC program at Gaithersburg. The students appear to be very goal-oriented and do not have the time or inclination to get involved in the free-wheeling drug alcohol abuse culture which is around them every day.

\* On behalf of my wife and I, a few words to express our appreciation for the past three years of Navy Junior ROTC training received by our daughter Michele.

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On several occasions, I have expressed this verbally, and felt that I should write for the record. When Michele joined the Navy Jr. ROTC program in her sophomore year, she was a shy, timid, and insecure youngster. Anyone meeting her for the first time had a difficult time understanding what she had to say in her barely audible voice. The strides that she has made through the NJROTC program are immensely gratifying to us. Today, Michele is a confident, self-assured young lady, who is not afraid to assert herself where necessary. Through the NJROTC program Michele acquired military discipline, a better understanding of the mission of this country, a heightened sense of loyalty, as well as a sense of self-worth, pride in her appearance and bearing, and organization skills. The program, with your leadership and intuition, discovered her latent strengths. With the encouragement and recognition given to cadets through awards and promotions, she rose to the rank of cadet Lieutenant j.g./Operations Officer. As a cadet, she was a member of a team of remarkably clean-cut all-American youngsters. The cruise on the U.S. Yellowstone, and mini boot camp in Orlando, Florida, are part of her happy experiences in NJROTC. Michele has developed friendships with several of her fellow cadets as well as various members of the armed services who she met as part of her NJROTC experience. For now at least, Michele has chosen not to make the Navy her career, pursuing instead her interest in the field of medicine. She has received full tuition scholarship offers from the University of Maryland, Baltimore Campus, Allentown College of St. Francis de Sales, and West Virginia Wesleyan College. She has enrolled in the pre-med program at Wesleyan, and we are confident that the training and discipline instilled in her in NJROTC, will stand her in good stead as she pursues her goals.

Thank you for being a part of her success and kindly convey to the Navy hierarchy our thanks for an outstanding program. We wish your program continued success. (Parents)

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**FLINT CENTRAL HIGH SCHOOL**  
Flint, MI

\* The NJROTC program in this building has been a credit to this school and to our community. It has maintained ongoing popularity within our District because of the quality of the offering and the men who have been assigned to oversee it.

Our NJROTC students are anxious to represent their school in a positive fashion and the school is proud to have them do so.

**FRANKLIN HIGH SCHOOL**  
Livonia, MI

\* We are very proud of our NJROTC unit at Franklin. They are a constant source of pride throughout the school and community. The NJROTC instructors and I seize every opportunity to showcase the cadets at both school programs and community events. The high level of exposure and involvement results in the unit being perceived as a valuable and critical part of the overall school program. It also helps the students to develop their own sense of importance and self-worth.

The Franklin school community has a very high percentage of broken and single parent families. For many of the students, the NJROTC program is the only positive and stable part of their daily life. Through the hard work, effort, and dedication of Commander Lister and Chief Wilfong, the atmosphere and tone of the unit is one of warmth and caring. The day-to-day operation of the program functions as much like a family as it does a classroom.

At Franklin High School, one of our goals is for every student to become actively involved in at least one school program or activity. It is our belief that such participation will often result in the development of positive self-esteem and a successful school experience in a number of other areas. For many of our students, the NJROTC program serves as that "niche" in school. According to several of our counselors, involvement in the program has helped a number of students to completely "turn around" their lives at both school and home.

The NJROTC program also serves as a training ground for our adults of the future. The activities of the unit consistently stress character building, leadership skills, responsibility, and accountability. Activities promote involvement, pride, self-worth, and community service. Students are proud of their unit and of their accomplishments.

In conclusion, we are very pleased and privileged to "house" the NJROTC program at Franklin High School. It is our hope that the fine relationship established thus far will continue to develop and flourish in the future.

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**ROMULUS SENIOR HIGH SCHOOL**  
Romulus, MI

\* At the 9th and 10th grade level, NJROTC has consistently improved the students' transition to the high school by providing a structure to their lives. In most cases, the cadets develop the habits of orderliness and self-discipline which assist them in their academic, traditional classes. At the 11th and 12th grades, the cadets who have been in the program from previous years have an outstanding opportunity to take on significant leadership roles in the unit. Those upperclassmen who join NJROTC in the last two years gain significant benefit from the career counseling available in NJROTC. Those going in the military are better prepared from being in NJROTC.

The High School gains much good will from the cadets' consistent programs in the community. Parents of the cadets are very active in the community and promote the school as well as the NJROTC.

The school, the district, and the community of Romulus are very proud and supportive of the NJROTC.

**NORTHEAST LAUDERDALE HIGH SCHOOL**  
Meridian, MS

\* Comments from teachers include cadets are more polite, respectful. Cadets have become motivated towards school. Parents comments include that their son/daughter has become neater, willing to work in school. Grades have improved. Some cadets become interested in college, and work towards taking the right courses to go to college.

Students show an interest in studying the ASVAB to enter the military. Some parents have said that NJROTC gave direction to their son or daughter. Some state that:

NJROTC is the reason their child has stayed in school. Some parents have stated that NJROTC has drawn their child out, made them less shy and wanting to deal with others.

**PASCAGOULA HIGH SCHOOL**  
Pascagoula, MS

\* The expectations of the program are to promote patriotism and habits of orderliness and precision. In addition, the program endeavors to develop informed and responsible citizens, a high degree of personal honor, a respect for authority, and an interest in the military service as a career.



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**PISGAH SENIOR HIGH SCHOOL**  
Canton, NC

\* Numerous parents have commented that the program has made substantive positive changes in their student child's overall attitude to school itself. Students who have gone on to the military have written back to the school praising the preparation they were given while attending ROTC in high school. ROTC continues to be a very visible option in an otherwise one industry town such as Canton with regards to providing an opportunity for employment.

**JOHN A. HOLMES HIGH SCHOOL**  
Edenton, NC

\* The NJROTC program at this high school has been in operation for about 10 years and has been a benefit to our school and our community. Many of our students have been able to develop their leadership skills and to develop a sense of achieving group goals.

**CAPE FEAR HIGH SCHOOL**  
Fayetteville, NC

\* The NJROTC unit is an active part of our high school and provides services in a variety of ways. Last year the unit was recognized as most improved of 32 high schools in our area and while enrollment has doubled in the last year.

The unit has attracted higher academic students the last 2 years and now has several designated as academically gifted.

The administration relies heavily on NJROTC to provide services such as parking for sports events, guides for parent nights, and grounds beautification programs in Cumberland County and believe ours is the best.

Several teachers and parents have commented on the positive effects of the program, particularly self-discipline and respect for authority. The NSI and ANSI work closely with other teachers to provide a uniform approach to student academic improvement and minor disciplinary problems are handled within the JROTC unit.

A Booster organization drive is underway for next school year, as well as more field trips for the students. The course is still evolving and we believe it will be recognized as one of the best.

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A.L. BROWN HIGH SCHOOL  
Kannapolis, NC

\* We have received comments from the community, the central office staff, faculty, maintenance, and support staff that since the Navy JROTC unit was established at A.L. Brown H.S., that they have noticed an improvement in the general conduct of the entire student body, campus cleanliness, and a reduction in vandalism. The feeling is that the presence of students in uniform has generated an increased sense of pride in all of the students.

We have an enthusiastic Boosters Club that is working hard to support the unit and afford the cadets greater opportunities for orientation trips, reducing costs to cadets on trips to drill meets, etc.

WEST CALDWELL HIGH SCHOOL  
Lenoir, NC

\* The NJROTC evaluation team is not as comprehensive as it should be if the purpose is to determine how valuable the program is to our school. The NJROTC program allows some students to travel outside of the state for the first time. Students are taught geography by people who have seen different cultures. The program offers an avenue for some students to share and develop into good leaders. I have seen first hand how some students use the program to develop self-confidence and a higher level of self-esteem. If any changes are made, they should be to increase the program. (Social Service Dept.)

\* The Junior ROTC program at West Caldwell is recognized as one of the better activities in the school. The school community and individual students all benefit from its efforts. It is constantly improving academically and the quality of the cadets is also improving each year.

MCDOWELL HIGH SCHOOL  
Marion, NC

\* I consider our NJROTC program to be one of the most important and beneficial courses of study offered to our students. NO other program builds leadership, self-esteem, responsibility, moral values, teamwork, and an overall sense of accomplishment. Now in its 19th year, the NJROTC has proven to be a prime source of top-flight members of the community and members of our Armed Forces. Our cadets rate in the top 25 percent in national academic competition. We demand excellence and our cadets are up to it! This is a blue collar area. Opportunities for travel and other broadening experiences are few, and are often limited to those young people who have above average financial means. Our NJROTC travels more than any other local group; indeed, more than any other JROTC group in the state. Our cadets visit the Nation's Capitol; numerous military installations; cities such as Atlanta, Charleston, Savannah, Orlando, Charlotte, Pensacola, and others. They visit several universities during the course of

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competition, and are able to see for themselves opportunities that are open to them for higher education and expanded career choices. All of this at very minimal cost to the students, with the Navy and school providing transportation and (usually) lodging.

Our school board, superintendent, principals, counselors, teachers, and staff join me in full support for the NJROTC at McDowell High School. This program is vital, and any attempt to disestablish our unit would be most vigorously opposed.

### MANCHESTER HIGH SCHOOL WEST Manchester, NH

\* I am delighted to have the opportunity to express my thoughts about the Naval Junior ROTC program at Manchester High School WEST. Having served as the principal for the past twelve (12) years, I can personally attest to the success of this program as an integral part of our academic program.

NJROTC is a program that addresses all the current research on effective high school education. All of us know that the most effective programs evolve around a direct association to real life situations. By enrolling in Naval Science, our students have the unique opportunity to directly relate to their own learning through "hands on" experiences in the classroom and in the "field". Participation in the drill teams, trips to military installations, camp-outs, and other opportunities provides experiences for our students to learn about many aspects of military life. They also enjoy the bonding which occurs between them and other cadets. The sense of belonging is very important for all students as they progress through adolescence.

Our cadets are taught about leadership and are given opportunities to develop their leadership skills. I have personally witnessed the self-confidence and positive self-esteem which has been instilled within the cadets as they have progressed through the leadership ranks. I have also watched as the power of positive peer influence has turned many of our young people away from the negative influences in their lives. I have seen all of this occur in NJROTC.

Manchester High School WEST is very fortunate to have this program in the school. As our government strives to promote our Nations' Education Goals, we must closely scrutinize the success of NJROTC and replicate its effective educational strategies.

I trust that you will find my comments helpful as you assess the program's impact on our community, school and the individual cadet. At Manchester High School West the program has demonstrated that our commitment to excellence is enhanced because of the NJROTC program. (Principal)

\* Under the distinguished leadership of two of our most highly respected educators, U.S. Navy Commander Shaun Daugherty and U.S. Marine Corps Master Gunnery Sergeant Louis Stamm, NJROTC has emerged as one of the most outstanding programs available to students at Manchester High School West.

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They instill in the young men and women a sound value system, proper discipline, respect for authority, team spirit and cooperation. They develop in their cadets leadership qualities that might have remained dormant had it not been for their participation in this program. The education they receive in this program is invaluable.

The cadets, who wear their uniform with pride, serve as an inspiration to their peers. The NJROTC program is extremely well accepted by the entire student body and staff at West. It is regarded as an integral part of the curriculum.

Students who have participated in NJROTC have been accepted into the military academies and college and university ROTC programs. Others have enlisted into various branches of the military. Regardless of whether they pursue the military as a career option, the educational benefits derived from their participation in the NJROTC program will benefit them for life.

The students and the staff are extremely impressed with the professionalism, dedication and caring attitude of the two gentlemen who are in charge of the program. Manchester High School West is a better school because of the NJROTC program and the leadership qualities of these two outstanding educators. (Guidance Director)

\* NJROTC provides an opportunity for our students to experience an unusual balance of discipline, learning, and exercise---all in the same class period. Frequently hailing from homes void of commitment, discipline, and high expectations, our NJROTC students THRIVE on the culture which CDR Daugherty and Sgt. Stamm create in our NJROTC program. Rewarded regularly and praised in front of their peers, our NJROTC students enjoy immediate recognition for their efforts. In a similar fashion, NJROTC students receive evenly withdrawal of privileges for infractions, and a watchful eye upon their academic performance in all subjects. Once a member of the unit, the young person's performance everywhere is a concern of their leaders. CDR Daugherty and Sgt. Stamm provide the finest possible leadership of the time-tested sort: leadership by example. I am especially pleased to have opportunity to serve by their side. (School Counselor)

LINDEN HIGH SCHOOL  
Linden, NJ

\* The JROTC program has been deemed extremely successful by faculty and administration in building self-esteem and developing citizenship, leadership, and team work. They have had a positive effect on overall student appearance and attitude.

