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## Army Junior Reserve Officers' Training Corps (JROTC) handbook for high school students

Joe Manuel Dominguez

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ARMY JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

HANDBOOK FOR HIGH SCHOOL STUDENTS

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

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In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

In

Education: Vocational Education

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by

Joe Manuel Dominguez

June 1999

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HANDBOOK FOR HIGH SCHOOL STUDENTS


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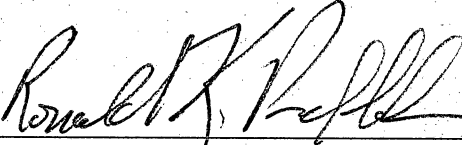
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by  
Joe Manuel Dominguez  
June 1999

Approved by:

  
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6/9/99  
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## ABSTRACT

The purpose of this project is to develop a handbook for Junior Reserve Officers' Training Corps scholars. This handbook is designed strictly for the utilization of students entering a Cadet Command's Junior Reserve Officers' Training Corps program. The handbook outlines particular areas of information that are extremely useful to cadets and instructors.

The handbook is divided into five exclusive sections: (1) Introduction; (2) General Information; (3) Explicit Information on How to Succeed in a Junior Reserve Officers' Training Corps Program; (4) Other Specific Related Information Concerning Junior Reserve Officers' Training Corps Cadets; (5) and Conclusion. The Introduction section provides a brief overview of this award-winning program, program curriculum and exceptions of cadets, Contents of the handbook, Use of the handbook and the Purpose of the handbook. Section two, General Information, provides the student with the history of the Junior Reserve Officers' Training Corps Program (the oldest established Junior Officers' Training Corps program west of the Mississippi), mission of Cadet Command, and overview of the Junior Reserve Officers' Training Corps Program worldwide. The third section of this handbook deals with Junior Reserve Officers' Training Corps cadets' uniform policy. Section four, Other Specific Related Information Concerning Junior Reserve Officers' Training Corps Cadets, provides students with pertinent information that deals with policies in the fields of courtesy, training, grading, and discipline. The Conclusion section is the purpose of the Junior Reserve Officers' Training Corps mission and the adaptability of this handbook.

## ACKNOWLEDGMENTS

I especially would like to thank Dr. Joseph A. Scarcella, of California State University, San Bernardino, for his professional leadership, caring, and mentoring that he provided. His total commitment to excellence in the field of education have made this Handbook possible. The encouragement he provided was like a Vivarin capsule that provided that extra ounce of energy.

I would like to acknowledge, and give a special thanks to Sergeant First Class Lester A. Whitis. He is a total professional instructor, who provided me with technical and personal assistance.

And, to my wife Fran, daughters Michelle and Yvette, and special friend Bella, who resides a thousand miles away. They were always there when I needed spiritual and mental advice; and their encouragement and caring attitudes were pillars of support when the waters got rough.

Finally, and most importantly, to my mother Carol (who passed away Mothers' Day, May 12, 1998). She was my friend, adviser, nurturer, mentor, encourager, and personal character builder. Her strength, both psychologically and physically, significantly made me the man I am.

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# **CHAPTER ONE**

## **Background**

### **Introduction**

The content of Chapter One presents an overview of the Junior Reserve Officers' Training Corps curriculum problem. The context of the problem is introduced, followed by the purpose, and significance of the project. Next, the limitations and the delimitations that apply to the project are reviewed. A definition of terms is presented at the end of the project.

### **Context of the Problem**

The evidence based on past national emergencies suggests that we as a nation do not properly train our American youth, and, if not properly trained they will not perceive real opportunities in their chosen career endeavors. Further, evolution versus revolution debates are an important part of the public disquisition on enabling deep social change for our young men and women. The project focuses on short-term strategies that can immediately increase civilian and military occupational choices for our young Americans, especially those who face crucial education and career decisions. In the field of education, both teacher and scholar view knowledge as a powerful tool that has changed the course of world history. High school students, who have joined the ranks of the Department of Defense's Armed Forces Junior Reserves Officers' Training Corps (JROTC), believe the United States is not exempt from this principle. The average Junior Reserve Officers' Training Corps Cadet (student) enters into the program with an extremely limited amount of military bearing and knowledge. Any prior military

knowledge the new JROTC student has is often restricted to movies such G. I. Jane or Rambo, and family members telling war stories around the dinner table. All of which are false and misleading pretenses. The Armed Forces approves the curriculum that is often strenuous for most JROTC students to initially comprehend the educational benefits. This is due to a deficiency of promulgation and the dispersion of information. Numerous JROTC students lose interest during the first quarter in the school program. Those losing interest early in the program lag behind their compeers and continue to relapse at a greater pace as the school year progresses. Lost interest presents the dilemma of oppressing slow starters who drop out of the JROTC program, which is due to the frustration of trying to keep up scholastically, physically, and mentally with their peers. Frequently, these scholar cadets put unnecessary pressure on themselves to succeed and often set curriculum standards much higher than what the program requires. A solution to the problem is to identify slow starters and provide peer tutoring and close classroom instructor assistance early in the program. Unfortunately, the current Program of Instruction and Armed Forces policies make this practice unreasonably difficult due to increased student enrollment (nationwide) in the JROTC programs. The rapid expansion of JROTC between 1980 and 1985 overwhelms the management capabilities of all regions. In a first region, for example, the number of units increased by 33 percent (225 to 298) between 1983 and 1985. During that time, the student population increased from 126,000 to 234,000 cadets. This situation has dramatically increased the requirement for a new program system that would provide auspicious and explicit information for new students contiguously affixed to their entrance into the JROTC program.

In the mid - 1980s and early 1990s the JROTC program began an era of growth that nearly doubled the JROTC high school programs around the globe. It should be noted that during this period, a passage and balanced budget and emergency deficit control act were established in 1985 (the Gramm-Rudman-Hollings Act). This act mandated that all federal programs hold stringent financial austerity, thus complicating the growth of JROTC programs. For example, “funding for supplies, equipment, and travel were cut considerably”. As a result, JROTC units were inspected and the establishment of new programs postponed. Senior units took up the slack by providing local support to JROTC geographically. Unfortunately, this increased the demands on all parties concerned (the added administrative, personnel, other support, etc. became taxing) (Renzetti, 1995).

In the 1990s, a driving force behind the expansion of JROTC programs was former Chairman of the Joint Chiefs of Staff, retired General Colin Powell. Former ROTC graduate, General Powell, believed that such a program was the “best opportunity for the Department of Defense to make an impression on our nation’s youth” (Zumwait, 1996, p.3). Former United States President George Bush was also a resourceful believer in the JROTC program. The most recent JROTC expansion began on August 24, 1982, when President George Bush, during a speech at the Lincoln Technical Institute in Union, New Jersey, announced that “Today we are doubling the size of our JROTC program. We’re are going to expand it from 1,500 to 2,900 schools” (Zumwait, 1996, p. 36). According to Sundt (1996), JROTC is a great program that boosts high school completion rates, reduces drug use, raises self-esteem, and gets youths firmly on the right track. It is a



program that gives approximately 150,000 youths the benefit of what has made our country great.

The 2,900 high schools that President Bush was referring to included sponsored units by the Army, Air Force, Navy, and Marine Corps. These programs are disseminated around the world—Germany, Guam, Japan, Panama, the Far East, etc. Unfortunately, the rapid growth and the lack of knowledge about the JROTC program undermine its existence, thus creating an educational void that tends to mislead new recruits (Sundt, 1996).

### **Purpose of the Project**

The purpose of this project is to develop and design a handbook that provides explicit information related to standard operating procedures (SOP) that are essential for incoming students enrolled in a JROTC program. This handbook was designed to be an implementation and adoption handbook for setting standard programs globally.

### **Significance of the Project**

Contemporary JROTC programs' introductory orientation information provided to new recruits is not sufficient for preparing students. JROTC cadets are presently confronted with unexpected influences that psychologically and physiologically are detrimental to their mental health and physical conditions. The handbook provides curriculum avenues that make it easy for them to comprehend military rhetoric, traditions, and governmental skills that will increase their chances of success.

## **Limitations and Delimitations**

### **Limitations**

The project handbook was designed to be an appendage to Junior Reserve Officers' Corps Program of Instruction (POI). Student texts and workbooks for the Army, Navy, Air Force, and Marine Corps JROTC program are from the United States Armed Forces standard regulations that are discussed. The Army POI is modeled throughout the handbook, and is designed for the use by other branches of the Armed Forces JROTC. This handbook provides the Armed Services JROTC program with a guide for them to adjust and standardize their Program of Instructions as required.

### **Delimitations**

The target audience for this project are enrolled Junior Reserve Officers' Training Corps high school cadets, in Level of Educational Training I (LET I, 1<sup>st</sup> year cadet program, but can be used respectively in LET II, 2<sup>nd</sup> year cadet, LET III, 3<sup>rd</sup> year cadet, and LET IV, 4<sup>th</sup> year cadet). All JROTC programs presently have their own Level of Educational Training POI.

## **Definition of Terms**

The following are specific terms used only in a Junior Reserve Officers' Training Corps (JROTC) high school program:

JROTC Cadet: A high school student enrolled in the Junior Reserve Officers' Training Corps (JROTC) program learning the application curriculum of good citizenship, social studies, and military history (Department of the Army Pamphlet 145-2, 1997).

SASI: The Senior Aerospace Science Instructor is responsible to the United States Air Force's Cadet Command and the school for all administration, logistics, training, and classroom instruction for a JROTC program (United States Air Force's Department of Aerospace Science, 1995).

SAI: The Senior Army Instructor is responsible to the Army Cadet Command and the school for all administration, logistics, training, and classroom instruction for a JROTC program (USA, LET Department of the Army, 1997).

Wing: An organization or unit in a JROTC High School program that has 251 cadets or more (United States Air Force's Department of Aerospace Science, 1995).

Group: An organization or unit in a JROTC High School program that has 250 cadets or less (United States Air Force's Department of Aerospace Science, 1995).

Battalion: A JROTC unit made up of two or more companies of cadets that is commanded by a commissioned officer in the grade cadet lieutenant colonel (Department of the Army, 1997).

Company: A JROTC unit made of two or more platoons, forming part of the battalion of cadets (Department of the Army, 1997).

Element: Three or more JROTC cadets to include a cadet who is called the element leader (United States Air Force Department of Aerospace Science, 1995).

Flight: Two or more elements or units of 20 or more JROTC cadets that is commanded by a cadet, who hold the rank of cadets' lieutenant (United States Air Force Department of Aerospace Science, 1995).

Squadron: Two or more flights or units of 50 or more JROTC cadets is commanded by a cadet, who holds the rank of cadets' lieutenant (United States Air Force Department of Aerospace Science, 1995).

Platoon: A subdivision of a company, normally consisting of two or more squads of 12 JROTC cadets, which is commanded by a cadet, who holds the rank of cadets' lieutenant (Department of the Army, 1997).

Squad: The smallest unit in the JROTC composed of three or more cadets (Department of the Army, 1997).

NSI: Navy Senior Instructor is responsible to the Navy Cadet Command and to the high school for all administration, logistic, training, and classroom instruction for a JROTC program (Sundt, 1991).

Cadet Seaman Recruit: A cadet or first year high school freshman who has enrolled in a Navy JROTC program upon entering the program the cadet will be given the cadet rank or grade of an enlisted cadet E-1 (Sundt, 1991).

Cadet Seaman Apprentice: The next advancement or promotion level for a Navy cadet E-1 in a Navy JROTC program (Sundt, 1991).

Cadet Seaman: The next advancement or promotion level for a Navy JROTC cadet E-2 in a Navy JROTC program (Sundt, 1991).

Cadet Private: An Army or Marine JROTC cadet first year high school freshman will come into the program as an enlisted rank or grade of E-1 (Allan, 1987).

Cadet Airman Basic: A cadet or high school freshman in an Air Force JROTC program will be given the rank of an enlisted rank or grade of E-1 (United States Air Force Department of Aerospace Science, 1995).

Cadet Private First Class: The next advancement or promotion level for an Army or Marine JROTC cadet E-2 in a JROTC program (Allen, 1987)

Cadet Airman: The next advancement or promotion level for Air Force JROTC cadet E-1 (United States Air Force Department of Aerospace Science, 1995).

Cadet Lance Corporal: The next advancement or promotion level for a Marine JROTC cadet E-2 (United States Marine Corps, 1987).

Cadet Private First Class: The next advancement or promotion level for an Army or Marine JROTC cadet E-2 in a JROTC program (Department of the Army, 1987).

Cadet Airman First Class: The next advancement or promotion level for an Air Force JROTC cadet E-2 in a JROTC program (United States Air Force Department of Aerospace Science, 1995).

Cadet Petty Officer: The next advancement or promotion level for a Navy JROTC cadet E-3. A cadet in this rank or grade will have first-line supervision of 2 to 6 cadets (Sundt, 1991).

Cadet Sergeant: The next advancement or promotion level for an Air Force JROTC cadet E-3. A cadet in this rank or grade will have first-line supervision of 2 to 6 cadets (United States Air Force Department of Aerospace Science, 1995).

Cadet Sergeant: The next advancement or promotion level for an Army and Marine JROTC cadet E-4. A cadet in this rank or grade will have first-line supervision of 6 to 12 cadets (Department of the Army, 1992).

Cadet Battalion, Wing, or Group Commander: A cadet who is the senior cadet in a JROTC battalion, wing or group. He or she is responsible for all administration, training, and discipline problems within the organization (Reserve Officers' Training Manual 145-2, 1981).

Cadet Executive Officer: A cadet who is the senior member of the battalion, wing, or group who has the responsibility of supervising the organization's cadet officers and high ranking noncommissioned officers to ensure things gets done. He or she assumes command of the organization in the absence of the cadet commander. (Reserve Officers' Training Manual 145-2, 1981).

Cadet Operation Officer: A cadet who is responsible for all areas of training and operations of an organization. This cadet is responsible for the organization's Cadets Officers Candidate School (Reserve Officers' Training Manual 145-2, 1981).

Cadet Logistics Officer: A cadet who is responsible for all logistical functions to include ordering uniforms, tailoring of uniforms, office supplies, and equipment. He or she has the responsibility for all transportation needs during all JROTC's school activities (Reserve Officers' Training Manual 145-2, 1981).

Cadet Adjutant: A cadet who is responsible for all administrative functions, which includes but is not limited to maintenance of cadet's personnel records, weekly uniform inspection records, and merits and demerits records (Reserve Officers' Training Manual 145-2, 1981).

Cadet Public Information Officer: A cadet who is responsible for all facets of public relations for a JROTC program. The Information Officer has the responsibility for all publicity activities such as military reviews, military ball, honors night, parades, and community's services (Reserve Officers' Training Manual 145-2, 1981).

Cadet Intelligence Officer: A cadet who is responsible for the security of a JROTC unit's weapons, equipment, and buildings. He or she is also responsible for the security during a JROTC activity (Reserve Officers' Training Manual 145-2, 1981).

Cadet Command Sergeant Major: A cadet who is the senior noncommissioned officer who is in charge of all enlisted cadets and noncommissioned officers social activities, training, promotions and demotions (Reserve Officers' Training Manual 145-2, 1981).

Cadet Company and Squadron Commander: A cadet who is responsible for all that transpires within the unit. He or she is in charge during drill and ceremonies, uniform inspections, physical training, and missions in which their units participate during and after school activities (Reserve Officers' Training Manual 145-2, 1981).