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BANCOCAS VALLEY REGIONAL HIGH SCHOOL  
Mount Holly, NJ

\* The NJROTC program is viewed as a definite asset to the goal of providing a broad range of academic, social and self-esteem building opportunities to the student body. The Naval Science Instructors, guidance department, other teachers and administration support and reaffirm the concept that this is a citizenship program whose emphasis is to graduate a better young American.

Success is best measured not by the number of Naval Academy appointments or NJROTC SCHOLARSHIPS (although we have had some) nor by the number of cadets who enlist in the service (we have had many) but by the number of cadets who have stayed in school and maintained acceptable academic averages because of the self discipline and self esteem fostered by mini-boot camp, at sea cruises on Navy ships and participation in unit activities such as Drill Team and Color Guard.

NEPTUNE HIGH SCHOOL  
Neptune, NJ

\* The Neptune NJROTC program instills discipline, leadership, and pride--not only in the individual--but by the individual for the entire program. (Parent)

\* The NJROTC program helps students to realize self-respect and self-discipline, as well as the importance of team spirit and teamwork. (Parent)

\* The NJROTC program helps students to believe in themselves, and to learn leadership and discipline which will help them in their future life. (Parent)

\* The NJROTC program is really good for the kids! I have two sons in the program and it helps them have good leadership and good discipline. It will help them in the future. I think the program is very good! (Parent)

\* Neptune "ROTC" is a very educational program. I feel that more parents should get involved in the program and attend the parent meetings to get a better understanding. My daughter has been in the program for three years and she really likes it! (Parent)

\* After attending the first parent's support group meeting four years ago, I got a better understanding of the program and what was required of the cadets and how the parent should help out. I have had two sons in the program and did not fully appreciate the scope of the program until I attended their first drill meet...then I was hooked. The cadets learn a variety of skills and the program is not intended to promote future military service. It is a full credit course which stresses academics, (our Neptune cadets were the National Champions for the Academic Team at the Pensacola, Florida meet in April 1991!) sportsmanship,

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teamwork, and personal pride and responsibility. (The cadets should be taking care of ironing their own clothing and shining their own shoes!!) Parents are encouraged to attend all drill competitions and attend the parents meetings. We raise funds to help cover expenses for their trips, etc. I think your child will enjoy the program! (Parent)

PASSAIC HIGH SCHOOL  
Passaic, NJ

\* The NJROTC program is strongly supported by the superintendent and the principal. The majority of teachers are supportive and hold the cadets in high regard.

The program has provided a forum for some of our students to excel in areas that were previously not available.

PERTH AMBOY HIGH SCHOOL  
Perth Amboy, NJ

\* I feel the NJROTC program is very successful. I think it helps to build self-esteem and character and is a definite plus in combating some of our concerns. Obviously there are exceptions to every rule, but I see the great majority of students reflecting the growth, strength, and discipline which I'm sure has become a vital part of your program.

\* This program is the best thing that has happened to our students. It has created leadership, confidence, work ethics, honesty, discipline, greater academic efforts, sincerity, maturity, and many other positive facets of our youth and academic and human growth. Keep up the great job being done.

\* It's an excellent program. It gives the students a chance of self improvement and discipline giving them pride in themselves.

\* Students in the Bilingual program who are in levels of P.O.E, E.S.L., E.S.L.I, and E.S.L II, should not be in the NJROTC program. The course work is too difficult for them. Students who are in levels III and IV (E.S.L) are better candidates.

\* I do not have a lot of dealings with ROTC students, however, what I read in the paper and see around the school, I feel it is a fine program. I also went to Lakehurst to see our students at mini-boot camp and was glad to hear the fine report of our students.

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1. Teaches the cadets a healthy respect for structure and discipline in their lives.
2. Teaches them to be responsive to others' needs.
3. The program exposes them to other areas (geographical) of the country and other people.
4. The trips the cadets take are often their first exposure to air travel and any experience out of the state of New Jersey and out of the city of Perth Amboy.
5. To cooperate with others is another lesson well learned.
6. The care of their uniforms and bunks, etc, are very important and I see the difference in a cadet's objectives and the other students.

\* The ROTC unit taught my son self-assurance, to value himself and others. Although my son has many good qualities, ROTC has helped him to develop them further. I strongly believe it's a great program for young adults. CDR Paul and LCDR Conquest are doing a fine job in Perth Amboy. (Parent)

MARINE ACADEMY OF SCIENCE & TECHNOLOGY  
Sandy Hook, NJ

\* It holds the school together.

HIGHLAND HIGH SCHOOL  
Albuquerque, NM

\* Instructors are superb guidance counselors and are used in this capacity routinely. ROTC does more for the school than any other organization; excellent students for the most part with a very high percentage on the honor roll; extremely reliable and trustworthy; no discipline problems; students are polite and courteous; parental support is outstanding--sons and daughters have benefitted immensely from the program, ROTC is a great organization and a credit to the school and community.

The above are quotes from administrators, faculty members and parents as well as local supporters.

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**MANZANO HIGH SCHOOL**  
Albuquerque, NM

\* Parents, counselors, and other staff generally agree that ROTC meets the needs of a number of students. It provides structure, motivation, and support for certain clientele. A comprehensive high school is in need of such programs to meet the diverse needs of a large community.

**SANTA FE HIGH SCHOOL**  
Santa Fe, NM

\* Positive comments have been received from all areas. These comments relate to positive public relations in the community, opportunity for students to increase extra-curriculum activities, academic curriculum is an excellent supplement to our curriculum.

Parents are very supportive. We have a very active boosters organization and they raise money to help support extra activities for our unit.

**CARSON CITY HIGH SCHOOL**  
Carson City, NV

\* The NJROTC program, a vital part of Carson City High School's curriculum, has been positively received by the students and the community as a whole. Our counseling staff has found this program to be a most worthwhile educational option for numerous students and continue to make placements into the program as we begin 1992-93 class registration. The cadets have provided many services to the school and the community. Carson City High School sporting events are opened with the color guard presenting the flag. This has become a strong tradition. Although Carson City High School has had numerous trophies added to its trophy case as a result of the cadets' efforts, the real winners are the students. They get firsthand experience at learning and refining leadership and citizenship skills. At the same time they complete their physical education and health requirements for graduation. We offer no other program which presents these possibilities.

**EDWARD C. REED HIGH SCHOOL**  
Sparks, NV

\* Our NJROTC program has helped to provide a very positive school atmosphere, and our cadets have served the school community well through participation in projects that support our community at large.



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**BREWSTER HIGH SCHOOL**  
Brewster, NY

\* The NJROTC program is a unique and valuable program. It provides the students enrolled in the program the opportunity to develop leadership qualities in addition to learning the academic objectives. Students not enrolled in the program have always shown support of the program and benefitted from the leadership and expertise which both of our Naval instructors bring to the program.

**JULIA RICHMAN HIGH SCHOOL**  
New York, NY

\* The program provides a core of high profile students learning leadership. The passing rate for cadets is higher than the general population of the school, and study habits are stressed by the NJROTC instructors.

**RIVERHEAD HIGH SCHOOL**  
Riverhead, NY

\* This school and community is extremely pleased with what this program has done for young people. The unit averages 1,500 hours of community service each year. The conduct and demeanor, as reenforced by the cadet code of conduct, has had a very positive effect on the school student body's conduct - less fighting, more patriotic, more community/school services oriented.

The Corps of cadets is held in very high esteem by citizens, government, school administration, faculty and student body.

Fund raising for activities, field trips and awards is not required in this community by the cadet program's cadets - due to generosity of service clubs, veterans organizations and private donations.

**SOUTHOLD HIGH SCHOOL**  
Southold, NY

\* It is with pleasure that I comment to the value of the NJROTC program at Mattituck High School. The program has provided many benefits to our students. First, it has provided a group of youngsters a way to develop self-esteem. It has provided many youngsters with a sense of self-discipline. It has provided students the opportunity to assist in school activities (i.e., color guard at basketball games, ushers at concerts and plays) and to assist in the community (i.e., traffic control at the Strawberry Festival, Riverhead County Fair and others). It has allowed them to travel, meet others, and learn about careers in the military and finally it has provided a sound education program.

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To much of the unit's success we attribute to the dedication and long hours spent with the students by Chief Clausen and Chief Sumwalt.

We at Mattituck are proud of the work of the unit. (Superintendent of Schools, Satellite School)

\* Southold High School's NJROTC program clearly is one of our finest opportunities for young people. As a school administrator, I have had the opportunity to work in other district's who have also had NJROTC units. Now, as principal of Southold, I am delighted that our small school is able to include Naval Science as part of our curriculum. Several years ago, we received a waiver from the state enabling our youngsters to use Naval Science for credit and for sequence. Therefore, many students enroll in the course as a viable sequence option. The curriculum clearly offers the best in interdisciplinary learning, incorporating math, science, history, geography, etc. Our instructors, Chief Clausen and Chief Sumwalt individualize instruction so that the various levels are offered on multiple occasions during the day enabling many students to "schedule in" to Naval Science.

However, I feel best about those life skills and leadership skills that our NJROTC program offers youngsters inside and outside the written curriculum. Here is a program that treats all students as equals and teaches them that each of them can and must be a leader. Additionally, they learn the importance of patriotism, respect of country, self and others and the value of school and community service. No other school program teaches so much.

Our unit's success owes much to its instructors who are excellent role models and who genuinely love the job that they do.

I am very proud of our Southold NJROTC program and feel that it contributes greatly to our school's success. (Principal)

\* Unquestionably, the NJROTC program at Mattituck High School provides a valuable contribution to the students and the school. Service to the school is obvious through cadet participation in the morning flag raising ceremonies, ushering at evening activities, presenting the colors at sporting events and concerts, and enhancing our public relations through participation in the Riverhead Town Fair, the Strawberry Festival, and High School Expo.

Students benefit from the program by being able to use this as part of their high school sequences. The material taught epitomizes the concept of interdisciplinary teaching by the very nature of the material presented, such as the integration of science, math, geography, and history. The discipline and team building skills that the cadets receive are life skills that will benefit the students long after their high school career has come to a close. The field trips and ROTC activities such as helicopter flying give students an exposure to a wide variety of experiences outside the traditional school setting, in addition to participation in sword, rifle, and drill teams that enrich the students' background. Students wear their uniforms proudly, affording many recognition and increased self esteem that they might not otherwise achieve.

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I've personally observed the ROTC cadets and their instructors in various stages of the program, and I have only the highest regard for their accomplishments. (Principal, Mattituck H.S)

\* From its very inception the NJROTC program has exceeded our most optimistic expectations. As an educational administrator, I have nothing but the most enthusiastic endorsements for this vital program.

I believe the NJROTC program has provided us with the following:

1. The NJROTC program has provided an introduction to career opportunities that are not currently available through most school curricula.

2. The NJROTC curriculum is challenging and provides a unique perspective regarding the history of the nation.

3. The attitudes, values, and respect far too often missing in our young people today, is clearly identified by participating in the NJROTC program. Therefore, many of our cadets become positive contributors in our school community.

4. NJROTC has been committed from its beginning to providing their services to many of our formal events and the cadets and instructors have brought great pride to our school.

5. The tenants of Patriotism are an essential thread that runs through the fabric of the NJROTC program, a theme that requires enhancement in our schools today as too often we loose sight of what has made our nation great.

6. We have consistently been blessed with retaining outstanding instructors. Personnel that exhibit a great concern for our youth and nation, thereby creating a most positive role model for youth who are seeking a meaning to life.