### **Organization of the Project**

The project is divided into five chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations, and definition of terms. Chapter Two consists of a review of the

literature. Chapter Three outlines the population to be served and the project design. Chapter Four reviews the budget required for implementing the project. Chapter Five presents the conclusions and recommendations gleaned from the project. The Handbook and references follow Chapter Five.

### **Summary**

The importance and the necessity of this project are presented in Chapter One. Specifically, this chapter discussed the following: (1) Context of the Program; (2) Purpose of the Project; (3) The Significance of the Project (4); Limitations and Delimitations; (5) Definition of Terms; (6) Organization of the Project.



## **CHAPTER TWO**

### **Review of the Literature**

#### **Introduction**

The purpose of the literature review was to discuss the relevant readings pertinent to the Reserve Officers' Training Corps (JROTC) program. First, the legal and regulatory basis of the Armed Forces Junior Reserve Officers' Training Corps was discussed. Second, the discussion of its mission objectives and the scope of the Armed Forces Junior Reserve Officers' Training Corps. Third, the discussion of the instructor's qualifications and specifications of Armed Forces JROTC personnel. Fourth, a discussion on curriculum developed and composition of the Armed Forces JROTC program. The summary notes the overall impact of the program with student success.

#### **Origin, Legal, and Regulatory Basis of the Junior Reserve Officers' Training Corps**

The Junior Reserve Officers' Training Corps (JROTC) program was initiated in 1911 in Cheyenne, Wyoming, by Army Lieutenant Edgar R. Steevers. Lieutenant Steevers was assigned as an inspector-instructor of the Organized Military of Wyoming. During his assignment, he envisioned a non-compulsory cadet corps comprised of high school students. His program aimed toward making better citizens rather than soldiers. He wanted to teach the boys the advantages of a strong body and a clean mind, the value of self-control and restraint, civil duties, and responsibilities (United States Army 4<sup>th</sup> ROTC Region, 145-2, 1998).

The Secretary of War, the Honorable Lindley M. Garrison, authorized the Junior Reserve Officers' Training Corps to materialize with the passage of the Defense Act of

1916. The focus of the program was non-college military schools, high schools, and other non-preparatory schools. Under the Defense Act of 1916, high schools were authorized the loan of federal military equipment and the assignment of active or retired military personnel as instructors on the condition that they followed a prescribed course which requires a minimum enrollment of 100 students over 14 years of age.

The United States Army implemented the Junior Reserve Officers' Training Corps in 1916. They established one school at Norwich, Vermont, and another one at Riverside, California. In 1919, Captain Alden Partridge, a former Superintendent of the United States Military Academy at West Point, New York, developed a curriculum for the JROTC program.

At the inception of the JROTC, the course consisted of three hours of military instruction per week during a period of three years. Any JROTC graduate who completed this course of military instruction was provided with a certificate of eligibility for a reserve commission to be honored at age 21 (although this provision was allowed to lapse after World War I as the need for reserve officers declined drastically). When the United States entered the conflicts in 1917, however, there were few resources to spare for the JROTC program. Between 1916 and 1919, the Army established only 75 new units. About 45,000 students enrolled in JROTC during the 1919-1920 academic year (United States Army Regulation 145-2, 1998).

Federal support and assistance for the JROTC program was limited between the world wars. Due to funding constraints and a lack of enthusiasm on the part of the Army, the number of JROTC units increased only gradually during this era. By 1939, 295

JROTC units were in operation, which is not an impressive total for a program that had existed for over two decades. Federal backing of JROTC in this era was lukewarm, but the lack of participation of certain secondary schools was downright frigid. School counselors in many high schools scheduled military classes and training at inconvenient and undesirable times. Some schools in Minnesota and Wisconsin restricted JROTC instruction during lunch hour, while other schools throughout the country scheduled instruction during late afternoon or early evening (after normal school hours). Students' participation and enthusiasm suffered as a result. Shortage of space and resources also plagued many units. Even so, enrollment in JROTC stood at approximately 72,000 in 1947 (United States Army Regulation 145-2, 1981).

During the inter-war period, there arose another high school training program that in many respects resembled JROTC. It became known as the National Defense Cadet Corps (NDCC). The main difference between the competing programs centered on the amount of support they got from the federal government. JROTC units received instructors and uniforms from the United States Army and the NDCC did not. Weapons and a few training aids were about all that NDCC schools could expect in the way of material assistance. Many NDCC units wanted to join the JROTC program but couldn't due to the lack of support for JROTC expansion. Since the supervision and funding of NDCC units rested almost entirely in the hands of local school authorities, the Army's ability to exert its influence over them was tenuous. Consequently, the Army exhibited less interest in the NDCC than it did the JROTC programs. The NDCC took on a second class status and never attained the degree of military acceptance enjoyed by the JROTC

program. This lack of acceptance was evidenced by the fact that in 1939, only 34 NDCC units were in operation—a mere 27 percent of the JROTC total.

In 1942, the Secretary of the Navy joined the United States Army JROTC and established 27 Navy and Marine Junior Reserve Officers' Training Corps programs. In 1966, the United States Air Force started its Junior Reserve Officers' Training Corps program with only twenty units. The Secretary of Defense directed and tasked the United States Armed Forces' Secretaries to establish and maintain Junior Reserve Officers' Training Corps at public and private secondary institutions. Each secretary would establish their program according to their respective service program of instruction, directives, and regulations. Public and private schools involved in such programs would provide a course of military instruction not less than three years in length as prescribed by the military department concerned (United States Air Force, Leadership Education V-7101T 1-1, 1998).

The Department of Defense promulgated the application selection and processed criteria on how high schools can apply for a JROTC program. All high schools' JROTC participants must provide the program with classroom space, administration offices, office equipment, storage space, drill field and equitable manner in comparison with other departments and must pay the costs of utilities and maintenance thereof (AR 145-2, 1981).

Once a program is established, each JROTC unit must maintain an enrollment of at least one hundred students from within the high school student body or a total of 10 percent of the student population. The program requires that all students prior to

enrollment must be fourteen years of age and a United States citizen (United States Army Regulation 145-2, 1998).

The Reserve Officers' Training Corps Program for Secondary Educational Institutions and the Department of Defense (DOD) Directive 1205.13 prescribes and establishes policies for JROTC in secondary schools. This directive requires that all JROTC programs must provide proof of at least three-years of citizenship, leadership, technical computer skills, map reading, cadet challenge, drill, ceremonies, first aid, and communication skills. It establishes a course of instruction that is equal to 180 hours of classroom instruction per school year. The 180 hours of instruction are divided into two subdivisions: 108 hours of instruction are required to be performed from the approved core curriculum and 72 hours can be provided from the Optional I curriculum with the approval of the Senior Service Instructor (DA PAM 145-6, 1988).

### **Mission Objective and Scope of the Junior Reserve Officers' Training Corps Program**

The mission of the JROTC program is to motivate young people to be better citizens. To accomplish this mission, the program provides instruction in leadership, knowledge of the United States Government, and the Constitution of the United States of America. The objective is to provide the cadets with awareness of their rights, responsibilities, and privileges as American citizens. Public Law 88-647 according to Wilbur (1991), has authorized the establishment of 3,500 units in the lower forty-eight states, Alaska, Hawaii, Puerto Rico, Panama, American Samoa, Guam, Japan, Korea, Germany, Italy, and the District of Columbia" (p. 59). The demand for JROTC units

exceeds the ability of the Department of Defense to accommodate the requesting schools because there currently exists a backlog of over 190 schools desiring to participate in the program. A school that desires to participate in a JROTC program must meet one of the following accreditation standards:

- Accreditation by a nationally recognized accrediting agency.
- Accreditation by a state or state educational agency.
- Attainment of a pre-accreditable status of reasonable assurance subject to attainment and maintenance of one of the other two listed statuses within five years of initial academic enrollment of students.

According to the Defense Department each United States Armed Forces Secretary will prescribe policies, regulations, and classroom instructions for their prospective JROTC program. The Secretary of Education and the Department of Education of each state are the first in line that must approve the JROTC curriculum. This is followed by each school district's Board of Education approval of the curriculum. The Cadet Command Regulation 145-6 (1998), and United States Army 4<sup>th</sup> ROTC Region Pamphlet 145-24 (1998), long-term JROTC objectives and program curriculum should include but not be limited to that following.

- Initiate an understanding of the critical importance of completing high school in our society.
- Acquire program funding, and equip JROTC classrooms with personal computers and computer-programming technology education.
- Acquire funding for better physical facilities and equipment.

- Inspire habits of self-esteem and self-discipline.
- Develop social caring, family morals, and values.
- Implement curriculum alignment, emphasis on higher-order skills, positive home-school relationship, and outstanding leadership.
- Promote an interest in the military services as a profession and occupation.
- Improve performance of disadvantaged students and bolster young people competitiveness in the international social and financial environment.

### **Instructor Qualifications and Specifications**

All instructors are retired commissioned officers and noncommissioned officers from all the military departments. They are carefully selected to become instructors by their individual department based on their educational and Military Occupational Specialty (MOS). Each high school JROTC unit is authorized as a minimum, one retired commissioned officer (minimum of 20 years of service) as the senior service instructor and one noncommissioned officer. Junior Reserve Officers' Training Corps instructors who apply for a JROTC teaching position must possess the following characteristics:

- (1) Be of good moral character and have the mental ability, positive attitude, physical appearance and condition, and neatness required for favorable representation of the program and the Armed Forces in the school and civilian community.
- (2) Have general knowledge of course subject matter and demonstrated instructional ability. Award of an instructor Military Occupational Specialty

(MOS) is not sufficient evidence to automatically qualify for a teaching position in any JROTC program.

- (3) Demonstrate the professional ability to lead, motivate, and influence young men and women to learn and develop leadership, self-reliance, discipline, and responsiveness to constituted authority, and attributes of good citizenship and patriotism.
- (4) Is a citizen of the United States of America and without ties that would reasonably influence the instructor to act in favor of a foreign country or a person bound to a country having basic or critical interests opposed to those of the United States.
- (5) Have a military and civil record that reflects through evaluation reports and public record a high degree of efficiency and effectiveness, and conduct that is above reproach. Records must reflect an overall manner of performance that would compare favorably with contemporaries if on active duty.
- (6) Have no record of conviction by court martial under Title 10, USC, Section 972, and no record of civil conviction except for minor traffic offenses.
- (7) Have been discharged under honorable conditions from all previous enlistment and prior service.
- (8) If an officer, have a baccalaureate degree.
- (9) Not have been retired from active duty more than 5 years at the time of initial employment.
- (10) Meet retention medical fitness standards.



- (11) Have no speech impediment, which would detract substantially from the ability of the junior instructor to conduct articulate and intelligible instruction.
- (12) JROTC instructors are hired and paid by the school district and are school personnel. Instructors are responsible to the principal or a designated administrator for the overall conduct of the program. All instructors must meet district and school certification requirements (United States Army Regulation 145-2, 1995).

### **Junior Reserve Officers' Training Corps Curriculum Development**

The JROTC curriculum has been a fluid program since its conception by the United States Congress in 1916. Under the Junior Reserve Officers' Training Corps Vitalization Act of 1964, all services are categorized under one umbrella for curriculum uniformity. The JROTC program became an official coed organization in 1974. It should be noted that Riverside Poly High School was coed in 1972. Riverside Unified School District, under the leadership of Richard Thorstad, helped develop the Riverside Poly Federal Occupation classes to circumvent federal prohibition and restrictions on women being military trained with men. Since 1974, there have been minor changes such as a new computer lab, updated uniform wear, and added management classes to the program. However, the US Congress has passed the Defense Authorization Act of 1993, increasing the eligibility for an expanded program of 230 more units through our educational system, which has not been enforced because of our current worldwide reeducation of United States Armed Forces' policy.

## **Junior Reserve Officers' Training Corps Curriculum Content**

The curriculum of the Department of Defense JROTC program is a methodical continuance of learning that is designed for students' career development according to Leadership Education Training (LET) grade level. This program is based on sequential hierarchy characteristics of learning. The program focuses on the student development in citizenship and leadership. To reinforce citizenship and leadership, the program offers academic skills in the fields of Personal Communication Skills, American and World History, Alcohol and Drug Awareness, First Aid, Survival skills, and Map Reading skills. The program also offers classes in Military Drill and Ceremonies, Marksmanship, Cadet challenges, Computer skills, Military History, Avionics, Battle Group configuration, and Wear and Inspection of the Military Uniform. The program is built to have students advance at their own pace and abilities. Satisfactory completion of the program can lead to scholarship, and advanced placement in the Senior ROTC or advancement in ranks if students join the Armed Forces.

In the JROTC program, students are not in any way obligated to join the Department of Defense. The program promotes attending college or a vocational program in lieu of a military career. The JROTC provides a viable alternative program for a large segment of the student body. Management of organization and teamwork are an integral part of the curriculum and are designed to enhance development of leadership (United States Government Pamphlet JROTC Program of Instruction, 1980).

### **Junior Reserve Officers' Training Corps Curriculum Policies**

The curriculum of the JROTC program has been established with a great deal of elasticity so that the program can be more easily integrated into any American high school. The senior service instructor has the latitude to adjust the curriculum as necessary to fit school and student schedules. The Department of Defense mandates 180 hours per school year of core curriculum military and general educational courses requirements and 72 hours of instruction tailored to fit the school activities, including physical education and health classes (United States Army Publication, Curriculum of Instruction JROTC 145-4 1980).

### **Impact of the Junior Reserve Officers' Training Corps Program on Students**

“According to the Independent Educational Consultants Association (IECA), many of the various things that are taught in JROTC are also valued by and are principles of IECA” (Smith, 1987, p. 38). IECA principles are that of passionate involvement in activities demonstrating leadership and initiative, service to the community, summer activities and other important activities that will build character and make the applicant unique or stand out from the rest of the crowd. The JROTC program of instruction parallels IECA principles.

JROTC is unique in leading the way in teaching leadership and citizenship to young people. A trained and ready nation has as its foundation, competent and confident leaders and good citizenship. The JROTC program develops young leaders and citizens through a dynamic process consisting of three equally important pillars: institutional training, operational assignments, and self-development. Such an approach is designed to

provide the education, training, and experience that enable leaders and citizens to develop the necessary skills, knowledge, and attitudes. “JROTC students must learn to fulfill expectations that the majority of high school students will never experience in their lifetime” (Renzetti, 1995. p. 43).

A good JROTC student leader and citizen will:

- Teach subordinates to take the time to share with their peers the benefit of experience and expertise (LET IV to LET I).
- Learn to listen with equal attention to our superiors and our subordinates. Leaders can only solve problems if they know about the problem. Leaders won’t know it if they don’t listen.
- Treat cadets with dignity and respect by showing genuine concern and compassion for their subordinates. Leaders must learn that it is a two-way street; a leader will be accorded the same level of respect that he or she shows for others.
- Set the example of good citizenship and pride in serving their community and country.
- Build pride through activities such as community clean up, raising their schools’ American flag and saying the Pledge of Allegiance.
- Innumerable educators and parents credit the JROTC program with introducing structure and discipline into the lives of at-risk teenagers, and presenting them with positive role models. Educators and cadet commanders have surveyed schools throughout the country and have found that students who have joined the Junior Reserve Officers’ Training Corps program have developed self-respect,

self-discipline, self-esteem, and more respect for school and community authority.

The surveys also found that students who completed the JROTC program have a graduation rate of 97 percent. “Out of the 97 percent of graduating seniors, 18 percent received Senior ROTC scholarships, 39 percent joined the ranks of the military and 35 percent went on to junior college, universities and/or vocational schools” (Smith, 1995, p. 101-102).

### **Summary**

The documentation promulgates the importance of the project that was presented in Chapter Two. The following subjects were discussed: (1) The origin, legal, and regulatory and policies basis on Cadet Command, Department of Defense, Armed Forces JROTC; (2) The mission objectives of the Armed Forces JROTC program; (3) Instructor Qualifications and Specifications; (4) Armed Forces JROTC curriculum development, content and policies; and (5) Impact of the program on the student. The review of the literature concludes that Junior Reserve Officers’ Training Corps programs provide students with opportunities for experiential and practical learning.

## **CHAPTER THREE**

### **Methodology**

#### **Introduction**

Chapter Three explains the steps used in the development of the project. First, it discusses the population served. Secondly, it presents the handbook development process that includes use of resources and the content validation process. Thirdly, the handbook design is presented. The chapter concludes with a summary.

#### **Population Served**

The population served by the use of the handbook includes high school students in grades nine through twelve who are enrolled in a Junior Reserve Officers' Training Corps program worldwide. The curriculum guidelines used in the handbook were developed by the United States Armed Forces in cooperation with educators throughout the United States.

#### **Handbook Development**

The succeeding segment of the project provides a synopsis of the handbook developing process. It reviews the resources that were employed in the development of process and design of the handbook.

#### **Handbook Structure**

This section of the project renders a summary that was used in the development of the handbook. The composition for this handbook has been extracted from contemporary material. The majority of the handbook material comes from the following sources: The Marine Corps' Leadership Education I; Fundamentals of Naval Leadership I; Aerospace

Science; Army Regulation 145-2 Junior Reserves Training Officers' Corps Program; Organization Administration, and Training, and the Fourth Region Pamphlet 145-6 United States Army Junior Reserve Officers' Training Corps; General Information Guide.

Secondary sources were reviewed and are listed in the reference section.

### **Content Validation**

Expert JROTC instructors validated the content and instructional strategies that are used in this handbook. Copies of this handbook were mailed and distributed to various JROTC instructors within the Inland Empire (San Bernardino and Riverside Counties). Each participant school's instructor was encouraged to provide comments both on the correctness and completeness of the project. All returned commentaries were reviewed and compiled into the final project. Furthermore, over 160 JROTC cadets at Riverside Poly High School were surveyed to determine what particulars they felt should be covered in the project.

### **Handbook Design**

The handbook was developed for the explicit use of students enrolled in an Armed Forces Junior Reserve Officers' Training Corps program. The United States Reserve Officers Training Command and Fourth Region Headquarters provided information and reference materials. Simplicity, understanding and reading of the material was a major concern when developing the handbook. Students lack of knowledge of the curriculum was a major consideration in the developing of the handbook, which consists of five sections: (1) Introduction; (2) General Information;

(3) Specific Information on Ranks, Peer Rating and Awards; (4) Other necessary information such as Grading and Course Materials; (5) Conclusion.

The Introduction, is an overview of an Armed Forces Junior Reserve Officers' Training Corps program and included is an introduction and welcoming letter to the program. Section two, General Information, provides the students with information of the JROTC program. Section two describes the history of the oldest (Riverside Poly High School) JROTC school west of the Mississippi. Section three, Information on Ranks, Peer Ratings and Awards, focuses on those problems often associated with new students. Section four, Other Information such as Course Materials and Grading, provides information and instruction on course structure, and materials required to successfully completing the JROTC program. It also provides the students with an understanding on which areas in the program are the most heavily weighted for grading purposes. The Conclusion lends a concluding statement that summarizes the program handbook.

### **Summary**

The procedures used in the development of this handbook were delineated. The procedures and description on how the handbook was developed are methodically presented. Who would profit (students) by the use of the handbook and the content validation process were completely described. Concluding, the handbook design was presented.



## **CHAPTER FOUR**

### **Budget**

#### **Introduction**

Chapter Four specifies the costs associated with establishing the proposed handbook. Precise costs are presented and are similar to those expenses found throughout the Armed Forces Junior Reserve Officers' Training Corps program worldwide.

The Armed Forces JROTC program is a cooperative effort between school districts, and participating schools, in conjunction with the participating JROTC Branch Services. Prior to activating a program, each school district and the Armed Forces sign a contract of agreement and understanding on cost sharing, facilities, and budgeting responsibilities. The Armed Forces provide participating host school districts with funding for most essential operating expenses, to include students work and text books, uniforms, and approximately one-half of the instructors salaries. A normal JROTC school day is divided into five regular bell schedule periods, of 50 to 55 minutes each. The budget submitted is based on an average of 155 students or 31 students per class.

## Budget Outline

The following cost is projected producing the proposed handbook:

Cost for producing and copying 200 copies (Kinko's \$4.50 per copy) \$900

Cost for mailing 40 copies to Inland JROTC units (US Post Office \$3.75) \$150

**TOTAL COSTS FOR HANDBOOK \$1,050**

Although costs vary from school district to school district worldwide, the following is a ballpark figure on the cost of forming a Junior Reserve Officers' Training Corps (JROTC) program in the Inland Empire. Riverside Poly High School JROTC is used as a model:

**Program Title:** Riverside Poly High School Junior Reserve Officers' Training Corp.

**District:** Riverside Unified School District.

### **Estimated Average Daily Attendance (ADA) and Income:**

15 School Periods x 31 Slots x 180 days of instruction x .75 = 62,775

divided by 525 = 119.57 (ADA) x \$2,450 (Comp Unit) = **\$292,947**

**Instructor Salaries** = 1 Instructor (Grade Major 0-4 \$40,000 per year), 1 Instructor (Grade CSM E-9 \$34,000 per year), 1 Instructor (Grade SFC E-7 \$32,000 per year).

**\$40,000 + \$34,000 + \$32,000 = \$106,000** annual salaries. It should be noted that the Department of Defense would reimburse the school district the amount of \$106,000 annually for having a JROTC program.

**TOTAL SALARY \$106,000**

### **Employee Benefit**

State Teachers Retirement System  $8.25\% \times \$106,000 = \$8,745$

Medicare  $1.45\% \times \$106,000 = \$1,537$

Health and Welfare Benefits  $3 \times 5,500 = \$16,500$

State Unemployment Insurance  $.05\% \times \$106,000 = \$ 530$

Workers Compensation Insurance  $1.5\% \times \$106,000 = \$ 1,590$

**TOTAL BENEFITS = \$28,902**

### **Other Operating Expenses**

Books and Supplies

= \$ 0

(Cost of supplies and books are covered by United States Armed Forces)

Transportation (Riverside Poly High School) = \$ 1,500

Uniforms and office operating equipment is provided by the Armed Forces

Costs to the program. = \$0

Post Matches/Parades Competition = \$500

(Funding for competition matches provided by Student Body Association)

Total Other Operating Expenses = \$2000

### **Operating Budget**

Estimated ADA Income \$292,947

Certified Teachers Salaries minus reimbursement by

United States Armed Forces <\$106,000>

Employee Benefits <\$28,902>

Other Operating Expenses	<\$2,000>
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<b>Grand Total Program Costs</b>	<b>&lt;\$136,902&gt;</b>
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<b>Estimated Income</b>	<b>\$156, 045</b>
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ADA Income minus total cost = Estimated Income

### **Summary**

Chapter Four provides a cost analysis on the projected cost for a school district to establish a JROTC program. It provides a bird's eye view on cost and benefits that a school district will be profiting by establishing a program. Chapter Four also provides an expense outline on the cost of producing this handbook.

## **CHAPTER FIVE**

### **Conclusion and Recommendations**

#### **Introduction**

Chapter Five presents the conclusion as well as the recommendations extracted from this project. Finally, the chapter ends with a concluding summary.

#### **Conclusion**

The conclusions extracted for this project are as follows:

1. The research and surveys concluded that a handbook for students joining a JROTC program is notably important not only for the students but also for a well-structured and managed program. The handbook will provide students with viable JROTC program information that is currently not available.
2. The Armed Forces JROTC is a positive program that promotes citizenship, leadership, and the pursuit of higher challenges and goals through education. The program teaches the recognition and respect of government constituted authority. This recognition and respect taught at JROTC programs goes beyond the government; it also focuses on our parents, family members, police officers, supervisors at work, and authority figures in other institutions such as schools. Cadets caring, discipline and helping their fellowmen are the pillars of a JROTC program.

## **Recommendations**

The recommendations attributable to this project are as follows:

1. It is highly recommended that United States Armed Forces JROTC adopt and utilize this project handbook as an instrument for cadets to succeed.
2. It is advisable and recommended that this project handbook be updated every three years or as major changes occur to the JROTC program or as directed from higher United States Armed Forces Command.
3. It is also recommended that the United States Armed Forces Cadet Command acknowledge the need for this handbook and approve, funding for the procurement and distribution worldwide to all JROTC companies, battalions, and brigades.

## **Summary**

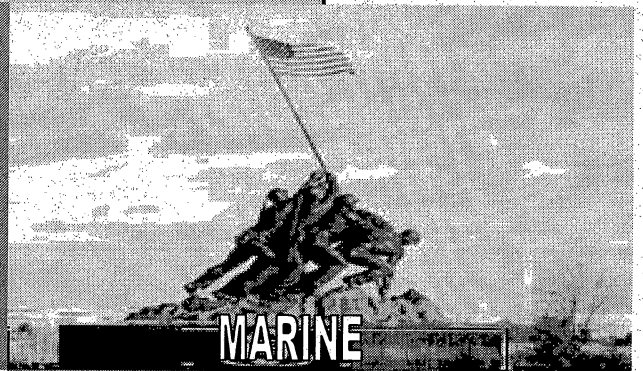
The purpose of this project is to develop a handbook for the high school JROTC program that will assist the students in successfully completing a four-year Junior Reserve Officers' Training Corps program. This handbook will also provide guidance to students to meet performance objectives and directives as outlined by the United States Armed Forces Cadet Command. These conclusions and recommendations presented are based on cadre, students, senior service instructors, and school administrators' scrupulous review of the information presented in the four preceding chapters. The Chapter Two review of the literature could not provide all the necessary literature that is required by incoming cadets. Chapter Three explains the development and structure of the handbook. Chapter Four illustrates the costs in implementing a high school JROTC program.

## **APPENDICES**

### **JUNIOR RESERVE OFFICERS' TRAINING CORPS HANDBOOK**

# JUNIOR RESERVE OFFICERS' TRAINING CORPS

## HANDBOOK



## HANDBOOK



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## **Foreword**

The Reserve Officers' Training Corps Vitalization Act of 1964 (Title 10, United States Code (U.S.C.), Section 2031, Chapter 102, Public Law 88-647) directed, tasked, and authorized the United States Armed Forces Service Secretaries to establish and maintain Junior Reserve Officers' Training Corps (JROTC) programs at private and public secondary schools. Department of Defense Secretaries of the Armed Forces Services request participating public or private schools to schools maintain a minimum a three-year program.

Department of Defense (DOD) Directive 1205.13, Reserve Officers' Training Corps Programs for Secondary Educational Institutions, directs that all Junior Reserve Officers' Training Corp program curriculum must be beneficial to the student and of significant value to the Department of Defense. Directive 1205.13 also authorizes the Department of Defense, Armed Forces Department, to establish four years Reserve Officers' Training Corps (Senior) program at private and public post-graduate educational institutions. The instructional curriculum is established by the Department of Defense through Cadet Command who request a minimum of 108 hours Department of Defense classroom and field instruction per school year. The mission of the JROTC is to motivate young people to become constructive and productive citizens. It has to be understood that the Department of Defense JROTC is not a recruitment program for the United States Armed Forces. A student who joins the JROTC program is not obligated in any way to join the United States Armed Forces. JROTC program are established in our

American secondary schools to teach leadership, promote citizenship, and to stress the importance of a good solid and productive education.

Joe M. Dominguez, Major, United States Army, (RET)

Senior Army Instructor

## **CHAPTER ONE**

### **Requirements and Expectations**

#### **Introduction**

The list of sections of this handbook were intended to provide helpful assistance and to serve as a beacon through your first weeks of enrollment in a Junior Reserve Officers' Training Corps program. The handbook was also designed to give you the student a solid foundation on how to master a Junior Reserve Officers' Training Corps program and be successful.

#### **Author's Information Message to Incoming Cadets.**

*Cadet Commands' Junior Reserve Officers' Training Corps Students*

You are to be complimented for registering in one of the finest young peoples' leadership program that is offered and funded by the United States Department of Defense. I am happy to welcome you into the Department of Defense Youth and Leadership program that is an award-winning program that has continuously grown each year. Last year worldwide there were approximately 250,000 students enrolled in the Junior Reserve Officers' Training Corps program. Our goal was to enroll over 300,000 students by the year 2000 and continue our growth according to our nation's population growth. The reason for this extraordinary growth is that the Junior Reserve Officers' Training Corps is a program that teaches leadership, camaraderie, ethical values and the principles that produce good and solid citizenship.

The paramount mission of the Junior Reserve Officers' Training Corps program was to develop national pride and to promote the development of an overall ethical

student for the prosperity of the United States of America. Stressing integrity, responsibility, and respect for authority was the way that the Junior Reserve Officers' Training Corps fulfills its mission.

A complete standard-issued United States Armed Forces uniform will be issued to each incoming cadet. Uniform issuance will be according to branch of service and geographical area that the cadet is joining. All uniforms and equipment that are authorized are issued at no cost to the school, parent or student. However, it is the responsibility of students to ensure the proper maintenance of their uniform such as dry cleaning, polishing brass/shoes and washing and ironing attires. It is also the students' responsibility to turn in their uniforms at the end of each school year. It is Cadet Command policy that students must wear their uniform at least one day of each school week. They must also wear the uniform as dictated by their school and community's activities and on national holidays.

All extra curricular activities, such as color guards, rifle marksmen team, drill team, raiders, and summer camps are strictly on a volunteer basis only. Some JROTC programs have mandatory activities that all cadets must participate in and attend, such as honors night, and Department of Defense Branch Services' birthday military balls. Cadet Command requires that all JROTC schools participate in an annual summer or springtime camp. This annual camp is at no cost to the schools, students, or parents. Summer or springtime camping is fun, safe but challenging to all participants. Camp activity ranges from swimming, mountain rappelling, and orienteering to first aid. School room instruction is on subjects such as the United States Constitution, United States military

and civil history, drug abuse and prevention. Outside the classroom students will learn map reading, cadet challenge (physical fitness training), military drill and ceremonies, American Red Cross CPR, and gun/rifle safety.

Cadet Command provides all Junior Reserve Officers' Training Corps students with all school (JROTC) manuals, workbooks, and project books free of charge. Like any other school's courses, there is homework that all students must complete and it is graded by the instructors. It should be noted that not all Junior Reserve Officers' Training Corps military classroom instruction is rigid by nature. Classroom instructions are open discussions that can be very opinionated and sometime positively controversial, especially when students are taught the first through the fifteenth and the nineteenth United States Constitutional Amendments. This handbook should answer most of the questions that you as a first-year cadet may have about the Junior Reserve Officer' Training Corps. It should be noted that if you have any questions about this handbook, call the author, Joe M. Dominguez, Major USA (Ret), (909) 657-5768. My FAX number is the same.