It is my professional opinion that any diminution of this program would certainly contribute to the weakening of the infra-structure that has made our country a world leader. We need more program input and support in these difficult times. (K-8 Principal)

\* I have been Guidance Director for the past six years and have worked closely with our NJROTC program and the instructors, Chief Clausen and Chief Sunwalt. I cannot say enough about the program provided by these two outstanding gentlemen. The program has grown, and has been selected as one of the top in the country. This has happened because of the dedication to young people of the instructors and to the ROTC.

The program includes students from another school district. The unit always provides service to our various activities such as a color guard for parent programs and basketball games, as well as guides for other evening programs. The student leaders take full charge of these commitments. The field trips which are

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taken during vacations provide yet another aspect to the program. For some, it may be their first time in a plane.

The students involved are from a variety of backgrounds. Some may, and have, gone on to a service academy. Others need a great deal of support from the instructors, and always receive it.

We are most fortunate to have this program and to have the caliber of instructors we do. The program has changed the lives of many cadets, and enhanced all of them. (Guidance Director)

\* As the Director of Guidance in Mattituck High School for the past 3 years and as a guidance counselor in Mattituck for the past 18 years, I have worked with many students and have seen many programs. I can honestly say that NJROTC is one of the most worthwhile and beneficial programs that we offer to our students.

Clearly all people (children and adults) need self-discipline, pride in oneself, respect, and responsibility. NJROTC does an excellent job in not only promoting these qualities but putting students in a position to practice them. It gives them an opportunity to "walk their talk." The drill team, the color guard, the field trips, the rifle team, the pot luck dinners, and a variety of other events have provided the students with a chance to show their worth. It constantly amazes me how well the students perform given a chance. The classes themselves are something the students look forward to. They stand when you enter the room. They look great in their uniforms, and they behave in a mature and responsible manner.

Many of our students have brought the skills and attitudes taught in NJROTC to all of their classes. We have had an increase in students applying to the academies, ROTC scholarships and the different branches of the services. Some of our students would have dropped out of school if it had not been for the NJROTC program.

While the program is well thought out and planned, I would be remiss if I did not indicate that Chief Sumwalt and Chief Clausen are extraordinary. The time, energy, and effort that they put into their students are impossible to describe. They are a role model for all teachers to follow. Nothing is impossible, nothing is too difficult to do. They are always available, flexible, and willing to work as part of a team. This shows in the attitude of their students. The students understand the importance of teamwork, doing their best, and above all, being nice in the process. My wish is that all students be required to take at least one year of NJROTC.

I will continue my efforts to encourage, cajole, and yes, even bug students to take NJROTC. The results show me that it is an extremely valuable and positive experience. Thanks should go to whoever thought to bring NJROTC to the high schools and praise should go to whoever had the wisdom and insight to send us Chief Sumwalt and Chief Clausen. (Director of Guidance)

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\* As a Special Education Director, specifically Southold Schools, I must say that the JROTC offers benefits far beyond those which are academic in nature.

In my field of special education, I have come to know many students who do not benefit from a traditional course load and who need alternatives such as JROTC. The instructors here at Southold have always been extremely supportive in working with students who have disabilities. Because of this nurturing and support, these special education students feel successful in an area which further supports feelings of self-confidence and self-esteem.

Students who are "non-academic" in their abilities have almost always met with success because of programs like NJROTC. It is in this realm where they can utilize other skills and talents in assisting them in becoming valuable citizens, hardworking individuals, and certainly a program which keeps them motivated and in school. (Director of Special Education)

\* The Naval JROTC program at Southold and Mattituck High Schools provides a multitude of benefits for students willing to avail themselves. Knowledge of our country's history, from a perspective not necessarily viewed in regular high school history courses, our naval influence around the world and the benefits of our seafaring culture. Instruction in the rudiments of navigation, charting, waterways and steerage - useful, marketable skills for young people living in a maritime area such as Eastern Long Island. Instruction in life skills, such as first aid, fire safety, personal hygiene, teamwork and a sense of respect for others and oneself.

One benefit of the Naval JROTC, directly related to my office as Audio-Visual Technician, is providing for students interested in technical theater, radio, and television production a vehicle to receive credit and recognition in high school. Cadets from the JROTC unit are utilized as production assistants at public performances of the many school musical ensembles, drama club productions and class oriented assemblies.

Duties performed by these cadets include but are not limited to operating lighting and audio consoles, follow spotlights, stage management and scenery movement, special effects, video camera operator and video tape machine operations. In addition to supporting the activities of our school and community, these cadets learn valuable skills that may be used later in life. A direct benefit to the cadet is the accumulation of unit merit points given by the NSI and ANSI, dependent on the number of hours the cadet works with me on a given project. These unit merit points add up to recognition in Community or Unit Service Citations. As the school district currently provides no other vehicle for service recognition, NJROTC Service Citations afford the cadet the attention he/she deserves. (Audio-Visual Technician)

\* I feel that the benefits reaped by the students in the NJROTC program are invaluable.

I have seen my own son change over the three years he has been in this program, and these changes have all been for the better. A few years ago, he had

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no idea what he wanted to do with the rest of his life. The only thing he was certain about was that he could not wait to get out of high school, and he knew he did not want to go on to any other type of schooling. He has benefitted tremendously from the regimentation and discipline of the program, as well as from the camaraderie with the other cadets and the chiefs. Lately, he has been talking about applying to the Maritime School at Fort Schuyler, and he really seems serious about it. It's really great to hear him talking about doing something with direction after he graduates from high school. Whatever he decides to do, I know the things he learned during his years in the ROTC program will affect him positively.

\* In February, I was fortunate enough to be asked to go along on the ROTC trip to the Recruit Training Center at Orlando, Florida as a female chaperon. This was the first opportunity I had to be around the other cadets for any amount of time. The cadets knew what was expected of them and acted accordingly. I was very impressed and very proud to be a part of the group. I feel that the NJROTC program is definitely an asset to the Mattituck-Cutchogue School District. (Parent)

\* My daughter is in her 4th year of the NJROTC program at Mattituck High School. For 3 of those years I was a "silent" parent. This year, because she asked me to, I have become more involved. (I'm sorry I waited so long). In October 1991 I had the opportunity to go along with 40 cadets, Chief Sumwalt and Chief Clausen to the Coast Guard Training Center at Cape May N.J. The cadets were to spend 5 days in a Junior ROTC "Boot Camp" program. The experience I shared with those cadets was a great eye opener for me. I saw students, ages 14 to 18, some of whom had never been away from home, become adults very quickly. The experiences and lessons received, in my opinion, will be part of the best education these cadets will ever get. They might not believe it now, but in later years I feel they will be better and more productive adults. I was told by Chief Sumwalt and Chief Clausen that the cadets had one of the best instructors at Cape May that they have seen in a long time. (As tough as Petty Officer BM2 Juan Alvarado was he admitted it was one of the better classes of cadets.)

I have seen many cadets join the program and stay a Seaman Recruit and I have also seen them strive to do their very best, as my daughter has, and earn the rank of Lieutenant Commander. Chiefs Sumwalt and Clausen have been very supportive and helpful during Amy's tour of duty with NJROTC. Their involvement with all the cadets has shown me that they care tremendously for each student and will help them in any way they can. For this reason, I have offered my assistance in any part of the NJROTC program for the coming years even though I will no longer have a child involved.

I have no doubt that the school benefits from this program with the awards and honors these cadets have achieved. The drill teams attend many competitions in the New York area and have done very well. The High School, to my knowledge, doesn't interfere with any project the NJROTC is involved in. When cadets attend Boot Camp or educational trips, each student is responsible for homework and any

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assignments the teachers give them. On all the trips they take, the cadet is given enough free time to complete any school assignments. Many of the NJROTC cadets have achieved Honor student status in their High School and gone on and done well in college.

I have had both positive and negative reactions with my daughters involvement in NJROTC. I feel a lot of people today do not believe in the military as a chosen field and the other drawback is that she is female. One question I was asked was why would I allow her to get involved in something like that? I had one parent tell me that there is a stigma attached to girls who are in the military. Any one who knew my daughter would realize that it is her decision to make and whatever she decides is fine with me. As it turns out she has decided to take her military experiences further and attend a military college. (She also received a Congressional Nomination to West point, which in itself is quite an honor.)

I will say that we have done most of the legwork ourselves, involving her college preparation, with great references from many people including teachers. She has not received much help from the guidance counselor but most of her teachers and the administration has helped her whenever she has asked.

There is a dedication and fellowship these cadets have that is very special. They give of their time early in the morning to proudly raise the American Flag. They lose sleep so they can attend drill team practice. They miss dinner to pull color guard duty at school sporting events. They wear their uniforms with pride and always have respect for others. It's a great feeling to have someone tell me that I should be proud of my daughter, because I am very proud of her. I have seen her and many of the other cadets grow up and I believe that belonging to NJROTC has made them better students and will help them in all future endeavors as productive adults.

Along with the parents, I give most of the credit to Chief John Sumwalt and Chief James Clausen - without these two dedicated men, the program would not be what it is. (Parent)

\* I have been involved with the NJROTC for approximately 8 years as either a bus driver or a chaperon. I was so impressed with the cadets on my first trip, I have been actively involved with them ever since. I feel JROTC helps mold these teenagers into young adults that we can be very proud of. They are taught respect, pride, discipline, courtesy, and many other qualities. The JROTC program is very important. I have seen many fine young adults emerge from this program. (Bus Driver).

\* When my son was in the NJROTC program, he became better organized with his clothing; he developed a better respect for authorities; he learned more about the military life-style when he attended mini-boot camp. He learned how each person plays an important part in the well-being of the group. He was very proud of performing in the annual inspection, before his peers, his parents, and his leaders. (Parent)

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\* As a former JROTC member's parent, I'm very impressed with the entire program - it is not only the many opportunities for future education, in the form of scholarships, which are available to qualified members, but for the average student as to building self-esteem. One need not be a "star" athlete, musician, etc. to excel. The students find that anyone can be a leader. (Parent)

\* As a parent who has had a son go through the NJROTC, I felt the program was very beneficial. It provides the student with opportunities for self growth in areas of self-esteem, organization, responsibilities, and builds leadership qualities. Students are recognized and rewarded for their efforts regardless of their academic or athletic abilities. In some situations it provides an opportunity for a nomination to a military academy or ROTC scholarship. (Parent)

### FRANKLIN HEIGHTS HIGH SCHOOL Columbus, OH

\* The NJROTC program provides students with one of the finest opportunities for cultivating leadership traits and personal development found anywhere in our school. It teaches students respect for authority and the proper use of protocol in all endeavors. At a time when young people frequently challenge everything imaginable, NJROTC students quickly learn the concept of the chain-of-command. Further, they realize that the decision-making process is frequently not in their own personal domain, but rather vested in the hands of other adult authority figures.

Our cadets are always good public representatives for our school and community. Although, in the eyes of their peers, cadets are frequently chided for following a more rigid and military regimen, NJROTC has provided many students with a taste of reality in the real world. Order, discipline and respect for authority are all fundamental aspects of this program. It meets a very real need for many of our students. As school principal, I strongly support the inclusion of this learning opportunity in our curricular offerings and the very positive influence our instructors have on our entire school.

### LITTLE MIAMI HIGH SCHOOL Morrow, OH

\* People who are successful in business, industry, education and life have often developed a strong sense of self-discipline. NJROTC teaches self-discipline, which brings about self-confidence and leadership skills that can help students successfully meet life's challenges, no matter what career path they follow.

The community, school and the students gain from the NJROTC program. The community and school by an infusion of responsible and civic minded citizens who are encouraged to respect themselves and others. Students gain self-confidence and a broadening of their horizons by participating in a variety of extra-



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curriculum activities, i.e., drill team, color guard, pistol team, Toys for Tots program and by participating on field trips to Naval installations throughout the country.

The NJROTC program is a positive leadership program that provides not only academic and leadership skills but also provides options in choosing a military career.

**WM. ALLEN HIGH SCHOOL**  
Allentown, PA

\* The NJROTC provides services to the school at various times throughout the year. The cadets are always courteous and helpful. Respect and discipline is noted and carried over to other classes. Service Academics appointments and ROTC scholarships available to participants in the NJROTC program has definitely assisted many students. Likewise, advanced pay-grades for those students that enlist into the Armed Forces have influenced many students to participate in the NJROTC program.

**HARRISBURG HIGH SCHOOL**  
Harrisburg, PA

\* The NJROTC program has been a very positive, high profile, and on-going program for the district and the community. The NJROTC program has been spotlighted in drill competitions, parades, political events, high school graduations, etc.

The academics that have been taught in the program has allowed those students to show an annual growth of 1.6 years or more each year they are in the program. We have students and parents of students who want their children to be placed in the program.

The students in the program receive the structure, training, discipline, and basic skills to compete on an individual basis in and out of school. They attend workshops and boot camps to enhance their individual skills. The students receive many opportunities for individual growth that would not necessarily be available in the regular high school program.

**HARRY S. TRUMAN HIGH SCHOOL**  
Levittown, PA

\* The Naval Junior Reserve Officers Training Corps (NJROTC) become an integral part of the Harry S. Truman High School curriculum.

The NJROTC helps to develop informed and responsible students. The cadets develop respect for authority and work on various activities and projects which help to strengthen character.

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The cadet corps is always the first to volunteer their services when needed. Honor guards often present colors at major assemblies. The Harry S. Truman drill team is recognized as an elite program throughout the entire state of Pennsylvania. The unarmed trick drill team has presented their precision routine at many assembly programs and in area competitions.

The above is in addition to helping to foster an understanding of what would be involved in the military services if a student is interested in making the armed services a career.

\* This program is often the only source of pride and esteem for some cadets. It can fill a void in their personal lives; giving them a desired authority figure and satisfying their needs to be helpful and be accepted.

### AIKEN HIGH SCHOOL Aiken, SC

\* The NJROTC fosters respect for leaders, laws, and the nation. Patriotism is increased. Career awareness is increased as students are exposed to educational and writing opportunities. Some students who would not necessarily participate and compete in some school programs do so in parallel NJROTC programs, thereby increasing self-confidence, self-concept, and self-awareness. NJROTC integrates history, current events, reading, physical activities, social awareness and graces, self-discipline, and patriotism. NJROTC is one of the best examples of an integrated curriculum. NJROTC also provides some students with post-secondary educational scholarship opportunities. NJROTC enhances student life at Aiken High School. The NSI and ANSI are very good role models for the cadets at Aiken High. (Principal)

### SILVER BLUFF HIGH SCHOOL NJROTC Aiken, SC

\* Silver Bluff High School is composed of students from five different communities. The NJROTC program, accordingly, receives inputs from these areas. Our formal annual inspection is considered the annual highlight of the year by many parents. Additionally, our participation in parades and various community activities is looked upon with equal respect. However, the biggest benefit our program extends is to the discipline throughout the school.

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T.L. HANNA HIGH SCHOOL  
Anderson, SC

\* Our Navy ROTC program is totally on the upswing, has increased enrollment from 55 at the end of the 89-90 SY and is currently 126 (1 January 92). We commenced the school year with 150 and already have 172 enrolled for the 92-93 SY. The quality of cadet is steadily improving with 12 cadets currently on the "A" Honor Roll and several AP/Honors eighth graders signed up for the coming school year. The involvement of our cadets in the community and their acceptance of our cadets is at an all-time high with more and more accolades and requests being received to feature our young people. They have the respect as a disciplined, courteous and respectful group and have the total support of their parents and Booster Club. The faculty and District Superintendent readily acknowledge the positive impact the JROTC program is having on increased discipline, mutual respect and admiration of other students, increased aptitude and classroom discipline within our classrooms. Our cadets are immaculate in appearance and are not an untidy or ill-appearing lot with physical fitness and inspections a reoccurring regimen. Although we do not have academy selectees at present among our cadets, T. L. Hanna does have two students at the U.S. Air Force, one at the Naval Academy and two at the Citadel, with another having graduated from the Naval Academy in '91 and an ROTC midshipman at Georgia Tech and an Army ROTC cadet at Clemson University. With the quality of cadet now enrolled/enrolling and the increased reputation of our program, I totally expect to have from 2-4 academy/ROTC qualifiers per annum. Our high school is in the top 98th percentile of all schools in the state of South Carolina and top 10 percent of schools taking the College Board Advanced placement examinations; an example, we had five (5) national merit semi-finalists 90-91/91-92 and feature top national competitors in computer literacy/competence, debate, and in mathematics. Four of the five finalists in 90-91 received national scholarships and three this 91-92 school year are known to have received the same. The NJROTC instructors are readily accepted by the faculty and maintain a close, friendly working relationship with our faculty who are quick to involve the ROTC instructors and their disciplinary power over cadets who might have a problem in their respective class. As an example of support, we had over 120 prospective eighth grade cadets from our principal feeder middle school, 350 students and faculty and over 175 parents or relatives at our recent annual command inspection. As well, the mayor, sheriff, district superintendent, middle and high school assistant principals, myself the principal, area military recruiters, the Navy Recruiting District commander and multiple fraternal order representatives on this occasion. Our band, as is usual, and all members of our faculty work hard to ensure this event is one of our highlights of the school year. Our counselors relate well with ROTC cadets and instructors and include the naval science instructor during all recruiting/enrollment visits to our two feeder middle schools. At the beginning of the coming 92-93 SY, we will enter a new \$12 million high school facility, complete with ROTC dedicated offices, spaces, armory, supply area and major storage and classroom areas. As well, we are approaching our district with intention of increasing our ROTC faculty to three instructors with 200 plus cadets our goal. In my estimation, we have top quality instructors, we have a top quality high school and our intent is to produce top quality citizens with ROTC as a cornerstone. I am justifiably proud of our unit and their continuing excellence in school and our community. (School Principal)

**Eau Claire High School**  
Columbia, SC

\* As principal of Eau Claire High School, I would like to comment on the tremendous benefits derived from our NJROTC program. These benefits not only affect our school and our cadets, but the NJROTC program provides positive benefits to our district, community, and state.

Eau Claire High School serves a student population that encompasses all the forces that impact on an inner city school in today's society. The academic requirements as well as the development of self-discipline in our NJROTC program, provide excellent training opportunities for our students to become successful and productive citizens. Our parents expect the school's program to prepare students for many varied educational choices and employment opportunities. The NJROTC program gives us the flexibility and availability to meet this expectation.

The racial makeup of our student body is 97% black and 3% white. It is critical to the success of our students that we continue to offer an enriched curriculum. The instruction, guidance, and nurturing provided by our program can be appropriately described as second to none. Other students, parents, teachers, and administrators consistently demonstrate their appreciation of the results observed from our program. Our cadets are extremely proud of their participation and accomplishments. They will not hesitate to tell you how the program impacts positively on their lives.

Additionally, we are very fortunate to have two very qualified, dedicated and respected instructors to work with a very difficult student population. However, when you see our students around the campus or representing our school in other activities, you can easily recognize the pride, poise, and self-confidence that obviously results from the outstanding NJROTC program at Eau Claire High School. Without a doubt, our NJROTC program is one of the best programs at our school.  
(Principal)

**South Florence High School**  
Florence, SC

\* NSI Comments: I've been here nearly six school years. When I got to South Florence after two years' experience at Parkview H.S., in Little Rock, this unit had been in existence for 13 years. It was probably one of the worst units in the country - mostly a "catch-all" for delinquents, only one trophy, and two mediocre associate instructors (one of whom was grossly overweight and who was never wrong). It was approximately 85% minorities, which was 45% over the school's minority population and was unsatisfactory. I estimated four years to overcome this problem; but it has taken longer to make progress than I anticipated, primarily because of lack of support from a very few people on the school staff. For example, in my second year here the dates for pre-registration at Southside were moved up and I was not told. So there was no recruiting effort. That really cut our numbers that year, which put us back considerably. And only in the last two years have I been allowed to speak to all the students

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at the middle school during the annual pre-registration period. Instead of during one study hall period. The unit's reputation had been so bad that it took a very long period of time before most of the school staff and faculty, and the school district staff, began to see how much a well-run NJROTC unit could do for them. We now have a good instructor staff, we emphasize academics, and we win an average of six trophies in competition each year. We are now closer to the school numbers as far as females and minorities, and I can now see the light at the end of the tunnel. (E. C. Bernard, CDR USN (Retired))

### GEORGETOWN HIGH SCHOOL Georgetown, SC

\* Offers alternative to physical education, and often encourages these students to continue with the program.

Introduces students to some military basics which is a career option.

Discipline of ROTC and ROTC staff carries over into the overall school program.

Allows many students to be rewarded and participate in many activities which promotes student morale.

### GREENVILLE HIGH SCHOOL Greenville SC

\* The NJROTC unit at GHS affords students an opportunity to receive valuable leadership training, to participate in a variety of military-like activities and to develop attitudes of self-discipline, responsibility and self-worth. Not only does it benefit students, but it also allows these students to present a positive, unique picture of GHS as they travel throughout the district and state performing their duties as a color guard and/or a drill team.

### MIDLAND VALLEY HIGH SCHOOL Langley, SC

\* The Naval Junior Reserve Officer Training Corps is a mainstay of this school and very highly regarded within the community. The MVHS NJROTC unit attracts a wide variety of students; from those who participate in many different school activities to those who have NJROTC as their only extra-curricular activity. The NJROTC program provides a service and fills a gap that no other program can accommodate. Students who desire to participate but lack the physical talent to do varsity sports need an alternative program that they can feel a part of the team. This is a program that is more than classroom, more than competition, it is an organization that the students regard highly and need to round out their high school experience. Guidance counselors use the NJROTC program to aid in

their counseling efforts from both the academic and personal standpoint. Many times the students will confide in the NJROTC instructors more than other teachers and counselors. Parents also use the NJROTC program to reinforce home taught values and rely on the NJROTC instructors to help with disciplinary problems they may have at home. The local community is a big supporter of and utilizes the NJROTC program for a wide variety of community service projects and events. Local leaders know that if they need assistance in a particular area, the NJROTC unit always stands ready to assist.

This community would find it extremely difficult to function without the assistance and support of the local NJROTC units. NJROTC gives back to the community far more than it extracts, and turns out a young adult that makes a far better citizen.

**NORTH MYRTLE BEACH HIGH SCHOOL**  
Little River, SC

\* Favorable comments have been directed at the NJROTC unit since its beginning at North Myrtle Beach High School.

Community leaders have said that the participation of the unit in many civic events has drawn the school and community closer and has also been significantly helpful in the actual execution of events.

Members of the North Myrtle Beach High School faculty, staff, and numerous parents have verbalized the observation that the general discipline in overall student behavior has improved since the inception of the unit. The principal and some teachers say that the cadets set an example for behavior and personal appearance that affects the entire student body.

The principal says that having the cadets participate in school functions adds dignity to these occasions. Parents and faculty state that the cadets' pride in their achievements and self-confidence are motivational to other students.

The feeling of esprit de corps is strong among cadets and creates a unit which helps pull the student body together as one.

**TASCOSA HIGH SCHOOL**  
Amarillo, TX

Principal

Very effective program that is extremely beneficial to the NJROTC Cadets and Tascosa High School.

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### Assistant Principals

Very few problems with NJROTC Cadets. Program improves self-esteem and reduces problem areas among the Tascosa Cadets. Cadets set a good example to other students in dress, conduct, discipline, attitude, and attendance.

### Teachers

Most feel that every freshman student would benefit from being enrolled in NJROTC. They would learn better study habits, discipline, accountability and respect for their peers. With few exceptions, 143 teachers and administrators feel Tascosa NJROTC is extremely beneficial to the well-being of the cadets. They cite many cases where a student would have most likely dropped out of school if it had not been the involvement in NJROTC. NJROTC provides a sense of belonging to an organization that cares and is there to assist in every area if they need the help.

### Parents

Tascosa NJROTC Booster Club has 41 family members in the organization. Every parent feels that NJROTC is extremely beneficial for their cadet. Many feel their cadet has learned better self-discipline, accountable for their conduct and have great pride in belonging to NJROTC. Many cadets would wear their uniform several times a week if allowed. Several parents feel that NJROTC has changed their home life tremendously and constantly thank the NSI/ANSI for their influence on their cadet.

### Superintendent of Amarillo Independent School District

Tascosa NJROTC is an outstanding program that provides excellent leadership training to all cadets. I have observed nothing but positive results from the students that participate in the program. A real credit to AISD and the Amarillo community.