## **Contents of the Handbook**

This handbook was designed to make your JROTC experiences constructive, productive, enjoyable and rewarding. It was written specifically for all JROTC incoming cadets to familiarize them with the program. If in the course of your reading, you find an area of interest that you feel needs to be changed or improved upon, you can submit changes through your chain of command or write the author. This handbook should provide students with valuable information that will assist them in their classroom and field training instruction. Cadets should take their time to read through this handbook carefully as the outcome could be surprising, educational, and profitable. The student should remember that the JROTC mission is to train our nation's future leaders in leadership and citizenship. Consequently, this handbook is a guide and not an alternative for students' initiative, common sense, and good judgment. It contains information on the history of the Junior Reserve Officers' Training Corps and what the student needs to be aware of in the program. The Cadet Code of Honor and the Cadet Creed are also in the handbook. The handbook provides the student with information on the criteria's for promotion and awards, merits and demerits, and counseling statements. If the students use this handbook wisely, their experiences with Junior Reserve Officers' Training Corps will be gratifying and satisfying. The students can use their chain of command, to communicate their opinions and suggestions about the program.



## **Purpose of the Handbook**

Students should be aware that the proper use of this handbook would assist them to succeed in any Junior Reserve Officers' Training Corps program. As members of a JROTC program the students will be provided opportunities to develop leadership and management skills that will be invaluable during their lifetime and professional careers. The Junior Reserve Officers' Training Corps is programmed to provide the student with an opportunity to learn subjects such as survival skills (desert, wetlands, glaciers, etc.), leadership skills, map reading, computer technology, managerial skills, citizenship, the seven communication skills, military and civil history, social sciences, first aid training, camaraderie, and physical fitness training, to name a few. The JROTC program is unique because there are certain subjects that are self-pacing, learn at your own pace. The instructors are there to assist the student in developing a self-paced working and learning program. The JROTC is not a recruiting tool for the United States Armed Forces. However, your school's career center and your instructors do work closely with local recruiting offices. This relationship is there to assist you if you have any questions about the Department of Defense career opportunities and life styles. Let your instructors or the school career center know about your concerns, as they can request guest speakers to come to your school to answer your questions. This information is useful to you if you are thinking of joining the U. S. Armed Forces, especially if this is your second successful year in the program. Upon completion of your second year in the program you are eligible for promotion if you desire to enter the military. With the senior service instructor recommendation, high school JROTC seniors, who have completed three or

four years of the Junior Reserve Officers' Training Corps program, are eligible for one or more additional ranks/grades promotions upon enlisting in the U. S. Armed Forces.

### **Use of the Handbook**

This handbook should be used as a student-guiding instrument. It is advisable that the student read the entire handbook not later than three weeks into the Junior Reserve Officers' Training Corps program. Some JROTC programs schedule introductory material that may allow the students to go over this handbook. However, it is the responsibility of the student to become familiar with or ask any questions that may arise about the contents of the handbook. It is highly recommended that this handbook be part of the student's home library so that when questions do arise, it is readily available. The student can use this handbook as an instrument for the recruitment of friends into the Junior Reserve Officers' Training Corps program. Students are rewarded with ribbons for recruiting their friends into the program.

## **CHAPTER TWO**

### **General Information**

#### **The History of the Junior Reserve Officers' Training Corps Program**

The first high school to actually begin teaching (unofficially) the Junior Reserve Officers' Training Corps was program in Cheyenne, Wyoming. Army Lieutenant Edgar R. Steevers came up with the idea to form a non-compulsory cadet corps with the mission to make better citizens of his students. Lieutenant Steevers wrote to the Commandant of West Point Military Academy, Captain Alden Partridge, and presented him with his idea of a cadet corps in our nation's secondary schools. Then with the passage of the National Defense Act of 1916 the Junior Reserve Officers' Training Corps came into being. The main focus of the Junior Reserve Officers' Training Corps was on secondary schools. Under the provisions of the 1916 Defense Act high schools were authorized the loan of federal military equipment and the assignment of active or retired military personnel as instructors. The Defense Department also added the condition that high schools must followed a prescribed course of training and maintain a minimum enrollment of 100 students over fourteen years of age. At its inception, the Junior Reserve Officers' Training Corps course consisted of three hours of military instruction per week for a period of three years. Any Junior Reserve Officers' Training Corps graduate who completed this course of military instruction was authorized a certificate of eligibility for a reserve commission to be honored at the age of twenty-one (although this provision was allowed to lapse after World War I as the need for reserve officers declined). When the United States entered the conflicts in 1917, however, there were few resources to spare

for the JROTC program. Between 1916 and 1919, the United States Army established units at only thirty high schools. About 45,000 students enrolled in the program during the 1919-1920 school year.

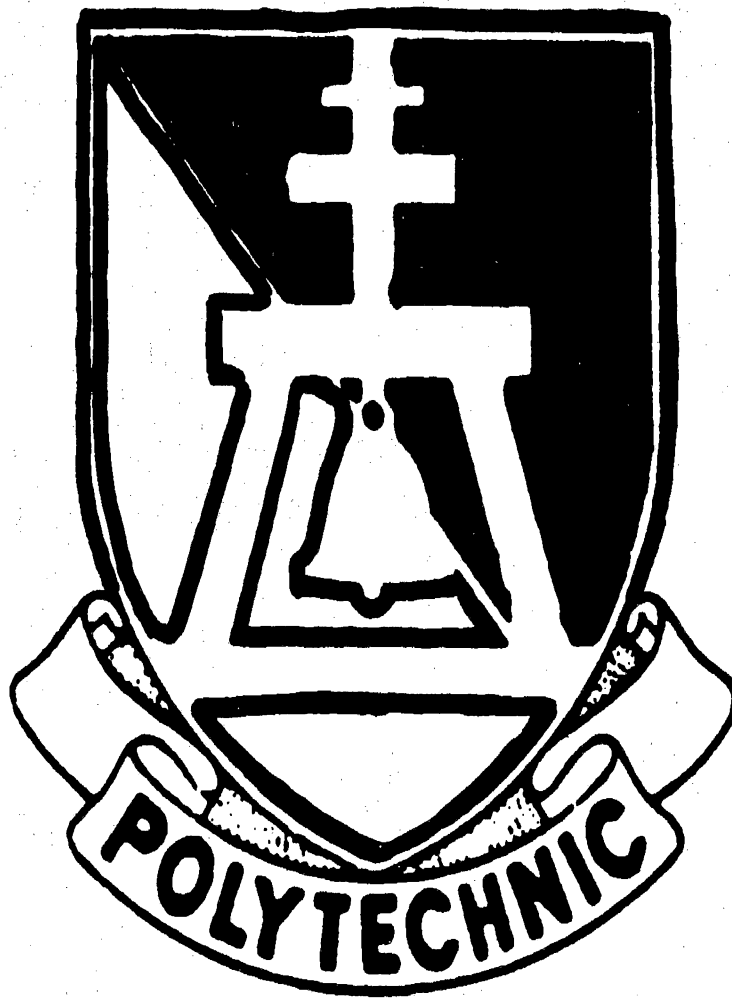
Federal support and assistance for the Junior Reserve Officers' Training Corps was limited between the world wars. Due to funding constraints and a lack of enthusiasm on the part of the United States Army, the number of JROTC units increased only gradually during this era. By 1939, there were 295 units in operation. This is not an impressive total for a program that had existed for over two decades. Federal backing of the program in this era was lukewarm, but the backing of certain secondary schools was downright frigid. Many high schools scheduled military classes and training at inconvenient and undesirable times. Some schools restricted Junior Reserve Officers' Training Corps instruction to the lunch hour while others gave it time in the late afternoon or early evening. Students' participation and enthusiasm suffered as a result. Shortages of space and resources also plagued many units. Even so, enrollment in Junior Reserve Officers' Training Corps was at 72,000 cadets in 1942.

The end of the Vietnam War and the elimination of the draft in the early 1970s piloted a new era for Junior Reserve Officers' Training Corps cadets. At that time when public esteem for the military profession was low, the U. S. Armed forces felt compelled to exploit more fully the JROTC program's potential as a recruiting source. Accordingly, junior cadets were authorized to enlist in the U. S. Armed Forces in the advanced grades of E-2 through E-4 depending on their performance and experience in the Junior Reserve Officers' Training Corps. Qualified graduates were given a special honors category for

nomination in the United States Military Academies. Junior Reserve Officers' Training Corps received another stimulus in July, 1976, when President Gerald Ford signed Public Law 94-361, which raised the authorized number of JROTC units from 1,200 to 1,600. During this period, women won the right to enroll in the program. A court ruling in the summer of 1972 declared the exclusion of females for the Junior Reserve Officers' Training Corps to be "discriminatory." The first female cadets entered the program at the beginning of the school year 1972-1973. Over the next two decades, female representation in Junior Reserve Officers' Training Corps grew steadily, with female cadets comprising over 40 percent of the Corps. In September, 1980, Congress passed Public Law 95-342, which lowered the mandatory Junior Reserve Officers' Training Corps unit enrollment level from 100 to an amount not less than 10 percent of the host institution's enrollment, thereby paving the way for increased high school participation in the program.

The most recent expansion began on August 24, 1992, when President George Bush announced during a speech at the Lincoln Technical Institute in Union, New Jersey, "Today we are doubling the size of our Junior Reserve Officers' Training Corps program. We're going to expand it from 1500 to 2900 schools. Junior Reserve Officers' Training Corps is a great program that boosts high school completion rates, reduces drug use, raises self-esteem, and gets these kids firmly on the right track". The United States Cadet Command was assigned the mission of planning and carrying out the expansion. It was a mission that had been anticipated by the Commander of Cadet Command. In his command guidance for the school year 1990-1991, Cadet Command Commander issued a

statement that he vowed to “get the Junior Reserve Officers’ Training Corps out of the closet” and give it an emphasis equal to the Senior ROTC program. The Cadet Command Commander also advocated expansion of all Junior Reserve Officers’ Training Corps programs” (Gray, 1987, p. 36).



**Distinctive Unit Insignia**

Polytechnic High School Army Junior ROTC Battalion

History: The double cross is the "rain cross" to which the Indians of the Southwest have prayed for centuries. It is also a sacred symbol of the tombs of Egypt and in the catacombs of Rome. The Buddhists call it the Swastika or Suti, meaning "It is well" or "So be it." Today the total design, including the frame, bell and cross, are commonly referred to as the "Indian Raincross." The bell signifies unity and the calling of the town's people to gather around and unite.

## **The History of the City of Riverside and its Junior Reserves Officers' Training Corps Program**

Every Junior Reserve Officers' Training Corps program is unique, and each participating high school has its own proud history. The author of this handbook has selected Riverside Poly High School as a Junior Reserve Officers' Training Corps history model, because it is the oldest JROTC west of the Mississippi. In 1870, over 100 years ago, there was a war in Europe and things were booming in the United States. On September 14, 1870, John W. North and a group of financiers from our eastern states became owners of 6,000 acres that had once been the East End of the Mexican land grant, the Rancho Jurupa. This began the story of the City of Riverside, California. The City of Riverside is a progressive city of 250,000 inhabitants who have earned the title as an All-American City. It has some of the finest educational institutions in Southern California's Inland Empire, such as Riverside Community College and the University of California, Riverside, chosen by scholars who are seeking a high-quality education.

The following is the history of Riverside High School. In 1884 the Riverside School Board of Education was operating the Common School, or Riverside Elementary School, grades 1 through 8 at this time. The school board recognized the need to provide students with a more advanced education, even though there were no provisions for advanced education in the public school system. The California State Constitution did not provide the preparatory (high) schools at this time. The only high schools in California were private or operated by specially chartered cities. It was decided by the Board of Education to hire for the Riverside Common School teachers who were qualified to teach



“the higher branches of education in high school.” In 1890 the first high school students received their high school diplomas. The graduating class consisted of four girls and three boys. The class of 1902 was the last high school class to graduate from the Grant Building Facility with 20 girls and 12 boys receiving their diplomas. In 1917, the Polytechnic High School started the Poly High School Cadets, a military organization formed for the boys to provide an additional vocational subject for Poly High School. In the 1919-20 school year, it was officially designated a Junior Reserve Officers’ Training Corps unit. In the battalion’s earliest years, the training program consisted mainly of physical training and drill and ceremonies. Today less than half the instructional time is devoted to drill and ceremonies. The program is well balanced between ceremony drills on the parade field and classroom instruction, and is in strict compliance with the Department of the Army guidelines. Today’s curriculum emphasizes are on leadership development, high tech training, management skills, physical fitness training, etc., in order to prepare the students for leadership challenges for all walks of life.

When Riverside Poly Junior Reserve Officers’ Training Corps program was organized, JROTC was compulsory for all males attending Poly High School. As a result, the school boasted a cadet corps of over 500 students. In 1921, military training was made voluntary and enrollment dropped to about 175 cadets. In 1970, enrollment was opened to female students, placing Riverside Poly High School among the first Army ROTC units to accept female cadets. Since then, young female cadets have been full-fledged members of the JROTC battalions and have enjoyed all of the same opportunities and advantages as the male cadets. During the battalion’s early years, the uniform was

worn daily. While many depression-era families welcomed this practice, the high-collar, World War I type uniform's wrap-around leggings were a chore to the cadets. In 1925, the U. S. War Department approved a change to a more comfortable collar, but tailoring changes were at each cadet's expense. Today Cadet Command requires that all students participating in a Junior Reserve Officers' Training Corps program wear their uniform at a minimum of one day per week. Once the schools' JROTC program issues a complete uniform to a student, the Department of the Army will pay for all alterations and tailoring.

In the 1920s, a rifle range in the vicinity of March Air Force Reserve Base was used for all cadet marksmanship training. There, the cadets had the opportunity to fire the .30 caliber Springfield rifle and the Browning automatic rifle. Frequently the JROTC cadets would stage sham battles in the arroyo adjacent to the old Poly High School, at the present site of Riverside City College. In 1930 the War Department prohibited high school cadets from firing weapons larger than .22 caliber. Today the Poly High School cadets rifle team uses the Daisy Target Model 853 Air Rifles for target practicing and rifle competition. The Department of the Army has designated Riverside Poly High School as an Honor Unit With Distinction almost every year since 1957. This award is given to units with the best performance and most outstanding accomplishment in community services and involvement. To evaluate this, the Department of the Army holds Biennial Formal Inspections every second school year. As a member of a JROTC unit, the students will have every reason to be proud of its heritage, its accomplishments, and the high esteem in which every JROTC battalion holds in their community. A Junior

Reserve Officers' Training Corps student's positive attitude, interest, and the application of the student's best effort is as necessary to maintain those high standards in the future as they have been in the past.

### **The Junior Reserve Officers' Training Corps Cadet Command Expectations For Cadets Worldwide**

- Think Critically
- Use the Latest Technology
- Communicate Effectively
- Work Collaboratively
- Demonstrate Independence and Self- Motivation
- Exhibit Social Responsibility and Accountability

The above are the six teaching tools that Cadet Command uses to trains the cadets in becoming the best ethical and caring world citizens.

### **The Mission of Cadet Command Junior Reserve Officers' Training Corps Program**

The Junior Reserve Officers' Training Corps is a national program authorized by the United States Congress and conducted by the Department of Defense and Cadet Command in cooperation with educational institutions in response to needs expressed by the people of the United States of America. Its mission is to establish in our secondary educational institutions strong values of citizenship, personal responsibilities, and sense of accomplishment through scholastic achievements and service to their community. The overall goal is "To Motivate Young People to be Better Citizens." (DA PAM 145-2., 1998).

## **The Junior Reserve Officers' Training Corps Cadets Creed**

Every major Armed Forces and military institution in the world has its own honor code of creed. This is to instill pride, caring and honor into the hearts of men and women in their countries. For example, the oldest military institution here in the United States is the United States Military Institute at West Point. Their motto is “*Duty, Honor, Country.*” These three precious words have served this country well. The Junior Reserve Officers' Training Corps Creed is:

*I am a member of the Cadet Command Junior Reserve Officers' Training Corps. As such I will always conduct myself so as to bring credit to my family, country, school and the Corps of Cadets.*

*I am loyal and patriotic. I am the future of the United States of America, the greatest democracy on earth.*

*I shall not lie, cheat, or steal and will always be accountable for both my actions and deeds.*

*I shall always practice good citizenship and patriotism. I will work hard to improve my mind and strengthen my body. I will seek the mantle of leadership, be it civic or military, and stand prepared to uphold and defend the United States Constitution and the American way of life.*

*May God grant me the vigilance and prudence so that I may always live by this creed.*

## **CHAPTER THREE**

### **Explicit Information On How To Succeed In A Junior Reserve Officers'**

#### **Training Corps Program**

##### **The Junior Reserve Officers' Training Corps Uniforms Policy**

All Junior Reserve Officers' Training Corps cadet uniforms and accessories, including footwear, are the property of the United States Government and are issued without charge to cadets. However, parents or guardians are financially liable for the cost of replacing any item that is lost or damaged because of fault or neglect on the part of the student. Each cadet uniform is tailored, dry cleaned, and issued at the beginning of each school year. This policy also applies to new students entering the program at second school semester. Students are responsible for the care and maintenance of their uniform and accessories throughout the school year. Uniform and accessories will be retained until the end of the school year or unless the cadet withdraws from the Junior Reserve Officers' Training Corps program (Hayward, 1997).

Each student's parent or guardian, although not in the program, is asked when they sign permission documents and concur with Junior Reserve Officers' Corps policy and regulations that their son or daughter will properly care for their issued uniform. Parents will be billed for any items that were issued to the student and not returned at the end of the school year.

All issues and turn-ins of uniform and accessories are recorded on the clothing and equipment records and are authenticated with the cadet's signature and the initials of the issuing of program supply manager. Payment for items not turned in must be made by

a personal check and made to the school Junior Reserve Officers' Training Corps program. The school's accounting office or department will do a debit and credit transaction to the student's school account (Hammer 1997).

If a student departs in the middle of a school semester, the student must turn in her/his uniform before the student can receive a school grade. Schools' transcripts with grades will not be forwarded to the gaining school until all liabilities are paid.

A cadet who takes pride and special care of the uniform is generally promoted at a higher rate than peers who are wearing their uniforms that look like the uniform was just taken out of the washer and dryer (Walker, 1996).

## **CHAPTER FOUR**

### **Other Specific Related Information Concerning Junior Reserve Officers'**

#### **Training Corps Cadets**

#### **Junior Reserve Officers' Training Corps Military Courtesy, Training, and Discipline Policies**

Junior Reserve Officers' Training Corps Military Courtesy may be best defined by defining "Courtesy" --- the respect and consideration we pay one another. Military courtesy includes additional outward signs such as:

Addressing cadets by their ranks and surnames, i.e., "Cadet Private Murphy, Cadet First Sergeant Waters, Cadet 1<sup>st</sup> Lieutenant Silva, Captain Glasgow, " etc. Cadet Enlisted, Non-commissioned and Commissioned Officers should always address a senior commissioned officer with a "Sir" to males and Ma'am" to females.

Greeting superior commissioned officers with a salute is done when both parties are outside. Cadets don't have to salute if they are inside a closed office. The lower-ranking cadet initiates the salute five-steps away from the approaching commissioned officer. When a cadet is saluting he should salute with his right hand (hand open, fingers closed and perpendicular, brings index finger of right hand to touch the right eyebrow and makes the salute snappy with pride). Salutes are exchanged with verbal greetings such as "Good Morning Sir" or "Good Morning Cadet Private Miranda" (United States Navy, 1984).

Military courtesy is shown in numerous other ways that will be covered in detail in a Junior Reserve Officers' Corps classroom. The showing of courtesy demonstrates pride and high moral standards in a Junior Reserve Officers' Training Corps program.

### **Junior Reserve Officers' Training Corps Program Grading Policy**

Grades for a Junior Reserve Officers' Training Corps program are based and issued in the same manner as prescribed by the hosting high school's grading policy. Quarterly grades are usually issued at the end of the first and third quarters. Semester grades are issued at the end of the second and fourth quarters during the school year.

Cadet Command recommends that 60 percent of a cadet's grade should be based on the Junior Reserve Officers' Training Corps cadet academic performance. The remaining 40 percent should be on the cadet's weekly uniform inspection and evaluations of his proficiency on military bearing, drill and ceremonies (Department of the Army, 1986).

### **Junior Reserve Officers' Training Corps Schedule Training Program**

A JROTC typical training week usually starts on Monday. Mondays are usually scheduled and devoted to drill and ceremonies. This is where cadets are taught military courtesies, ceremonies, marching and drilling with or without rifles. Classroom instructions are scheduled for Tuesdays and Thursdays. Classroom instructions and subjects that are taught but not limited to are the United States Constitution's Bill of Rights, United States Armed Forces' The Seven Effective Communication Skills, and Microsoft Computer Technology to United States Armed Forces Etiquette. Wednesdays are devoted to formal uniform inspections. Uniforms are worn to school, during all



school hours, and going home. Fridays are fun days. This day is devoted to physical training and organized athletics. Cadets are advised to wear proper civilian clothing, such as jeans, sweatpants and sweater, T-shirts, or shorts, and appropriate footwear must be worn (Sizer, 1994).

## **CHAPTER FIVE**

### **Conclusion**

Junior Reserve Officers' Training Corps handbooks that are published do not particularly meet the needs of high school students who are about to embark on a rigid and rewarding Military Science class. Based on the data obtained from questioning Junior and Senior Reserve Officers' Training Corps classroom instructors across the state of California, a need for better high school Junior Reserve Officers' Training Corps handbook exists. This handbook provides the students with important information that will assist them to enjoy, mature, and have a productive four years of constructive learning and exploratory experiences in a Junior Reserve Officers' Training Corps program. The handbook's main mission is to motivate young people to become better and productive citizens.

## **APPENDIX A**

### **Eligibility**

The Junior Reserve Officers' Training Corps is a dynamic program that provides students with an opportunity to get involved in worthwhile activities and have fun at the same time. However, involvement and fun must not interfere with the primary reason for being in school- -getting an education. To insure that all cadets who take part in Junior Reserves Officers' Training Corps extra-curricular activities are making satisfactory progress in their academic work, the procedures herein will be used in establish eligibility for participation in any JROTC activity.

In order to be fully eligible for all Junior Reserve Officers' Training Corps activities, a cadet must maintain a 2.0 grade point average (GPA) and have no failing ("F") grades for the previous nine-week period. With a GPA between 1.5 and 2.0 and/or with one failing grade, a cadet is on probation. Below 1.5 or with more than one "F", the cadet is not eligible for participation in extracurricular teams or certain other activities.

A cadet who is not fully eligible but who has at least a 1.5 GPA and not more than one "F" grade may still participate in JROTC extra-curricular activities until quarter report cards are issued. In order for a cadet to continue participating in an activity, the cadet must show that his class low grades have improved. The teacher from whom the cadet received a grade of "D" or less must document the improvement. Failure to show improvement in classes where grades were "D" or lower will result in the cadet being declared ineligible (Department of the Army, FM-25, 1990).

In order for a cadet who is on probation to take part in any activity that requires missing an academic class, the senior service instructor must give his or her approval. Each case will be considered on its merits.

A cadet declared ineligible may not be an active member of any team and may not take part in any scheduled Junior Reserve Officers' Training Corps activity without the permission of the senior service instructor and administration approval. Help on Junior Reserve Officers' Training Corps material is available from the instructors on most days, either before or after school hours. Assistance on all academic subjects is available through volunteer Junior Reserve Officers' Training Corps tutors. In addition, most teachers have tutoring sessions. It is up to the individual cadet who wants to remain eligible to take early advantage of these opportunities.

## **APPENDIX B**

### **Expectations**

Junior Reserve Officers' Training Corps cadets hold a unique place among students in their high school. They are easily identified as belonging to a group that stands for honesty, patriotism, and living by the rules. Cadets who do not measure up to these ideals will probably not remain in the program for long. JROTC cadets are expected to learn and to obey all rules of their school and of the JROTC program.

Teachers and administration officials in all high schools form their personal opinions and conclusions about the Junior Reserve Officers' Training Corps program based on the actions of the cadets they observe. The outstanding reputation of the Unit is based on the conduct of the cadets' teachers who have come to expect the best from all JROTC cadets. A cadet who causes trouble in another class can expect the teacher or school's assistant principal of discipline to contact the senior service instructor. Students who fail to show proper respect during the Pledge of Allegiance or the National Anthem will receive demerits. Cadets who failed to wear the uniform properly in classes will receive a non-dress and an "F" for that graded uniform inspection. If a cadet is often tardy to class, he will be given a detention that will be served after school hours. If a cadet failed to do his assigned work, or is disruptive in class, he can expect to be counseled by the assistant instructors or senior service instructor. If attempts to correct the problem fail, the cadet risks being removed from the Junior Reserve Officers' Training Corps program without credit (Riley, 1996).

It is impossible to provide a complete set of rules that cover all situations. In general, cadets are expected to be honest and respectful individuals at all times. The following are classroom rules that a cadet must follow and obey, these lists of classroom rules are not in any way all-inclusive:

- In class do not talk when the instructor or another student is talking. If you have something to say, hold up your hand to be recognized.
- Sit up in your chair and remain alert. If you are ill, ask for a pass to the school's nurse to provide you with some professional medical assistance.
- Do not ask to go to the bathroom during class time except in extreme emergency. Use school passing period to go to the bathroom.
- No chewing gum is allowed at any time. Any cadet who is caught chewing gum is subject to after-hours school detention.
- Do not sit on a classroom table or desk top. Tables and desktops are not built to hold your weight.
- No open soft drinks are to be in the classroom. If you have an unopened soft drink, put it in your backpack. Drinking of soft drinks are prohibited in most classrooms.
- No food is to be consumed in the classroom at any time. Some schools allow lunch to be eaten in the classroom as long as you are willing to help clean the area at the end of lunch period.
- No personal gear is to be left in any classroom without the permission of the assistant instructors or service senior instructor.

- During class times when a test is being given, no talking is permitted until all test papers have been turned in. A grade of zero may be assigned for any violation.
- Any cadet who cheats from another cadet's work or test is subject to a grade of zero and may be dropped without credit for the program.
- Book bags, purses, backpacks, etc., are private personal property and no one except the owner is to touch or go into these items without a verbal consent by the owner or by a written permission from the owner. Any evidence of theft will result in disciplinary action by the school and the cadet will be dropped without credit from the program.
- Proper military courtesy is expected from cadets at all times when in uniform. This includes proper salutes and a respectful manner when dealing with cadets who are senior in the cadet chain of command. The words "Sir" or "Ma'am", as appropriate, are to be used freely.
- On uniform day, a complete and correct uniform is to be worn at all times unless an instructor permits variations. Coats, when worn, are buttoned or zipped. Cadets must wear their hats when they are outside a building.
- Cadets who are wearing ties must tie them correctly as prescribed in this handbook. If a cadet is wearing a long-sleeved shirt, all buttons are to be buttoned.
- Only material related to JROTC class may be out or in use during your classroom instruction. Letters, books, magazines, and assignments from other classes are to be put away before the tardy bell rings and may not be brought out without the

permission of the instructor. Non-JROTC material will be picked up the JROTC instructor and the material will not be given back to the student until the student brings a note from the teacher who assigned the assignment.

The Junior Reserve Officers' Training Corps program complies with and enforces all school rules, policies, and regulations. In order to have satisfactory conduct in this program, a cadet must also obey all rules and laws of their school and community (Riley, 1996).



## **APPENDIX C**

### **Guideline for Personal Merits and Demerits and Administrative Punishment**

Merits are awarded to cadets for outstanding performance of extracurricular or after-school activities. Any cadet may recommend merits to his or her immediate chain of command supervisor or to the senior service instructor about a deserving individual.

Demerits may be levied for infractions of discipline or for any act of disobedience or insubordination committed within the scope of a Junior Reserve Officers' Training Corps activity. Written requests for demerits may be initiated by a noncommissioned or commissioned cadet officer. Demerits will be written and submitted to the individual's company commander for processing.

Administrative Punishment. A person in the offender's chain of command is to give administrative punishment at the time of an infraction. Administrative punishment for any infraction may be given at the discretion of the highest noncommissioned or commissioned cadet officer who witnesses the violation of a Junior Reserve Officers' Training Corps rule. Demerits can be used for administrative punishment and will be recorded in the cadet's personnel file. However, administrative punishment can include policing up the Junior Reserve Officers' Training Corps area, after-school detention or Saturday School Studies that are monitored by a school official. A person punished in this way may demand a review of the punishment by the senior service instructor.

## MERIT SHEET

DATE \_\_\_\_\_

CADET'S NAME: (Last) \_\_\_\_\_ (First) \_\_\_\_\_

RANK \_\_\_\_\_ COMPANY \_\_\_\_\_ JROTC LET Level \_\_\_\_\_

Number of Merits Recommended \_\_\_\_\_

<u>Check Merit Box</u>	<u>Value recommended</u>	<u>Levied</u>
_____ Military Courtesy	_____	5 - 20 _____
_____ Community Service	_____	5 - 20 _____
_____ Parade Participation	_____	5 - 20 _____
_____ Other	_____	5 - 20 _____

Submitted By \_\_\_\_\_ Rank \_\_\_\_\_ Co/Sqd \_\_\_\_\_

Company/Squadron Commander's Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Commander's Signature \_\_\_\_\_ Signature of Awardee \_\_\_\_\_

Signature of Approving Authority \_\_\_\_\_

Recorded By \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

## DEMERIT SHEET

DATE \_\_\_\_\_

CADET'S NAME (Last) \_\_\_\_\_ (First) \_\_\_\_\_

Rank \_\_\_\_\_ Company/Squadron \_\_\_\_\_ JROTC LET Level \_\_\_\_\_

Number of Merits Recommended \_\_\_\_\_

<u>Check Demerit Box</u>	<u>Value recommended</u>	<u>Levied</u>
_____ Lack of Military Courtesy	_____	2-7 _____
_____ Insubordination	_____	5-20 _____
_____ Foul Language	_____	5-20 _____
_____ General Misconduct	_____	3-10 _____
_____ Other	_____	1-20 _____

Submitted By \_\_\_\_\_ Rank \_\_\_\_\_ Co/Sqd \_\_\_\_\_

Comments by Cadet Initiating Recommendation for Demerits

\_\_\_\_\_  
\_\_\_\_\_

Company/Squadron Commander's Comments \_\_\_\_\_

\_\_\_\_\_

Comments by Cadet Receiving Demerits \_\_\_\_\_

\_\_\_\_\_

Signature of Commander \_\_\_\_\_ Signature of Cadet \_\_\_\_\_

Signature of Approving Authority \_\_\_\_\_

Recorded By \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX D**

### **Promotions and Demotions**

The Junior Reserve Officers' Training Corps program is designed in such a way that every effort put forth by a cadet is recognized through promotions and duty assignments.