### Counselors

Tascosa has 7 counselors...all seven deal with placement and counseling of students that are enrolled in NJROTC. They all feel that NJROTC provides a positive and beneficial elective (of substitute for PE) for all levels of high school. They have stated many times that NJROTC keeps many students in high school. They have seen tremendous change in students that are enrolled in NJROTC. Many start in the ninth grade as misdirected rebels and graduate as well-rounded, well-mannered young men and women that know they can be winners and can accomplish anything they put their mind to. All seven counselors feel that Tascosa would not be the same school without NJROTC. There are cadets in every organization in the school...their influence is positive and beneficial to all students in the school. Many hold leadership positions throughout the school and have great influence on student activity.

WEST BROOK SENIOR HIGH SCHOOL  
Beaumont, TX

\* Vital part of our school. The cadets serve at all extracurricular events and constantly set a good example for the rest of the student body. These youngsters also take part in many outside activities (competitions, parades, etc.) and always represent our school well. West Brook is a better place because of our NJROTC unit. (Associate Principal)

RICHARD KING HIGH SCHOOL  
Corpus Christi, TX

\* I feel that NJROTC offers a great opportunity for our students to feel a pride that is unmatched. Our students change from long hair to a clean cut young cadet wearing a uniform that he or she is really proud of. They learn skills not taught in any other course. They become more aware of world news that is part of the NJROTC studies.

We, as part of the Richard King staff, are proud of our NJROTC Corps and we feel that many of our graduates have gained in knowledge and experience. I highly recommend NJROTC to our students because it also builds up their self-esteem and I've seen many students change for the better.

Our instructors here are superb and interested in helping these young people achieve where they may not have achieved otherwise. It's an excellent program and it must continue to function and help our youngsters! (School Counselor)

JOHN MARSHALL HIGH SCHOOL  
San Antonio, TX

\* The NJROTC program at John Marshall High School is a source of pride for the entire school. This efficient, and highly visible student organization is an example of how all student organizations should be managed. The program places an equal emphasis on student development, program accomplishment, and school service.

The moral character, academic ability, and individual self-discipline is strongly emphasized in the corps of cadets. This is accomplished by the leadership of Captain Joe Laroocca, NSI, 1st Sgt. Hank Pomerance, ANSI, and the esprit de corp of the students. All pressure in this organization is positive and uplifting.

The accomplishments of the Corps of Cadets would take a large booklet to enumerate. Briefly they have won literally hundreds of trophies in drill competition. They are consistently one of the two top units in Area 8. This past year they were second in the National drill meet.



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Finally, the Corps is always serving the school. The flag details are in constant use at all our functions and those in the community. The cadets continually serve as ushers and sources of information at many of our school activities. They are on sentry duty for our pep squad at all our football games. Most importantly, they serve as an excellent example to all students on campus as a dedicated and respected group of students. At John Marshall it would be an incalculable loss not to have our Navy JROTC.

### SOUTH HOUSTON HIGH SCHOOL South Houston, TX

\* The NJROTC program is an asset to South Houston High. While its enrollment does not include a majority of our student body, it is an integral part of our educational success. Many character-building traits can be attributed to the program at the hands of our capable sponsors.

1. Promotes leadership and cooperation while stressing academic success, integrity, and overall versatility.
2. Exemplifies patriotism- (i.e. They conduct flag ceremony at school functions and in the community).
3. Teaches the value of community service- (i.e. They aid handicapped persons at the rodeo on "Special Guests" days.)
4. Provides service to school and community service- (i.e. They act as guides at open house).
5. Participation in trips and group camping provides opportunities to experience life outside of South Houston High and mesh ideas and the feeling of camaraderie.

### GEORGE WASHINGTON HIGH SCHOOL Danville, VA

\* It is always a pleasure to have NJROTC cadets in my physics classes. I normally have four or five each year. This ratio is very high for cadets because we only have about 70-75 physics students out of 1800 students attending George Washington High School.

I know from the very start that I have students who intend to excel. They are prepared for class by having all needed materials. I can't ever remember seeing a cadet in uniform that looked sloppy. Often I hear other teachers state how impressive they appear on Tuesdays and Thursdays.

The school depends on the cadets to help as guides at most of our school activities. They always do an outstanding job. At all home football games, the colors are raised and lowered by a special team of cadets. This program has

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added much to our school spirit and has offered many of our students a chance to be someone special.

\* The Captain and Chief are very active in all school activities. They often go out of their way to help other teachers when needed. They have a special interest in all of their cadets, constantly checking on their progress in all of their classes. (Physics Teacher)

\* The NJROTC program is a most positive influence on the entire student body at George Washington High School. The students enrolled in the program mature at a more rapid pace and exercise far more self-discipline than do their peers. They are more focused and have a strong desire to be the best that they can be. They are always quick to volunteer for community projects and always do an outstanding job. The NJROTC program should be included in every high school in the nation.

This program is an asset to our school because the students are able to take advantage of opportunities which otherwise would be unavailable. For example, some of our students excel as leaders in this program; however, they would not have the opportunity to develop leadership skills without this program. The students are able to develop a sense of pride in their work. This is evident through competitions and participation in many school and community activities. Through this program many students become involved in community service projects and realize the importance of supporting service projects. NJROTC provides experiences which are influential in developing strong attributes among our students.

I enjoy having NJROTC students in my classes. They serve as an excellent role model for their peers who are not in the NJROTC. Their respect for their instructors as well as for themselves is outstanding.

I really wish they could wear their uniforms to class more often. The other students seem to have greater respect for the NJROTC students when they are in uniform.

We have a great NJROTC program here at GWHS, and we are all proud of it.

For a number of cadets, this program is the main chance they have to succeed. Those who take it seriously get a good deal of pride and positive motivation. (Those who think it is a game don't seem to get much, but they don't usually stay in the program). The good manners seem to carry over in other areas of their lives, and as their military training and discipline becomes more deeply fixed, their conduct in all areas improves. The school thus benefits from their presence, and the students gain from the program.

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GLOUCESTER HIGH SCHOOL,  
Gloucester, VA

\* The NJROTC program is unique and most beneficial to the students of Gloucester High School. The opportunities for student leadership are almost limitless. Each member of the program must assume responsibility which obviously leads to a growth in self-confidence and self-esteem. A most important aspect of NJROTC is the emphasis on selflessness, teamwork and community involvement. And finally, school performance is appreciably enhanced because of the accountability and pride which is emphasized. Ultimately a student is afforded opportunities for ROTC and/or military academy scholarships that may not be available to others. NJROTC is definitely an asset to our students, our school, and our community. (School Principal)

KECOUGHTAN HIGH SCHOOL  
Hampton, VA

\* There is a strong military presence in this community, and our school division is better for it. Members of the military are among the first to become involved in their schools, serving as volunteers, as active members of the PTA, and as resources for school partnerships.

Much of this aggressive, positive commitment to serve is found in the NJROTC program at Kecoughtan High School. Students are exposed to values which reinforce success in academics, sportsmanship, leadership, self-discipline, and team cooperation. ROTC instills pride and structure in the lives of its students. It is evidenced in a greater level of maturity found in ROTC students; as role models these students have a positive influence among their peers.

For many, many years, NJROTC has been a viable course option for students at Kecoughtan High School. We hope it will always be available for future classes at KHS. (School Administrator)

\* I was first exposed to the Kecoughtan High School NJROTC program in 1982 in my role as an Assistant Principal. It was quite apparent that this program was quite popular among students and played a significant role in the lives of many young men and women.

Over the last decade young people have often been criticized for lacking those values and attitudes consistent with good citizenship, however, Kecoughtan High School's ROTC program has consistently responded to this criticism by helping many students to develop leadership, scholarship, and community service.

Our school system and community are appreciative of the Kecoughtan NJROTC program and the positive impact it has made in the development of our youth. We look forward to this program's continued leadership in building student character for the future. (School Administrator)

\* I can remember when Kecoughtan High School was built in 1963. It was one of the premier schools in the state and the first fully air conditioned school building in Virginia. It has a heritage of excellence, and through the years the school's NJROTC program has been a part of that heritage.

NJROTC has not only been a part of the regular curriculum, but an integral part of school activities. The unit represents its school in so many positive ways... at school assembly functions, parades, half-time events. It not only has a positive influence on the community, but on the student body as well. Members of the unit serve with pride, set an example for their peers, create respect for the flag and military.

We feel NJROTC at Kecoughtan High School has made a difference in the past, is making a difference for the present, and will continue making a positive difference in the future. (School Administrator)

\* It is indeed a pleasure to share the many beneficial characteristics of the Kecoughtan High School NJROTC program. I have repeatedly observed students benefit from NJROTC participation. The most noticeable areas of benefit for the young cadets is an increase in their self-esteem. I have witnessed numerous cadets grow in self-confidence. In addition they experience an atmosphere of camaraderie as they learn to work together as a team. The disciplined environment in combination with the tireless and unselfish efforts of Commander Kinsey and Chief Saffort, create an environment where cadets are consistently exposed to positive experiences. Kecoughtan High School and the greater Hampton Community benefit immensely from our NJROTC program. Throughout the year both Kecoughtan High School and the Hampton School division request the services of our NJROTC cadets. They always respond in an excellent fashion. I have received numerous correspondence from our staff, as well as our patrons attesting to the excellence displayed by our cadets.

Kecoughtan High School is a good place for the youth of Hampton and the NJROTC program contributes greatly to this fact. (Principal)

\* Our JROTC program allows all students (special education, honor student, athletes, average students) to gain confidence and discipline in themselves and fellow students.

The program develops responsible citizens and promotes patriotism throughout our school and community.

\* This is an excellent program and we need to support the instructors and students in every way possible. We are proud to have this program as a part of Kecoughtan High School. (School Administrator)

\* I am pleased to be asked to comment on the NJROTC program at Kecoughtan High School. As a classroom teacher for 8 years and now as an assistant principal I have been impressed with the leadership and self-confidence displayed by many of

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the NJROTC students. The program gives all cadets the unique opportunity to participate and excel on their own merit and ability. The NJROTC instructors have become an important part of our school and community. In public education today there are few leadership experiences to match those offered by this program. (Teacher)

\* The school receives benefit via the benefits received by the student. There is a high level of self-discipline, respect and social maturity exhibited by students enrolled in the Kecoughtan's NJROTC classes. This is reflected directly on the students' abilities to function successfully in both the academic and social environments here.

Further, the assistance of the NJROTC is requested and given for activities related to every other discipline within our schools for both day and evening events. (Administrator)

NJROTC benefits Kecoughtan High School and the community.

1. It provides an option for students wanting to enter the military after high school, as many of our students do, since this area draws heavily from military families.

2. It provides discipline, structure, and pride in many students lacking these in their homes or community.

3. The instructors provide a firm but caring role model for their students and have aided many in wading through the travails of adolescence. They have assisted teachers having problems with ROTC members.

4. The unit provides much needed services to the school and community through its volunteer efforts, e.g., assisting as guides at school events, serving as role models at events (as our regional career day) for younger people, contributing to charitable drives for food/clothing; participating in parades, competitions, etc.

5. Instructors have assisted students in academy and ROTC scholarship applications, providing encouragement, recommendations, and guidance through the procedure.

6. I believe something very valuable to this school will be lost should the NJROTC program be eliminated - it is an excellent program. (Counselor)

\* I have taught in four states, eight school districts and six high schools. I have been at KHS seven years. In all of my twenty-five years, this NJROTC program at KHS is by far the best program of any kind to give the direction students so badly need to be good citizens and remain in school to graduation and beyond. It is particularly successful and important for our at risk and special education students. It allows them to gain confidence in themselves and the self-discipline which their families are not providing. (Faculty)

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\* The NJROTC unit at Kecoughtan High provides excellent leadership training for our students. The students I teach who are involved in this program are more responsible in doing my work, courteous to classmates and faculty members and willing to participate in class activities.

The NJROTC staff are most cooperative and helpful in helping students achieve his/her best. On the few occasions I have had a student problem with one of their members it has been resolved immediately. (Faculty)

\* I never worry about the students who are in JROTC, because they are the most courteous and cooperative of all plus they tend to plan ahead and prioritized better than the usual. Also, if they have academic problems, they feel able to ask the CDR and the Chief for help. They are a close group learning lifetime skills and social skills. I like that. The group is a definite plus in every way for this school.

\* 1. Provides scholarships for deserving students.