Every student who enters the program is given the title rank of an enlisted person E-1 private, in the Navy JROTC, the cadet is called Cadet Seaman Recruit, in the Air Forces JROTC cadet Airman Basic, and in the Army and Marines the cadets are known as Cadet Private. Chapter One of this handbook provides a rank structure for Cadet Command's Junior Reserve Officers' Training Corps program.

Cadets can advance to the next rank of E-2 through E-3 proving their enthusiasm, scholastic abilities, and knowledge of the Junior Reserve Officers' Training Corps to their cadet chain of command. The company cadet noncommissioned officers are the ones who select and recommend qualified cadet candidates. They will send the names of those cadets whom they have selected to the company cadet commander, who will then select the most qualified cadets and make his recommendation to the cadet battalion commander, who has the final approving authority for these promotions. Such recommendations and selections of candidates are usually made at the end of each school's quarters (Ayer, 1991).

To become a qualified noncommissioned officer, most programs have a cadet noncommissioned officer candidate school. Usually this school is held at the end of each school's quarters.

The subjects that cadets should be trained and tested ranges from (but not limited) to: how to inspect cadet uniforms, writing evaluation reports, merit and demerit procedures, counseling statements, seven communication skills, drill and ceremonies, giving proper commands, respect for grades and ranks, and chain of command, etc. There is also a cadet noncommissioned officers' promotion board, that is used to promote the graduates from the noncommissioned candidate school. This board usually consists of the cadet battalion commander, battalion executive officer, three battalion staff officers and the battalion command sergeant major (Zumwait, 1995).

Prior to a cadet going before a promotion board he or she will be given written notification with times, dates and location as to where the promotion board will be held. This notification will be prepared by the battalion cadet personnel officer S-1 and given to the individual cadet commanding officer for distribution. The questions that are usually asked to selected cadets apply to their classroom grade level. The battalion's cadet company commanders and cadet first sergeants prepare predetermined questions that will be asked at the promotion boards. The questions are like but are not limited to, current affairs, chain of command, leadership educational training, field manuals, first aid, etc.

For those cadets who are selected for the next higher grade, the battalion personnel officer (S-1) will promulgate and distribute written orders to all the companies within the battalion for further distribution. The company commander will present the promotion stripes and will give one copy of the orders to the cadet. The company clerk will place a copy in the cadet's personal file.

The cadet battalion commander and the senior service instructor establish an officer candidate school. This school is in conjunction with the noncommissioned officer school, so those officers can train with the noncommissioned officers. The officers' candidate school is open to second-and-third year noncommissioned officers who have completed noncommissioned officers' school. This school is a requisite to become a commissioned cadet. Selected noncommissioned officers (cadets) will be trained and tested on the following subjects, (but limited to) managing a company, evaluation reports, oral presentation, computer technical training, mass formation training, training scheduling, training management of resources, etc. Prior to completion of the officers' candidate school program, the cadet battalion commander will conduct an interview with each attendee of the officers' candidate school in order to determine the special talents and preferences of each candidate for officer assignment. Cadets who successfully complete officers' candidate school are awarded cadet second lieutenant commissions.

Cadet commissioned officers can continue to get promoted by job performance and evaluation reports. A commissioned officer evaluation report shall be prepared for each commissioned officer at the end of each semester. A rater and endorser will evaluate each officer as follows:

<u>Rated Officer</u>	<u>Rater</u>	<u>Endorser</u>
Platoon Leader	Company Executive Officer (XO)	Company Commander
Company (XO)	Company Commander	Battalion (XO)
Co-Commander	Battalion XO	Battalion Commander
Staff	Battalion XO	Battalion Commander

Battalion XO	Battalion Commander	Assistant Instructor or
Bn Commander	Assistant Instructor	Senior Service Instructor

The above chain of evaluation for Junior Officers' Training Corps battalion can be modified to satisfy each battalion mission.

Each rating and endorsing officer must observe those officers he or she is assigned to rate throughout each school quarter. Rating officers shall hold informal counseling sessions with rated officers to discuss deficiencies whenever appropriate. Rating and counseling is not and must never be used as a weapon to get even with someone. This is totally unprofessional. Objectivity is necessary in order to help rated officers better exercise their responsibilities and improve their performance.

Upon completion of the evaluation report, the rating officer shall hold a discussion of the ratings with the rated officer. The rated officers may comment in writing on the evaluation of anything inappropriate that he sees. Evaluation reports must be neatly typed.

The endorsing officer will review the rating officer's comments as well as any comments made by the rated officer. His evaluations will include any necessary comments on differences between the rating and rated officer's opinions. It is highly recommended that completed evaluation reports be turned into the battalion personnel staff (S-1) officer not later than Friday of the second week of the second through fourth school quarters. Rated officers should be furnished copies of the evaluation reports at the end of the school year (Zumwait, 1995).

Demotions of cadet enlisted personnel in rank of PV2 or PFC may be recommended in the same manner as promotions to these grades. Recommendations must be clearly documented and must show reasons for the recommendation. Documented instances of continued inefficiency or continued misconduct are appropriate reasons for demotion recommendations. The assistant instructor or senior service instructor must make final approval for all demotions.

Demotions of cadet noncommissioned officers are authorized in the same manner as for noncommissioned officers' promotions. Company commanders may submit recommendations for demotions in the same manner as for noncommissioned officers promotions. The senior service instructor or assistant instructor will then convene a board similar in membership to a noncommissioned officers' promotion board to review the case and make recommendations to him or her. The senior service instructor or assistant instructor will approve all demotions, and will also investigate incidents regarding misconduct by a cadet. The battalion commander may investigate incidents that involve cadet performance inefficiencies. When infractions are extremely serious and could warrant termination of the individual from the program, the assistant instructor and the senior service instructor in conjunction with school officials are the only ones who can make this determination. All demotions are promulgated in writing and will be published by the battalion personnel officer (S-1). The cadet battalion commanders, in conjunction with the assistant instructor or senior service instructor, are the only ones who can approve and sign demotion orders. Such documentation will be filed in the cadet's personal file.



Junior Reserve Officers' Training Corps  
Golden Bear Battalion

Date \_\_\_\_\_

SUBJECT: Notification to Appear Before a Promotion Board

TO: Rank \_\_\_\_\_ First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Company \_\_\_\_\_

Under the provisions of the Golden Bear Battalions' Standard Operating Procedures, this is to let you know that you have been recommended for noncommissioned officers board.

This board is for promotional consideration to the rank/grade of corporal and above.

Therefore it is imperative that you appear before the promotion board on the date, time, and place indicated below:

Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

You are being considered for promotion to the rank of \_\_\_\_\_

You are requested to bring this letter with you when you appear before the promotion board.

\_\_\_\_\_  
Signature of the President  
Promotion Board

# CADET OFFICER EVALUATION REPORT

## Golden Bear Battalion

Cadet Name \_\_\_\_\_ Present Grade \_\_\_\_\_ Date \_\_\_\_\_

Duty Position	Company
---------------	---------

Explanation of Rating Symbols:

5 – Outstanding	4 – Above average
3 – Average	2 – Below average
1 – Unsatisfactory	

	RATE	ENDORSER
1. Demonstrated Character Strength _____		
2. Displays Knowledge of Assignment Duties _____		
3. Establishes and Achieves High Standards of Performance _____		
4. Plans Beyond the Immediate Requirements of Assigned Duties _____		
5. Exercises Proper Degree of Supervision _____		
6. Accepts and Acts Upon Suggestions and Constructive Criticism _____		
7. Maintains Effective Two-way Communication _____		
8. Demonstrates Concern for his Subordinates _____		
9. Sets the Proper Example for His Subordinates _____		
10. Is an Effective Cadet Instructor or Commander _____		
Total Points:		

Recommended for Promotion: YES NO

Comments by Rating Officer (continue on attached sheet if necessary)

Signature of Rating Officer \_\_\_\_\_

## **APPENDIX E**

### **Formal Inspections and Ceremonies**

This appendix provides guidance to cadets concerning the proper wear of the Junior Reserve Officers' Training Corps uniform for correct personal grooming and for public conduct while in uniform. Junior Reserve Officers' Training Corps cadets when in uniform are looked upon by the public as representatives of the United States Armed Forces. A standard "uniform day" will be Wednesday in most programs. The exceptions will be (but not limited to) national holidays, state holidays, and in-service schools days.

Inspections. On the official "uniform day" a cadet must wear a full and complete uniform from the time he/she leaves home in the morning, until he/she returns home after school. Every Junior Reserve Officers' Training Corps cadet in the battalion will undergo a graded, in-ranks inspection. The purpose of the weekly inspection is to determine proper fitness of the uniform, appearance, and military knowledge.

Noncommissioned and commissioned officers in the battalion will conduct inspections. Assignment of inspecting noncommissioned and commissioned officers will be announced and posted in the battalions' training schedules. Training schedules should be posted and promulgated in each of the battalions' / companies' training area.

Cadet inspectors should inspect cadets for proper military bearing, military knowledge, hair cut standards for male and female, and unauthorized articles on the uniform. The inspectors should also inspect male cadets for unauthorized body piercing articles such as rings on the nose, tongue, ears, and eyelids, etc. Female cadets must have their hair neatly groomed and off the collar of their jacket or blouses.

Hanging earrings are not authorized on a female cadet, only small pearl-size earrings are authorized. The authorized and unauthorized items mentioned above are not limited to, every Junior Reserve Officers' Training Corps unit. Cadets must adhere to good grooming and good maintenance of the uniform according to regulations from Cadet Command. Regular and proper uniform wear is a required part of the Junior Reserve Officers' Training Corps program. Unexcused failure to wear the uniform more than three times in one nine-week period will normally result in the student being dropped from the Junior Reserve Officers' Training Corps program.

Ceremonies. Throughout the school year Junior Reserve Officers' Training Corps programs participate in a variety of ceremonies, such as military parades for the Fourth of July Independence Day, Veterans' Day, Black History Month, Community's Founders Day, Presidents Day, etc. Participation in such activities is part of being a good citizen and a good cadet. All Junior Reserve Officers' Training Corps programs have an annual honors night ceremony, is to honor and recognize our young cadets for their achievements and contributions to their community and the Junior Reserve Officers' Training Corps program (Edge Learning Institute, 1992).

# Junior Reserve Officers' Training Corps

## Golden Bear Battalion

### Weekly Uniform Inspection Form

Cadet Name \_\_\_\_\_ Rank \_\_\_\_\_ Company \_\_\_\_\_ Date: \_\_\_\_\_

Maximum Points to be deducted shown for each type deficiency

	Maximum Points	Points Earned	Not in Uniform
Military Bearing	10		
Chain of Command	10		
Cleanliness of Brass	10		
Proper Placement of Insignias	10		
Shoes Shine	10		
Hair Cut to Standards	10		
Knowledge of Current Events	10		
Male's Polished	5		
Manual of Arms Knowledge/Perform	10		
Uniform Appearance and Cleanliness	15		
TOTAL POINTS EARNED	100		-100= F

A = 100 – 89

B = 88 – 78

C = 77 – 68

D = 67 – 58

F = any thing below 57

Unexcused failure to wear uniform = F

Signature of Inspecting Person \_\_\_\_\_ Duty Position \_\_\_\_\_

## APPENDIX F

### Social Etiquette

Etiquette has been defined as the rules of decorum or good manners. It defines the way people should treat each other. The information below will give you a good idea of what is expected of you at formal social events, including but not limited to military balls. Etiquette rules should help cadets make proper decisions during special social circumstances. The important rule to follow is to show and use good manners at all times.

*Being on Time.* One of the most valuable habits is being punctual. This habit is very important to a cadet's social life and during his span in the Junior Reserve Officers' Training Corps program. It is said that promptness and responsibility go hand in hand (therefore a habitual lack of punctuality must be considered irresponsible). There is no regulation that will tell a cadet when to leave a gathering; however, if a cadet states that he or she is leaving then they say good-bye to the host or hostess and leave. There are some functions that once you leave you may not return. For a military ball a cadet should plan to leave no later than the time designated for the ball to end.

*Introducing and Time to Go.* When introducing or saying good-bye, men and women should shake hands courteously with the host or hostess. The senior cadet should make the first move when introducing or saying good-bye. It is very rude not to accept an offered hand. If seated, a cadet should rise to his feet when being introduced to anyone and on the departure of anyone, especially a female cadet (even if she is only going to use the powder room). A good handshake is at elbow level. Cadets should avoid handclasps that crush or are too limp. A cadet should not linger and hold the hand too long, or pump

it up and down. A cadet should remember always to look the person in the eyes as they exchange handshakes. When ladies shake hands the younger cadet waits for the elder, or junior waits for a senior cadet, to offer her hand. The younger or junior cadet will rise when introduced to a wife, girlfriend or older woman, and remain standing until the woman is seated. Cadets in uniform do not hold hands or link arms in public. This is against the rules in most Junior Reserve Officers' Training Corp units. When a cadet male wishes to help a woman down from a platform he steps off first and extends his hand to her, palm up. Female cadets in uniform conform to military etiquette; in civilian dress they conform to civilian etiquette. A male cadet should offer a female cadet his arm only when she is in need of assistance, or if he is her escort. The cadet should never grasp or hang onto her arm. When the male cadet offers his arm it is bent at the elbow and parallel to the floor. The female cadet should wrap her arm lightly.

*Walking Outdoors.* When walking outdoors the male cadet walks closest to the curb. If there is no curb, he gives her the place of honor on the right. When walking with two female cadets the male cadet should position himself on the left. A male cadet may position himself between two females only if they are elderly and need assistance. When two or more cadets in uniform are walking together, they should keep in step with the senior cadet setting the pace. The senior cadet is also given the place of honor, on the right. Female cadets should also follow these rules and defer to senior cadets.

*Opening Doors.* When cadets are escorting a cadet female he should open any door and hold it, then follow the female through it. This, of course, does not apply when opening a car door. If the female cadet gets to the door before the male cadet, the male

cadet should not make a big deal about it. A cadet should precede a female cadet through any door that opens into a dark street or lead her down steep stairs. It should be noted that in the military or official setting a junior officer, whether male or female, opens the door for the senior officer, then follows.

*Courtesy in Cars.* When a male cadet accompanies a female cadet in a car, he should be the last to get in and the first to get out. He should hold the door open and close it after the female cadet has gotten in the car. When driving the male cadet always opens the door for the female cadet first, then takes his position in the driving seat. When stopped the male cadet gets out and opens the door for the female cadet. If it is too dangerous for the male cadet to get out he may excuse himself and reach across the female cadet, or ask another guest to open the door. On dates it is always polite to get out of the car and go up to the house to use the doorbell rather than blasting the horn.

*Seating a Female Cadet.* A male cadet will always seat a female cadet to the right and give her a place of honor, just as when walking. He will also assist her when she is sitting by gently pushing the chair forward as she bends to sit. The male cadet will assist her when she rises by gently pulling the chair back as she rises. The male cadet should always remember to be gentle, as he would not want his guest to fall on the floor.

*Holding Coats.* A male cadet will always help a female cadet with her coat by holding it at a comfortable level for her to slip her arms through.

*Sending Flowers.* When a male cadet is sending flowers make sure that the flowers are appropriate for the occasion. If a male cadet is going to a military ball, he should never send a bouquet of lilies to his female friend. If sending a corsage, make sure



it matches the female's attire. Flowers are not appropriate for wear on military uniforms. Male cadets may NOT wear flowers on their uniforms at a military ball or at any school function.

*Receiving Line in a Military Ball.* It is only courtesy that all cadets go through a receiving line at a military ball. The receiving line is formed near the entrance and is composed of the official hosts and guest of honor. At a military ball a designated officer, normally the Cadet Battalion Operation Officer (S-3) or the Administration Officer (S-1), will be positioned at the front to announce the name of guests as they arrive. The guests will shake hands and exchange greetings with the people in the receiving line as they proceed down the receiving line. When going down the receiving line the lady should be on the right and the couple will not hold hands, they will go down the receiving line as individuals.

*Conduct at Dances.* Cadets are expected to conduct themselves as ladies and gentlemen. Boisterous conduct on the dance floor is not acceptable. A gentleman never leaves his date by herself. When a gentleman completes a dance with someone other than his date, he should escort her back to her party and thank her for the dance.

*Obligations.* The first obligation of a male cadet is the lady whom he is escorting. She should be shown every consideration with respect and politeness. He must see that she is never neglected.

*Manners at the Table.* Good table manners are the same everywhere. Mealtime is for enjoyment, not only of foods but for the company of others. Good manners are not to be turned on or off. They should be used all of the time. It does take practice before

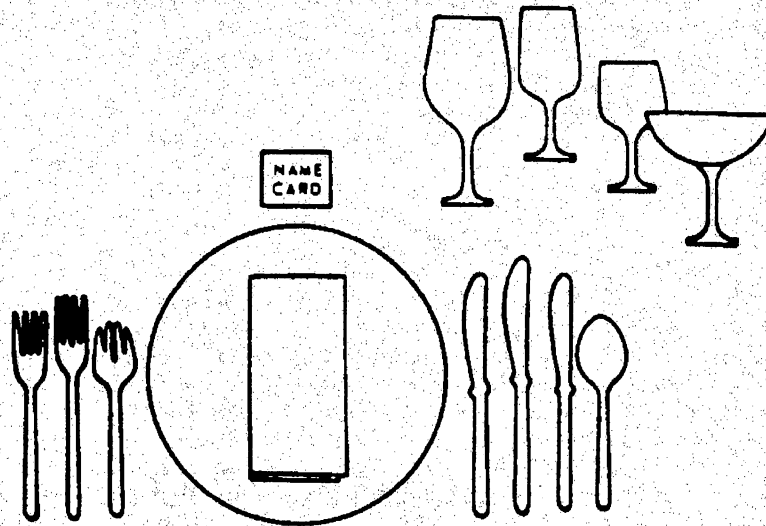
manners at the table become easy and automatic. Do not blame the poor dog under the table for your bad manners.

*Customs at the Dinner Table.* Use the proper utensil for food. The simplest silver service is a fork, knife and spoon. If you are in doubt of which utensil to use, watch the host or hostess, or start from the outside of the service and work your way in toward the plate (fork, fork, knife, spoon, spoon). When using a knife always set it at the head or top of the plate, never on the table. Never tuck your napkin in your clothing, place it neatly on your lap. When you are finished with your napkin, place it next to your plate, but never on top of it. Do not refold the napkin.

*Mannerisms and Habits at the Dinner Table.* There are many simple rules for eating that seem elementary, but there are some that may also seem strange:

- Do wait until the others at your table are served with food before you start eating yours.
- Do use your napkin to wipe particles of food from your mouth before drinking so you won't have food floating around in your beverage or water glass.
- Do ask politely for things out of your reach to be passed. But do not yell!
- Do tilt a soup bowl that is almost empty away from you and dip the spoon away from you.
- Do stir drinks clockwise, never counterclockwise.
- Do remove items that must be removed from your mouth the same way they went in. Bones may be removed with fingers and placed on the side of the plate.
- No tip is expected at a military ball or any social function (Neilson,1995).

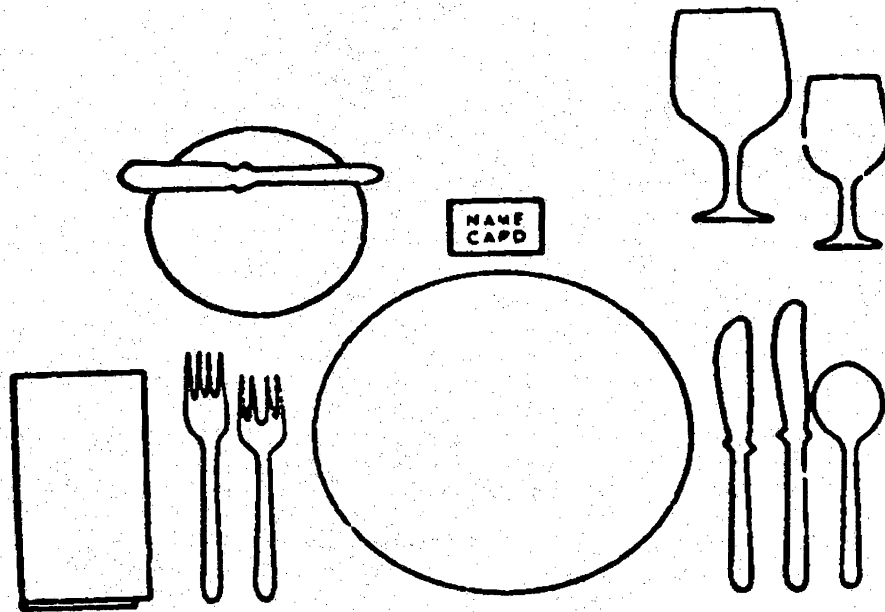
## FORMAL TABLE SETTING



Generally there is no necessity to pass items at the table, as the condiments and other accessories will be placed within easy reach. When being served, the waiter or servant will always serve the dishes from the left and the beverages from the right.

Dessert is served after the table is completely cleared. Should the dessert plate arrive with silver or with a finger bowl, remove the silver and finger bowl as described above. At the conclusion of the dinner, coffee and liqueurs may be served to the women in the living room and to the men at the dining table, or in a room apart from the women. Another custom is to serve all guests together in the living room.

## THE SEMIFORMAL TABLE SETTING



## THE SEMIFORMAL TABLE SETTING

The basic difference between a formal setting and a semiformal setting is that fewer courses are served and less silverware and glassware are required. Otherwise the customs are the same as for the formal dinner. A typical semiformal setting is shown below. There are some differences, however, and you should be aware of them. The napkin is not normally set on the plate, but is placed to the left of the forks. There will only be two sets of knives and forks and perhaps a soup spoon. A butter dish will also be set to the upper left of the service plate.

A relish tray may be set on the table or served. In this instance, olives, celery, and carrots, if selected, may be placed either on the butter plate or dinner plate. During the course of the meal, you may be served cranberry sauce, mint jelly, or gravies and liquid sauces. It is proper, in each instance, to place the cranberry sauce next to the turkey, mint jelly next to the lamb, and the gravy or sauce is poured over the food with which it is served.

## APPENDIX G

### History of Uniform

From the earliest time, soldiers in battle have needed a way to distinguish friend from foe. When the battle involved people from different cultures, for example, Romans and Gauls or crusaders and Moslems, it was fairly easy to tell who was on the opposing side. However, identification became a problem for early European armies. Many of the soldiers were mercenaries who would fight in any army that could pay them. Usually, each soldier was responsible for providing his own clothing and equipment. The result was that on the battlefields many armies looked very much alike.

The development of uniforms eliminated the problem of distinguishing armies. It also served to identify ranks and arms or service in each army. In modern times, the origins of uniforms stem from the late 1400s. The Spanish Conquistadors, when they conquered the Americas, wore their own region's army military uniforms. The rich regions of Spain provided their soldiers with complete military uniform, while the poor regions only provided them with a pair of made-in-Spain shirts and pants. In the late 1600s, the King of France, Louis XIV, introduced the complete uniforms to distinguish the various regiments of the French army. These early uniforms were very colorful, more suited for parade fields than the battlefield. Images of the British "Redcoats" and Napoleon's "Grande Armee" come to mind.

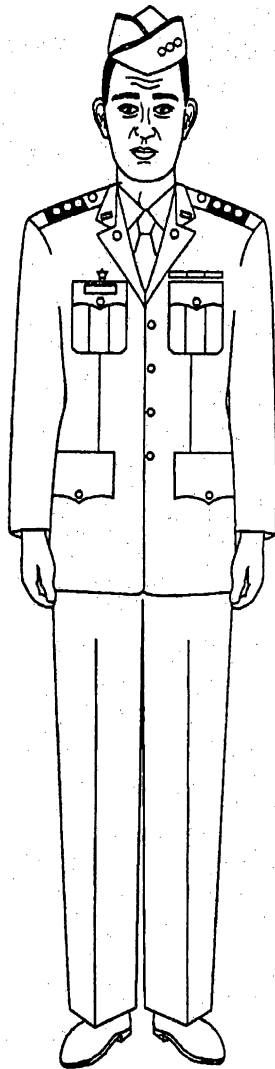
By the end of the ninth century, however, the realities of war drove home the need for functional uniforms that could help conceal the wearer. World War I, saw the bright

red and blue disappear to be replaced by green, gray, and khakis. Today, this trend continues with camouflage uniforms, some of which are specially designed to reduce unwanted reflection (an example of this is subdued ranks and insignias). The uniforms of the United States Armed Forces are unique, displaying pride of our military history and accomplishments (Woodward, 1991).

Proud to serve in a proud  
United States Armed Forces'  
Uniform



ARMY CLASS A UNIFORM



**CADET OFFICER**

**Army Green  
Garrison Cap**

**Army Green  
Coat**

**Shoulder Marks**

**Army Green Long  
Sleeve Shirt**

**Black Necktie**

**Black Neck Tab**

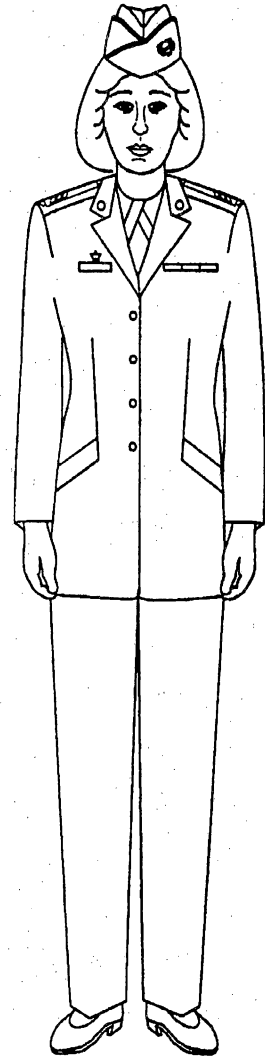
**Black Belt  
with Brass Buckle  
(not shown )**

**Army Green Slacks**

**Army Green Trousers**

**Black Socks**

**Black Low  
Quarter Shoes  
(or Pumps)**



**ENLISTED CADET**



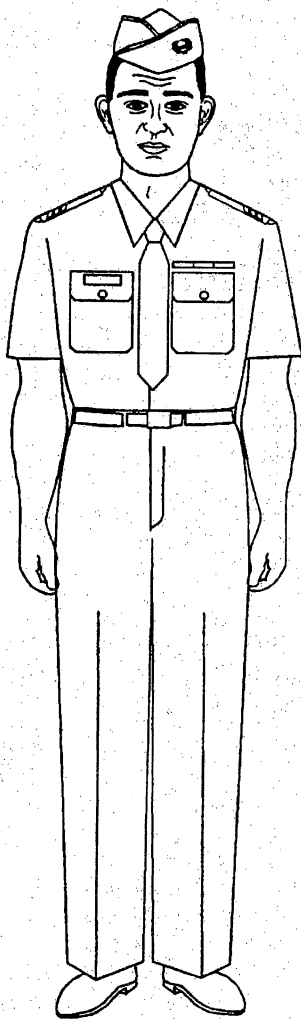
**ARMY & AIR FORCE  
CLASS C UNIFORM**



**Army BDU Cap**  
**Army BDU Shirt**  
**Insignia of Grade**  
**Black Belt**  
**with Buckle**  
**(not shown)**  
**Army BDU Trousers**  
**Black Socks**  
**Black Boots**



**ARMY CLASS B UNIFORM**



**ENLISTED CADET**

**Army Green  
Garrison Cap**

**Shoulder Marks**

**Army Green Long or  
Short Sleeve Shirt**

**Black Necktie/Neck Tab  
(mandatory with long  
sleeve shirt, optional  
with short sleeve  
shirt--pictures not shown)**

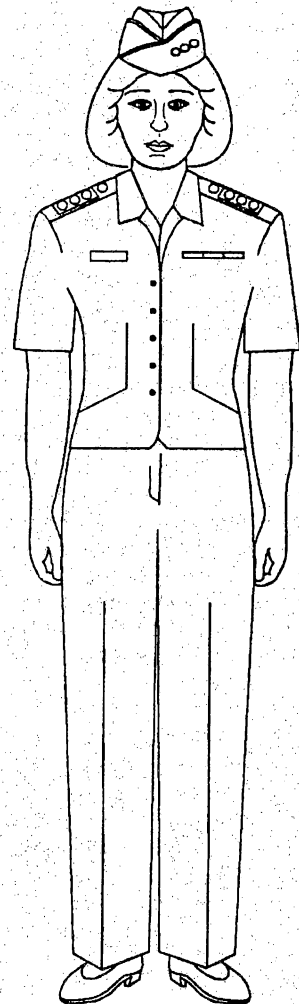
**Black Belt  
with Brass Buckle**

**Army Green Slacks**

**Army Green Trousers**

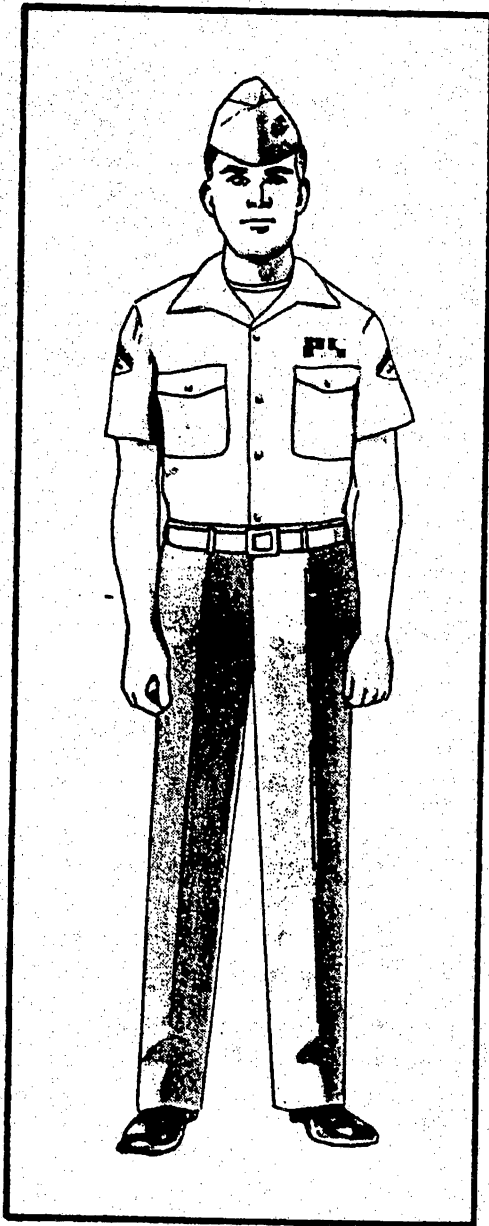
**Black Socks**

**Black Low  
Quarter Shoes  
(or pumps)**



**CADET OFFICER**

MARINE CLASS B UNIFORM



NAVY CLASS C UNIFORM



## **APPENDIX H**

### **Cadet Challenge Physical Fitness and Exercise**

Studies have shown that 90 percent of Americans believe that participating in some kind of physical exercising activity is important. However, Americans are not physically robust, as they should be. In the 1940s approximately 87 percent were engaged in some kind of physical activities. Today, physical training researchers have discovered that only 35 percent of Americans are engaged in some kind of regular physical exercise. This decline is linked to the inactive lifestyle of many Americans. For example, we drive out to the corner grocery to get a quart of milk, instead of walking. We are using the highway of information (computers) to do our shopping, instead of physically going to the stores to make our purchases. Exercising and dieting are directly related to our health. It is very important that you maintain a balanced diet and exercise moderately to be physically and mentally strong.