2. Students have a sense of belonging to, and participating in, an organization that helps them to learn things not ordinarily offered by a school: Leadership, discipline, manners, plus the naval science itself.

3. Serves as a great training ground for those young people who plan a career in the military.

4. Provides an integral, colorful addition to school and town parades; color guard at games, etc.

5. Serves as a wonderful representative of KHS.

6. Provides experiences these young people would not have otherwise; the fire fighting school, the rifle club, trips to visit various ships, trips to see the SEALS train, trips on ocean going naval ships. Wonderful experiences for them plus they learn so much.

7. In my twenty-odd years at KHS, I have seen some pretty sad characters do an about face due to the training and understanding provided by the Commander and the Chief (not necessarily only these two today; I've been here a long time and have seen two Commanders and 3 Chiefs).

8. This program establishes a sense of pride in themselves that many young people so desperately need today. It's a great program. (Faculty)

\* For the past seven years at Kecoughtan High School I have had the pleasant opportunity to teach numerous members of our Kecoughtan High School's NJROTC program. I have found that in my mathematics classes the vast majority of them are more academically motivated and disciplined than the other students. Their careful attention to personal appearance - both in and out of uniform - is superior to most of the other students. The NJROTC's cadets more serious

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attitude towards achieving academic success is well above the other students that I teach.

The overall NJROTC program is closely woven into this school's fabric! The program is a major contributor to KHS's continuous successes in and out of the classrooms, on and off the sports playing fields, and with the too numerous-to-cite school activities. Numerous young students make their initial contact with the U.S. Armed Forces through the NJROTC program and subsequently follow their ambitions into the military service. The loss to K.H.S. of the NJROTC program would be an unforgiving tragedy to our students as well as the community and the military. (Faculty)

\* The NJROTC is a vital part of KHS. Many of my students have gained a valuable educational experience through their participation in this program. I have personally observed the impact of this program on my students.

Learning discipline  
Positive peer pressure  
Opportunity for career exploration  
Importance of teamwork  
Personal responsibility  
Appropriate personal hygiene  
Respect for those in authority

There are already a limited number of electives offered to our student body, especially for our 9th graders. Removal of the NJROTC program would further limit our educational options. This program has been well received by both students and parents. It is my hope that we can continue to offer this elective to our students. (Faculty)

\* I find that a student in uniform behaves better and is more responsive than when he is not.

There is an innate pride that accompanies my NJROTC students. They enjoy the program and are more patriotic because of their involvement. This program affords a future to many students who would otherwise have none. (Faculty)

\* My students (Grade 11) who participate in the NJROTC program are well behaved in class, are responsible for their assignments, and understand the importance of cooperation and following rules. The discipline that they learn in the NJROTC program is transferred into my classroom! Great program. (Faculty)

\* In making an overall judgement of the students I have taught who have been in the NJROTC program, compared to students who have not been in the program, there are several attributes that stand out.

1. ROTC students appear to have a sense of pride in appearance.

2. ROTC students seem to show more respect and concern for fellow students as well as teachers.

3. ROTC students are generally more polite and respectful to students and teachers.

4. ROTC students have more of a sense of accountability and obligation. (Faculty)

\* JROTC teaches students a little discipline and to take pride in themselves. I believe that many students would miss out on these important lessons if it weren't for the JROTC program. (Faculty)

\* Eliminating the NJROTC at Kecoughtan would be a crime. This program instills in the cadet a sense of responsibility, individual pride, and national pride. It has been my experience, on occasions too numerous to delineate here, that cadets of the KHS NJROTC and self starters, need little or no supervision and always conduct themselves with the utmost courtesy and decorum. Commander Kinsey and Master Chief Safford use their program to encourage their cadets to excel in other classes as well as ROTC. This program is invaluable to Kecoughtan and the community. (Faculty)

\* From what I have observed, the JROTC program at Kecoughtan High School is a great success. The students are enthusiastic and the instructors are dedicated. I have witnessed some students (that had been educational "failures", students that had given up and many teachers had given up on them) become very involved with the program and make great changes in their lives. (Faculty)

\* 1. The color guard performs at most major meetings-this is impressive.

2. Students in NJROTC usually exhibit good discipline/habits in other classes.

3. 3rd year NJROTC can be counted as a science credit. (Faculty)

\* In order for the U.S. Navy to understand the ramifications of an ROTC unit in the school, the U.S. Navy needs to understand the school itself and its environment. Consider the youths of today and the issues that are lacking in their education. There is an overwhelming lack of discipline, community awareness, patriotism, knowledge of American history, and self-awareness. I truly believe all these issues are instilled in a youth involved in the ROTC program, more than any other academic or extra-curricular program. I have seen "questionable" young adults turn their lives around in this program. I have seen a sense of pride and accomplishment in these individuals that they never exhibited before. My own father had his life changed by this program, and he ultimately became a graduate of the U.S. Naval Academy, class of '57.



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It is inconceivable to me that we would eliminate the very program that changes apathetic youths into responsible citizens. Take pride America!  
(Faculty)

\* As a faculty member, I have noticed that the ROTC students set exemplary examples for the other students. When I see a student with an ROTC uniform on, I know that I can call on that student and expect good citizenship at all times. In those days when students didn't, as a whole, appear to be intentionally disciplined, the ROTC students do show self-discipline and motivation.

\* I have seen the rifle drill team perform twice, and to say that I was impressed and appreciative would be an understatement.

If this program was to be dropped for any reason, the morale of the faculty, staff, and students would be negatively affected. (Faculty)

\* In a time when so many of our young people are floundering and have lives lacking in self-discipline motivation we need programs such as the NJROTC. Here at KHS the program is filled with opportunity for its members to learn and practice self-discipline and along with the instructors support and peer support become motivated and start to exhibit self-worth. We need to keep and even enlarge this type of program for our young people. (Faculty)

\* Students who are in the NJROTC program consistently show a greater degree of self-discipline and confidence. They seldom misbehave in class and on the few occasions that poor behavior becomes a problem, a reminder about demerits from the Naval Science instructor results in quick improvement on the part of the student.

I believe the JROTC program provides structure and goals for many students that they would not otherwise have. The instructors also provide role models for these young people. The positive qualities such as leadership, reliability, and honesty that are expected of NJROTC cadets clearly enhance their performance in the classroom. (Faculty)

\* The NJROTC is an organization that promotes high standards of ethical and moral character. Students learn the personal discipline which is used in other classes and in other related areas and this discipline gives them a sense of self-worth and dignity to function in an individual and group capacity. I strongly recommend that we continue this worthwhile program and commend CDR Kinsey and Master Chief Safford for perpetuating the instructional tools necessary to aid the students in this program. (Faculty)

\* ROTC offers higher ranks for graduates into the Navy.

ROTC provides needed ceremonial needs for school functions.

ROTC takes care of exhibition of the American Flag and state flag.

ROTC exemplifies leadership qualities for modeling and standards for other students.

ROTC offers scholarships for college.

ROTC offers career choices, using it as a testing ground, saving Government thousands of dollars in training for disillusioned recruits and career military prospects who leave and are not fit for service. It is a small price to pay for this elimination process.

ROTC instructors are always an integral part of the high school process providing leadership for school matters, in service and team efforts. They would be terrible missed by the faculty.

ROTC provides a positive image for the military, into the homes and activities of civilians.

ROTC students and instructors always provide the most for the school-wide service projects for needy and disabled and those less fortunate than they are.  
(Faculty)

\* In addition to being a teacher at KHS, I am the co-advisor of the school's yearbook. This gives me an additional perspective of the JROTC unit. When space is allocated for a program or group and it does not accomplish its goals, thankfully, such is not the case with our JROTC unit.

\* I cannot imagine KHS without the JROTC program. The ease of transition to high school, sense of belonging, personal growth, involvement in school activities and preparation for military service explain why this is an invaluable program. (Faculty)

\* The NJROTC program at Kecoughtan has and continues to be a vital part of the school community. The program as instructed by Commander Kinsey and Master Petty Officer Safford is respected both by the students and the faculty. It is a symbol of America and a symbol to be proud of. The cadets have made many contributions to the school and community. They participate in most school activities always providing a vital role. The program benefits many diverse students. Some students who otherwise have not academically excelled have been "rescued" by this program. It would be difficult to imagine our school without NJROTC. (Faculty)

\* As a retired USAF officer and teacher here at Kecoughtan, I would like to offer the following comments in defense of continuing the NJROTC program at Kecoughtan High School.

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### BENEFITS TO THE STUDENT

1. The NJROTC program offers options to students that would otherwise not be available. Many young men and women wish to continue their education beyond high school in an ROTC college or military academy program. NJROTC provides them the opportunity to get a head start on their contemporaries and learn military decorum and customs prior to entering these programs. The NJROTC program also offers students the opportunity to earn Science and Math credits which might not be available to them in other overcrowded departments.

2. The NJROTC program provides a disciplined environment that may prove to be critical to the long term success of inner city school students. Many single parent students receive little discipline at home, and come to school needing a disciplined environment to succeed.

3. The NJROTC program provides students the opportunity to experience "esprit de corps" and pride in themselves. Not every student will be a varsity standout or member of the regional band, but many can experience the feeling of being on a winning color guard or drill team.

4. The NJROTC program allows students to compete against other students in a highly competitive environment with the opportunity to excel and be "winners".

### BENEFITS TO THE SCHOOL

1. NJROTC students serve as peer role models in an environment that desperately needs them. Adult role models are great, but peer role models mean much more to young people.

2. NJROTC students represent their school in an exemplary manner throughout the community. These are the kind of young men and women we can be proud to have representing our school not only locally, but in other parts of the state as well.

3. NJROTC students bring discipline to the school not only by their wear of the uniform, but also in their personal appearance and attitude toward school work. They set the standard for discipline and quality in an environment lacking in both.

4. An NJROTC program broadens the entire school curriculum. Students are provided opportunities to be part of a special group of young men and women who like themselves, wish to participate in a unique educational experience.  
(Instructor)

\* The NJROTC program is a very definite asset to the school and the community, and especially to the cadet. This program instills in the cadet a sense of self discipline. This self discipline is then carried by the cadet into other classes within the school, other places within the community, and throughout their daily lives.

\* The NJROTC program has been an invaluable asset to my daughter, and I'm sure the lessons she has learned will be with her for many years to come. I therefore strongly endorse the NJROTC program. (Parent)

\* I firmly believe that if a survey could be conducted comparing young people who have completed a JROTC course with young people who have not, the results would show that those who have are less likely to cause problems within society.

\* Since Mike's introduction to the Kecoughtan NJROTC unit, I have seen a more responsible young man. This program has taught him respect and discipline! Mike's attitude towards school and how he keeps his room in order is a positive outcome of this naval unit. (Parent)

I believe the NJROTC should remain at Kecoughtan for the following reasons.

1. It encourages the student to follow set rules and regulations.
2. It instills a different set of goals for them to stand for.
3. The discipline of the military is more efficient and controllable.

I have seen a vast improvement in Josh since he has been in the ROTC, his grandfather was in the Air Force and served well. The opportunities are tremendous for young people today and having ROTC of any sort in school gives them a chance to take advantage of those opportunities. (Grandparent)

\* I have two sons. Both have been in the NJROTC program for a total of seven years. I expect the second son to continue for his remaining term. What benefits have they gained from the program?

1. Both have been introduced to the idea of leadership. For the first time they have been required to relate to their peer group from a position of authority rather than as a buddy. They have been forced to relate to other students that they would rather not relate to and communicate effectively with them.

2. Responsibility. Both have earned positions of responsibility. They have demonstrated the qualities of accountability and have excelled in positions of trust.

3. Trust. As members of the ROTC unit, both have been assigned tasks. They have acquired the characteristics that allow them to be left alone with a project, with minimum supervision, and followed it through to successful completion.

In brief, the attributes that are required to be successful in life are being demonstrated during this course. In addition, they know from their interfacing with real members of the military what the Navy is really about. They have had

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good experiences and some not so good. They are learning about life from a high school environment. As parents, we have been very pleased with the results. (Parents)

\* My son Charles F. McLean III is a senior at Kecoughtan High School, where he has been enrolled in the NJROTC program for four years. There are many classes at Kecoughtan which could have made my son a better student, however, none of these classes could have made him a better person.

As a parent I have seen the positive effects of the NJROTC program. I am thoroughly impressed with the unit's level of professionalism and dedication to its cadets. Both instructors devote a level of time and effort which is unequalled in any of my son's other classes.

Since Charles first joined the unit I have witnessed a notable difference in his character. Through his involvement in NJROTC, he has become a mature, responsible young adult. He has learned to set goals and organize his priorities to help him achieve these goals. I attribute this character to his involvement within the unit. The environment of NJROTC, is something no other class can provide. On several occasions he has remarked about the difficulty of assuming a leadership position among his peers and taking full responsibility for not only his actions, but of those under his command. By assuming such responsibilities and having to deal with people and their actions, Charles has learned patience and effective communication skills which help him to convey his ideas to others. I don't feel Charles could have learned about people, leadership, and communication in any of the other classes he might have elected to take.

Often times, the most important skills needed to succeed outside of high school are neglected at the high school level. Teachers often emphasize individuality and doing one's own work. NJROTC, however, stresses teamwork and promotes efforts for the benefit of the group, not just one individual.

I fully support NJROTC at Kecoughtan High School. To do away with this program, in my opinion, would be a mistake. NJROTC is a unique opportunity for students to learn about leadership, responsibility, and discipline. It instills in its cadets a sense of loyalty and respect, which is hard to find in your average high school student. (Parent)

\* As a parent of a first year JROTC student I can say I am very impressed with the entire program.

JROTC instills confidence, pride, self-esteem, togetherness and leadership to mention a few. These traits are then exemplified in their other classes and into their everyday lives. All of these qualities are very important in young people today, as they are our leaders of tomorrow.

The dedication, care, and concern of the instructors is admirable. The example they set should be emulated by all. The cadets are all motivated in such a positive manner that they strive to excel.

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I am proud to say my daughter is a member of the Drill Team, has been to Damage Control and is off to "Boot Camp" over spring break.

This year has been very exciting for all of us. We look forward to the next two! (Parent)

\* My son has been enrolled in the NJROTC at his high school now for approximately 9 months of his junior year. I am only now realizing the benefits of this very important program. It has brought out attributes in my son that I thought were not there but in fact were apparently dormant. He has learned many organizational and decision making skills which would have taken my wife and I much longer to instill in him. The teamwork with which the unit seems to thrive have created an excellent esprit-de-corps. As a direct result of his training he has received thus far through the JROTC program, his interaction with others has vastly improved from the previous 2 years of high school where there was no JROTC program at all. If his previous school had the program I imagine that many of the students there could have improved many aspects of their personalities and lives 100 fold.

I think that the benefits received by our younger generation far outweigh the loss of such an important program. If this program was eliminated I feel that my son would lose all he has learned from it and it would have all been for nothing. I see the results of the JROTC program daily in many of my sons attitudes and in his general behavior. I hope that the JROTC program continues on it's successful path and helps benefit others as my son has benefitted. (Parent)

\* NJROTC has had a positive effect on my son. He has started to work harder to become a better student and he seems to be more disciplined. It has also helped him to develop leadership skills that will be useful in the future. He really enjoys being a part of the program. (Parent)

\* I feel that the NJROTC program has been one of the strongest influences in my daughter's time at Kecoughtan. In the three years she has been in the program I have seen not only her grades improve in all areas, but also her self-confidence. She has also had a chance to participate in activities that I feel will help prepare her for college. I think the school has to benefit from the number of students who go to college and into the workforce and put that they were a member of the NJROTC on applications.

Even though the military is cutting back, this is a program that should not be touched. There is too much idle time in the lives of these kids today and this would only add to it. This training is something they need even if they don't join the military in the future. (USN, Parent)

\* I think that its a nice program and to continue on with it. Maybe we should get something out like this to the community to especially keep children off the streets with drugs. (Parent)

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\* The NJROTC is very beneficial in instilling discipline, self-confidence, and assists the students in reaching maturity at an early age. It is also beneficial in making the students better citizens and members of the community by reducing crime and destruction to the communities. It also assists the students academically in developing better study habits through additional required subjects. (Parent)

\* I strongly encourage continuation of the NJROTC program both at Kecoughtan High School and nation-wide. I believe the program is very valuable to the students, the community, and the nation. Without question it is the highlight of my son's school day; it has helped acclimate him to a new school and caused him to interact immediately with other students. I also believe it has had a positive influence on his attitude in other classes. The NJROTC program is important to the local community; many students participate and the program is integrated into many other school activities. While Hampton is a military community, the NJROTC is an asset to the youth of the nation; exposing young men and women to the military in a very positive way. As a Vietnam-era veteran I am well aware of the importance of a positive image for the military. I realize that with a diminishing defense budget, analysis of unnecessary programs becomes very necessary. However, I believe elimination of the NJROTC program at Kecoughtan H.S., or anywhere in the nation is false economy. (Major, US Army, Parent)

HOMER L. FERGUSON HIGH SCHOOL  
Newport News, VA

\* The ROTC program is a unique, dynamic, and exceptionally important part of Ferguson High School. As a matter of record, I overheard the principal say this program is a necessity and I do not want to lose it. The strength of the academic curricula is recognized and satisfactory completion of two years equates to a third math or science credit.

The overall curriculum and execution thereof clearly demonstrates applied strengths in patriotism, self-discipline, respect for authority, and the expectation of no-nonsense behavior. The program and the way it is administered, is extremely beneficial to the school, cadets, and community.

Participation in and support of community affairs is very evident. Cadets involve themselves in parades, church functions, athletic programs, blood donor program, drill competition, hospital volunteer programs, and senior citizen adoption/visitation program. This program makes the school a "Winner"; but the real winner is the "Individual cadet". These young people are provided an opportunity to develop personal character traits that are not available to all students. This program is so valuable, so needed, and so complete that many feel ROTC should be either mandatory or a required course. (Instructor)

\* The NJROTC program allows students to learn a little about self-discipline and provides many students with a group to "be a part of" and to identify with. There are many different groups within the program which participate in various

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activities and programs throughout the school and community. The students receive rewards as well as discipline. The program allows a student to help decide about military service. The NJROTC cadets are very visible throughout the school and community. These young men and women present the flag and/or colors at all school functions, and many community functions. These students compete among other schools in drill meets, this allows the students to enjoy the spirit of competition which helps them to grow. Our society is founded on free enterprise which involves competition. This gives the student a chance to feel a part of a team and to develop good team skills. (Instructor)

\* Ferguson's JROTC provides our students an opportunity to gain leadership experience, goal setting, and community service. And because of all this, our students, our school, and our community benefit from the program. Honor guards perform for school and community functions, and parades give cadets an opportunity to exhibit pride in their schools and country. (Librarian)

\* Every school offered program is important, but every program does not have a unique impact on the entire school. The JROTC does have a very positive and unique impact on the student body, the school and the community. The cadets, in uniform, have a high visibility that makes me feel proud when I see them in the crowded halls, in the cafeteria, sprinkled throughout the classrooms or participating in a parade. When they are in uniform, I sense a special feeling of pride in them. They wear the uniform proudly.

The make-up of the program is representative of Ferguson's student body...from the academically gifted and talented to the students with special needs who are being mainstreamed. Cdr. Wagner works closely with the teachers, parents, and counselors of these special students, taking them from where they are and making them into active, participating, and productive cadets. Often times it is the teacher or parent who seeks guidance from the Cdr. for additional insight and understanding of the student.

Cdr. Wagner relates well with all of the cadets. Many of them confide in him. He is a good listener and then goes the extra mile to help them or to refer them to the appropriate resource person or agency for additional help and/or information. The Cdr. is fast with praise and recognition for his cadets, individually and as a group. Whenever needed, he is there with positive reinforcement and suggestions for areas that need improvement. Nothing goes unnoticed.

\* The JROTC cadets are good school ambassadors when representing Ferguson High in special functions in and out of school. They have brought recognition to the Program and to the school through awards won in various competitions.

\* Program objectives are exhibited through cadet teamwork, their respect for authority, their self-discipline and their continuance in the Program.



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\* From my role as a counselor, it is a pleasure to work with the cadets and the N.I.S. instructors. I have enjoyed observing them during inspections and awards ceremonies. They have a very positive impact on Ferguson High School. (Counselor)

\* The NJROTC program has afforded at least 10 percent of the student body every year a chance to assume a responsible role in leadership and develop individual confidence. The program may not turn out little "Gen. Pattons" or academy graduates every year, but they have seen several young men and women graduate the program to go on into the services and succeed. Most of which I feel very comfortable knowing they are protecting our country. (Instructor)

\* The JROTC of Ferguson High School benefits the school, community and students in many different ways. In the schools, the JROTC participate as ushers in various programs. They present the colors at all in-school and after-school activities. They provide leadership to other students and tutoring at the elementary level. The drill and rifle teams provide entertainment for all to enjoy. In the community the JROTC March in city parades they give blood to the Red Cross Blood Drive. They participate as volunteers with the Special Olympics. They also as a unit visit various churches in the community. Ferguson High School JROTC cadets take great pride in wearing their uniforms that represent the Armed Forces. Each student and teacher regard our JROTC cadets as leaders. (Teacher)

\* A major problem at almost any high school these days is the lack of discipline in many of the students. The NJROTC program at this school provides a major focus for training in discipline. This training results in enormous benefits in student behavior and in study habits. There is a strong sense of pride among the NJROTC student and a great respect for the Commander. This pride and respect add important components to the spirits and lives of the students. The school program would be much poorer if it were absent. An important aspect of the NJROTC program is the superb performance of the participating students in school and community programs. Their appearances provide for the much needed display of patriotism. The neat appearances provide high standards for the emulation of other students. They provide also some satisfaction to the citizen that there are fine aspects of today young people. (Instructor)

\* Students at Ferguson High School are very fortunate to have access to an NJROTC program, and our program in particular. Under the leadership of Commander William Wagner, students learn many things. In addition to the course content they learn self discipline, to function as a member of a team and develop a respect for self and others. As I watch inspections and programs in which they participate, I see first hand their sense of camaraderie and pride in wearing the uniform. The NJROTC program serves the school and community various units or teams participate in programs at elementary schools, church and service organizations, the annual Christmas Parade and in school Homecoming and Miss Mariner Activities as a few examples. Commander Wagner is focused on his program and community involvement. As part of a tutoring program for athletes he assists

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students every Thursday afternoon. They seek him out in the halls to update him on their progress with their studies. Thus he provides assistance but also serves as a role model to these students as well as those who are in the NJROTC program. Students get few opportunities to participate in so encompassing a program. They receive instruction in the academics but receive more far reaching attention to self and their role in serving their school and community. The NJROTC program is indeed a valuable one. (Director of Guidance)

\* Students in the JROTC program benefit in many ways. They learned team work and spirit, how to take orders, respect for others, cooperation, discipline and self-discipline. Through competition, they develop school spirit and pride. Many of these students perform as a drill team at pep rallies and other school functions and are received with more enthusiasm and applause than some of our athlete teams. That instills great pride in the cadets. (Instructor)

\* The JROTC provides a most needed atmosphere that allows students to learn discipline bearings, responsibility, duty and honor to country and themselves. It also helps the student to understand the traditions of the Military Services. (Parent)

\* The JROTC has had a positive influence on Ferguson High School as well as the majority of students who have been through the program. The JROTC provides a discipline effect on the cadets and trains them to organize their time in a regimented manner. This organization is used by the school to provide assistance in presenting "the colors" at assembly programs, athletic events, etc. The JROTC at Ferguson High School adds dignity to many school functions and is certainly an integral part of a comprehensive High School. (Instructor)

\* NROTC is a functional and significant part of the curriculum and activities at Ferguson High School. The program provides necessary services to various groups throughout the school and community. These services include but are not limited to: Color Guard for various meetings, programs, Honor Guard for homecoming activities and others. In addition the NJROTC program teaches discipline and procedure to its students. Many students in this day and age lack these necessary attributes. The elimination of an NJROTC Program will have a detrimental effect on the school. I earnestly request this program remains as a part of Ferguson High School. (Instructor)

WARWICK HIGH SCHOOL  
Newport News, VA

\* The NJROTC program is the single most important program in the school. It gives all students an opportunity to belong, compete, receive direct benefit for their efforts. (Principal)

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\* Administrators can always rely on the unit for whatever support needs they have. Teachers feel that the NJROTC youngsters conduct themselves better and send cadets with problems to the instructors when the student is producing at a sub-par level. Many students join the program as the result of parents' image of the unit. Students feel a true sense of belonging and that someone truly cares about their performance academically and militarily. Students who have dropped the course in the past for whatever reason continue to maintain contact and interest in the unit.

### BOOKER T. WASHINGTON HIGH SCHOOL Norfolk, VA

\* The administrators, counselors, and teachers are very supportive of the NJROTC program at this school. The cadets provide an array of services to the school and teachers appreciate their positive attitudes in carrying out various activities.

### GRANBY HIGH SCHOOL Norfolk, VA

\* The NJROTC at Granby High School has been well received over the past 20 years. Teachers view the program as a strong influence on students in self-discipline and accountability. Many parents feel that the program has encouraged their child to set goals and strive for achievement. Granby High School's NJROTC unit is making community and public appearances which show the students in a positive light.

### LAKE TAYLOR SENIOR HIGH SCHOOL Norfolk, VA

\* NJROTC is a vital part of Lake Taylor H. S. The administrators look to us as the leaders of the school. We are reliable and get the job done. Our color guard is present at all functions (except minor sporting activities). NJROTC cadets get special attention from teachers. Because of the uniform, they know who they are and keep close track of them in their class. So we work together on those students who need special assistance. (whether its discipline or academics). Veteran organizations recognize our cadets at an awards day ceremony at the Naval Base - Commander, Norfolk Naval Base hosts the event and some 15 veteran organizations present awards - over 500 cadets attend from the 5 Norfolk Public Schools. JROTC is always stressing responsibility, accountability and teamwork. The Naval Science Instructors put in long hours and are always there when we need them. They are tremendous role models for our faculty and student population. Without NJROTC at Lake Taylor would be like losing a limb. They are the forerunners of patriotism, citizenship and leadership at our school.

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**MAURY HIGH SCHOOL  
Norfolk, VA**

\* The NJROTC program affords the student who is neither a star athlete or the straight "A" student, an opportunity to be a success. Maury High School is proud of their NJROTC program.

**GREEN RUN HIGH SCHOOL  
Virginia Beach, VA**

\* NJROTC is considered an integral of Green Run High School. It is a program that offers a strongly academically oriented curriculum while teaching the values of leadership, discipline, and patriotism. The overall benefit to the school is a significant one as it provides job skills to those cadets who elect to make the military a career, and it teaches responsibility to students at an early age. The image projected by the NJROTC unit is a positive one that the cadet corps strives hard to maintain.

**FIRST COLONIAL HIGH SCHOOL  
Virginia Beach, VA**

\* "Image" of NJROTC continues to become more and more positive here at FCBS. This perception is shared by guidance counselors, administrators, parents, and students.

\* Unit was on probation for low enrollment 5 years ago. Two new instructors hired in 1987. NJROTC program has continued to improve since that point in time. School division is transitioning to having grades 9-12 in the senior high schools. FCBS will have 9th graders fully integrated in September 1993.

Principal of the school is very supportive of the unit. Innovative initiatives have enhanced the quality and quantity of the students.

School is assessed as having approximately 60 percent upper class, 20 percent middle class and 40 percent lower class socio-economic characteristics. Bottom line is that ROTC scholarships and service academy appointments have limited impact on attracting many 3.5 GPA and above students.

Large percentage of FCBS students indicate they have plans to go on to college after high school. Current NS-3/NS-4 classes are the largest in the last four years. Class size attributed to revitalized program and quality of incumbent cadets.

Parents indicate that NJROTC has assisted their son/ daughter's better performance in other classes.

Community organizational representatives invite NJROTC cadet participation in area events. Several other division high schools are on the waiting list to host a NJROTC unit.

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Teachers now are more "positive" about FCHS NJROTC. Unit is representative of the school relative to race/ ethnic demographics. Male to female ratio is 1:2 ... about the national average. School male to female ratio is about 1:1. Unit continues to try and recruit more females.

\* Some of these students need ROTC in order to stay in school. It provides the discipline and concern that they need. (Science Instructor)

PRINCESS ANNE HIGH SCHOOL  
Virginia Beach, VA

\* The Princess Anne NJROTC unit was among the first established in the Navy, being activated in 1967. Since that time, the Company of Cadets has become an integral part of the school, making its presence felt in many ways. From raising and lowering the flag each day, to furnishing color guards for all school activities and athletic events, to ushering and passing out programs at graduation each year, cadets are very visible around school, in and out of uniform.

The NJROTC program at Princess Anne is one of the most active in Area FIVE. The unit has been very successful through the years and is a perennial contender for top honors in the Navy. Pride in the unit is most evident in each cadet and this pride affects the rest of the school.

Generally, cadets are characterized by most teachers as highly motivated, courteous, and well disciplined. Cadets are active in all phases of school life, including sports, clubs, and student government. Teachers know they can call on the unit, and often do, for a wide range of services.

Princess Anne NJROTC is fortunate to have one of the strongest booster groups in school. Parents regularly serve as chaperons for overnight and week-long field trips, assist in fund raising, and perform a host of volunteer tasks.

For the individual cadet, NJROTC offers an opportunity to become aware of the responsibilities of citizenship, learn and practice leadership skills at an early age, and establish a sense of "family" that lasts for life.

In summary, the NJROTC program provides significant benefit to the school, the community, and the individual cadet. Over the past 25 years, NJROTC has become an integral part of Princess Anne High. All indicators point toward a future that is even more promising.

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**YORK HIGH SCHOOL**  
Yorktown, VA

\* In addition to information submitted in annual Accession Report, it is estimated that well over fifty percent of graduating students continue in the Armed Forces, either by enlisting directly or after a year or so following graduation, or through college level ROTC program or Reserve programs.

Teachers, administrators, guidance counselors, and parents hold the program in high regard and strongly support the students in the NJROTC program. All agree the program would enjoy even greater enrollment were it not for limitations on elective courses imposed by graduation requirements for college bound students.

**BREMERTON HIGH SCHOOL**  
Bremerton, WA

\* I believe that this program has been a very positive addition to Bremerton High School. It has given many students a place to "belong" and helps them to develop many skills that they did not have before. The instructors do a great job and are valuable assets to our building and our staff. The quality of instruction and professionalism that they exhibit is really welcome. This is a "super" program both for students and our school. (Administration)

**ISSAQUAH HIGH SCHOOL**  
Issaquah, WA

\* NJROTC offers the opportunity for the average student to participate and excel in school activities where they would otherwise be excluded: Activities such as varsity sports and ASB.

\* NJROTC gives kids another career opportunity. It allows the school more vocational offerings. It also dispels some of the wrong stereotypes of the military.

The benefits to the school are.

1. Great visibility and public relations with the community through community service.
2. Exposure to military customs and interests.
3. The kind of focus the program has both in its curriculum and varsity sports.
4. A great opportunity for students to achieve, get rewards and build self-esteem and confidence.

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\* I have participated with you during eight Salmon Days celebrations... Your NJROTC cadets have shown time and time again the values they hold high and their dedication to public service... It is indeed gratifying and refreshing to see our young people perform so responsibly to public need... Your efforts are to be commended because you have provided the public with very efficient traffic control assistance, as well as providing valuable directional information... The NJROTC program at Issaquah-Liberty High Schools is an outstanding program, producing excellent students and fine citizens (Chief of Police).

\* I have had several children who have gone through the NJROTC program at Issaquah. The biggest benefit that I have seen is the self-discipline that it teaches. It made my children more responsible for themselves and responsible to others. Another benefit was the caring and concern that the kids showed for each other in the unit (Parent).

\* The NJROTC program provides a balance between the liberal and conservative point of view, a traditional patriotic view. It provides discipline for students where the normal high school does not. It's another avenue for leadership potential. It provides a father figure to many students who have none at home. It is important because it's the only military exposure some of the students will have. Some of them will develop into future community and Government leaders who need to have a well-rounded experience in order to make good decisions (Parent).

\* Over the last few years, I have seen many timid, shy students who were transformed by the NJROTC program into confident, assertive and responsible young men and women who left high school with definite goals and direction for their lives. This program does more than any other high school program I know of to raise a student's self-esteem and develop responsible leaders of tomorrow (Teacher).

OAK HARBOR HIGH SCHOOL  
Oak Harbor, WA

\* Should include Navy Boost program. It is one of the best deals available for a young person.

\* My first concern is always our dropout rate. I have no doubt that our dropout rate would be significantly higher if we did not have a NJROTC unit. We need to develop specific programs to retain more students, but ROTC does presently provide a significant number of students a reason to attend school that ordinarily would be alienated or unmotivated to attend school. For many of these students, ROTC provides them with a future escape from unpleasant surroundings to enlistment and career opportunities. In addition there is a spirit of belonging within the unit such like the regular military service that provides a real sense of identity and purpose within the ROTC structure and the school as a whole.

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I also believe that the NJROTC unit does play a practical and logical part of our educational plan. Beyond some very real benefits to students who later enlist or enter a military academy, all students involved gain an appreciation of the career and educational opportunities that exist within the services. Also, within the ROTC classes, students can gain direct application of their math, science, and language arts courses, as well as other courses, to the ROTC classes and future educational opportunities.

There are, of course, many benefits of NJROTC to the school and community that could be listed. However, my focus is on the benefits to the individual student. NJROTC, in the course of four years, will directly influence over a quarter of our school population and indirectly influence most of our students. For many of the students that choose to be directly involved in NJROTC, it provides a vital reason to be a part of Oak Harbor High School. (Counselor)

### SHELTON HIGH SCHOOL Shelton, WA

\* Produces responsible students eager to seek responsibilities. Provides a good insight into a possible military career. Makes students aware of benefits and responsibilities as U.S. citizens, including voting and participating in civic affairs.

### BAY VIEW HIGH SCHOOL Milwaukee, WI

\* Almost without exception, comments from faculty, counselors, and administration are positive about the NJROTC program. Frequently, they are highly laudatory. The program is regarded as very beneficial both to the student and the school.

### PARKERSBURG HIGH SCHOOL Parkersburg, WV

\* The Naval Science program has had an exceptionally strong positive impact on this school since its beginning nearly six years ago. On the weekly uniform day in particular there is an almost tangible sense of orderliness on campus and in the classrooms. The presence of uniformed, disciplined cadets affects the behavior of all the student body, even the non-cadets.

Of special value to the school is the opportunity the NJROTC affords to students to excel. The traditional campus prestige and acclaim usually enjoyed only by outstanding athletes and cheerleaders is made available to a far greater number through participation in drill, color guard, rifle team and academic team competitions. The cadets enjoy an obvious pride in their uniforms and membership in the NJROTC.



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The number of scholarships and academy appointments earned through the NJROTC is impressive. The relatively small group of graduating cadets (20-25 annually) have shared education benefits which have had a dollar value twice that of the rest of the 600 students graduating combined. Last year alone, the ROTC scholarships and academy appointments they earned were estimated at more than \$350,000. Obviously, this is a program that is paying for itself many times over both for the students and the military service.

### LANDER VALLEY HIGH SCHOOL Lander, WY

\* NJROTC provides an important option within our high school curriculum. It enhances the diversity we are able to offer our students. Though not for everyone, it is a very beneficial program to that 12 to 14 percent of our student body who participate. For many of our students, it is the most important activity that they are a part of. The comments regarding NJROTC at Lander Valley High School are predominately positive.

Our guidance staff finds the program very beneficial, it satisfies an elective requirement for a good portion of our student body, and it enhances growth and development of many of our young people in the school.

Our administrators all the way up, including the superintendent and the school board are very high on our NJROTC program and consequently, very supportive. It is good for the kids in development of responsible virtues and a sense of pride in a patriotic-oriented group.

We get exceptional support and recognition from the local community and the parents of our NJROTC cadets. We receive excellent publicity from the local newspaper and local groups such as the American Legion and VFW; all of which reflect highly on not only NJROTC, but our high school as well. NJROTC at Lander Valley High School is an extremely beneficial program for both our students and our school. The mission of our Fremont County School district #1 is, we are dedicated to preparing all students to be responsible citizens. NJROTC at Lander Valley High School contributes significantly to that mission.

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