The main objective of this appendix is to introduce you to the benefits of exercise. Your goal in a JROTC Cadet Challenge competition is to be successful. The minimum qualification scores for the Presidential Physical Fitness ribbons are based on the number of repetitions of each event or exercise.

1. Complete 10 pull-ups (male) and 2 pull-ups (female). From a hanging position on a metal or wooden bar, use the overhand grasp to pull your body up so that your chin comes up over the bar. Do this as many times as you can. Make sure that you are high enough so that your feet do not touch the floor.

2. Curl-ups. Complete 56 curl-ups (males) and 47 (females) in a 60-seconds time limit. From a lying position on the floor. Your knees are flexed at a 90-degree angle. Place your arms across your chest with hands touching opposite shoulders. Then pull your body upward until your elbows touch your knees and lower your body back down to the floor.
3. V-Sit and Reach. Complete the V-sit reach by stretching across a baseline 4.5 inches (males) and 8 inches (females). From a sitting position on the floor or mat, use the measured marked lines as guides. Position your feet 8 to 12 inches apart with the heels behind the baseline. While two partners hold each leg flat to the floor, lean forward stretching your hands, with thumbs clasped and palms down, to three practice tries; the fourth attempt is for score.
4. Optional Event. If you cannot do one pull-up, you can do the flexed-arm hang in order to qualify for the National or Participant Physical Fitness Awards. To qualify for the Presidential Physical Fitness Award, you must do pull-ups. From a standing position on the floor or a mat, climb the ladders until your chin is above the pull-up bar. Grasp the bar with your hands a shoulder-width apart. The back of your hands must be toward your face with your thumbs under the bar. Step off the ladder while a partner removes it and prevent your legs from swinging. Your chin should clear the bar. The stopwatch is started at the command “go”. Strive to keep your chin level for the appropriate number of seconds 28 (males) and 7 (females). The stopwatch is stopped when your chin rests on the bar. You tilt your chin

backward to keep it above the bar, or your chin falls below the level of the bar (McArdle, 1986).

## **APPENDIX I**

### **Polishing Your Image and Proper Wear**

Neatness counts in the Junior Reserve Officers' Training Corps program. In order to achieve it, you must know the proper guidelines for wearing and cleaning your uniform. The following are guidelines for wearing your Junior Reserve Officers' Training Corps Uniform:

1. Always wear a clean and neatly pressed uniform. Remember cleanliness and pressliness is next to godliness.
2. Always tuck your shirt into your trousers; keep the shirt's seam aligned with the seam of the zipper flap of the trousers and the edge of the belt buckle (gigline).
3. Male cadets wear a T-shirt under the Class A and B uniform. Wearing a T-shirt prevents underarm perspiration from staining your shirt. A ring around the collar and armpits is not acceptable during uniform inspection.
4. Button all buttons, with the exception of the top collar button of the shirt or blouse.
5. Clean, polish and properly display all brass on the uniform.
6. Push the belt through the left front loop of the trousers first and adjust to allow only the tip of the belt to protrude from the buckle.
7. Wear only issued socks and shoes with the uniform.
8. The wearing of a wristwatch, a wrist identification bracelet, and not more than two rings is authorized with JROTC's uniform (unless prohibited for safety or health reasons) and as long as the style is conservative and in good taste.



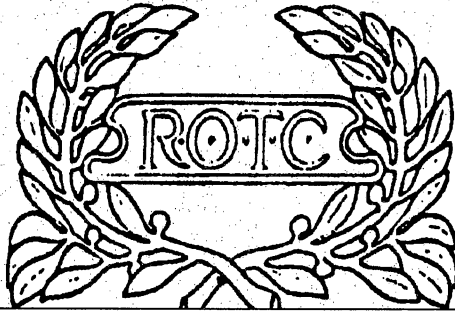
9. Female cadets may also wear small circular earrings (not to exceed ¼ inch in diameter).
10. Do not carry bulky objects in any pocket of the uniform (except your wallet and that belongs in the back pocket of male pants).
11. Wear the hat at all times when outdoors.
12. Male cadets will keep their hair neatly trimmed with sideburns no lower than the bottom of the ear opening
13. Your face should be clean-shaven (except eyebrows and eyelashes). Navy JROTC's programs do allow well-groomed beards.
14. Mustache will be trimmed and groomed, the lower tips of the mustache should be trimmed to parallel bottom portion of the lips.
15. Male and female cadets should keep their fingernails short and clean. Female cadets should not use off-the-wall fingernail polish color (such as purple or black sparkle-colored fingernails).
16. Male cadets should keep their hair neatly trimmed with sideburns no lower than the bottom of the ear opening.
17. Female cadets should keep their hair styled so that it does not touch the tip of the collar and the cap can be worn easily.

A good personal appearance includes good grooming, which you can only achieve by cleaning your hair, teeth, and the rest of your body. It also includes maintenance (care) of your clothing - -making sure that it is cleaned and pressed. In a JROTC program it is your responsibility to maintain your uniform in good order.

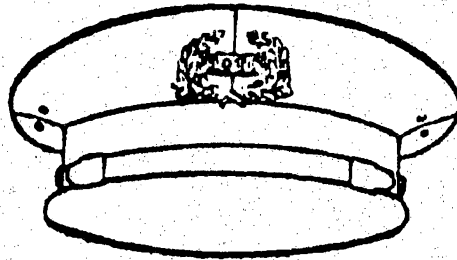
The following are guidelines for caring and cleaning of your Junior Reserve Officers'

Training Corps uniform:

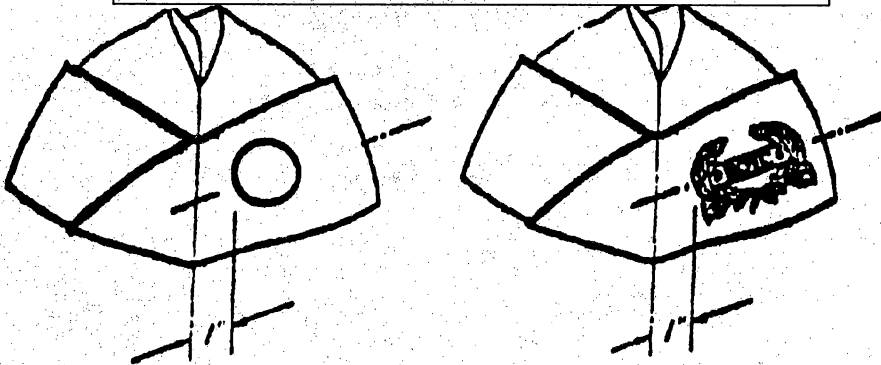
1. Place coats on hangers (preferably plastic hangers) wide enough to keep the shoulders of the coat in shape.
2. Keep shirt on hangers (preferably plastic hangers) to prevent creasing.
3. Clean and shine shoes and boots.
4. Keep trousers and slacks on hangers that allow them to hang at full length.
5. Use a clothes brush with stiff bristles to loosen dust and dirt. This also helps freshen the nap and should be done each time the uniform is worn.
6. Dry clean wool uniforms at a competent cleaner to take out stains or spots.



Cap Insignia Male & Female



Optional Service Cap Male Officers & Battalion CSM



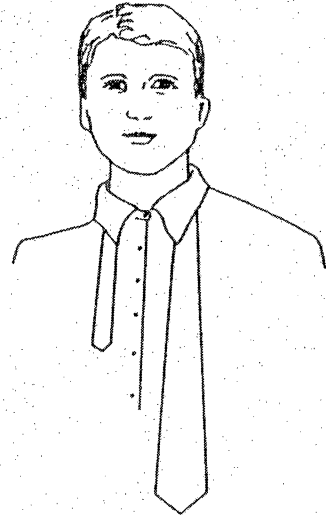
Collar Insignia, Male Enlisted Cadet, Winter Uniform

Optional Garrison Cap,  
Male Commissioned

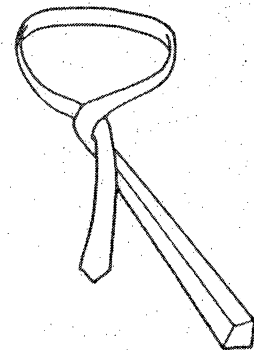
Garrison Cap, All Male  
Enlisted Cadets

The following diagrams on how to tie a tie with a half windsor knot are shown while Looking in a mirror.

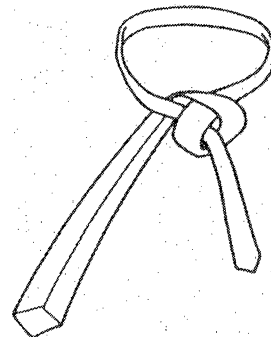
(1) Place the wide end of your tie on the right of your chest so it extends about 12 inches below the narrow end of the tie.



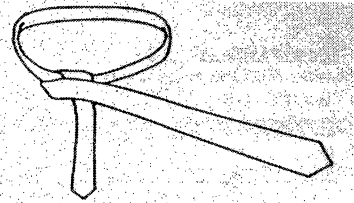
(2) Cross the wide end of the tie over the narrow end and then back under.



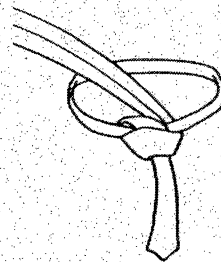
(3) Bring the wide end of the tie up and over the neck loop, then turn the wide end down under and through the neck loop.



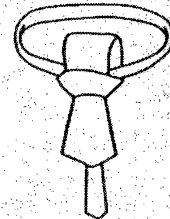
(4) Take the wide end of the tie and pass it in front of the narrow end from left to right.



(5) Pass the wide end of the tie up under and through the neck loop.



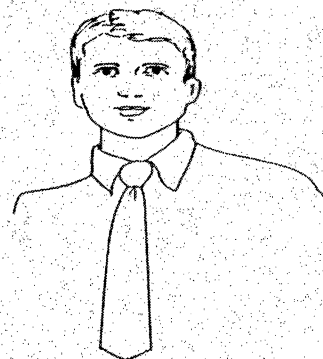
(6) Bring the wide end of the tie down through the front of the knot.



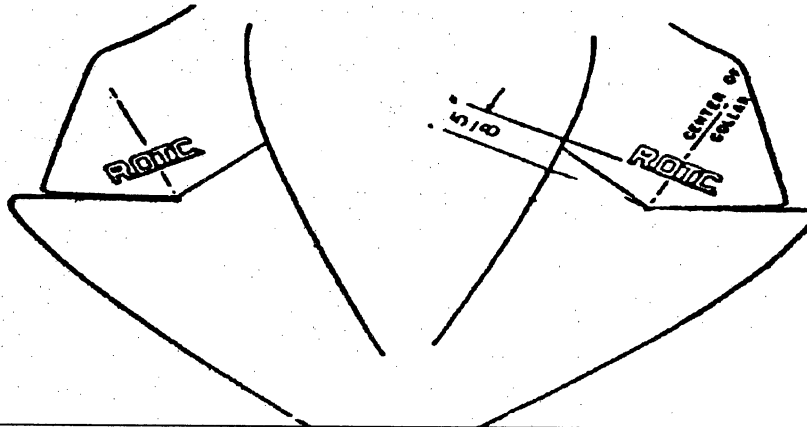
(7) Finish the tie by forming a dimple at the base of the knot, then tighten.



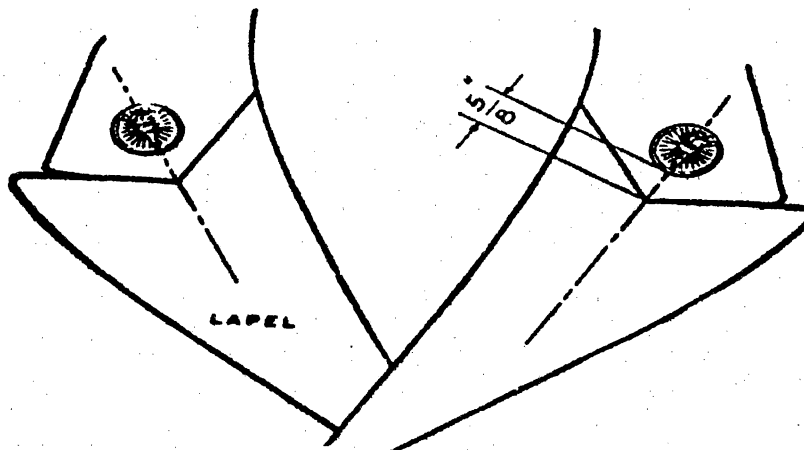
(8) Slide up snug to the collar and center tie.



Wear of collar Insignia, Male Commissioned Officer, Winter

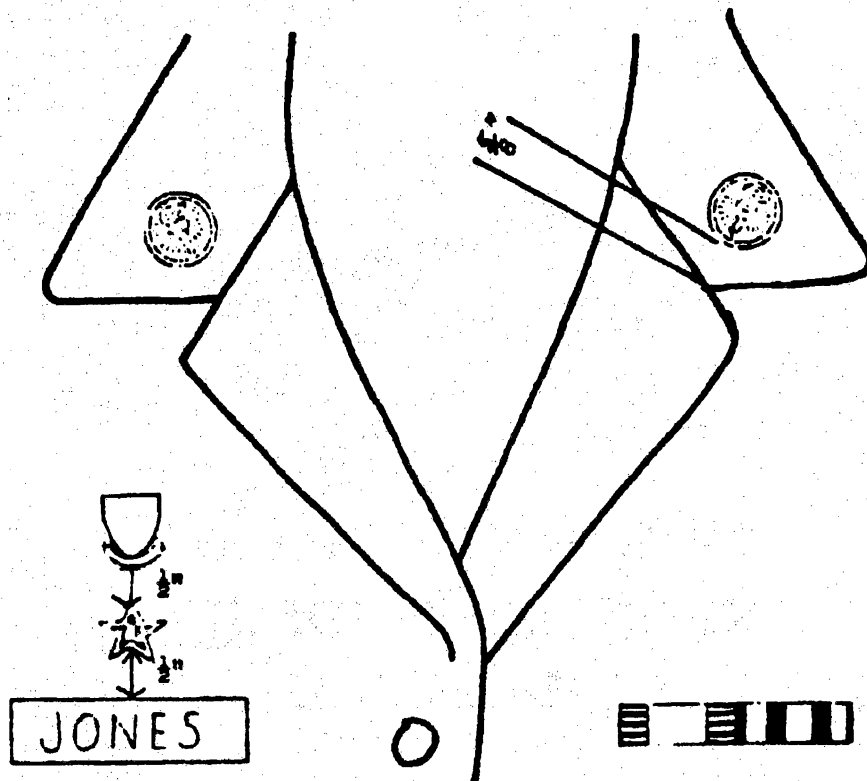


Collar Insignia, Male Commissioned Officer, Winter



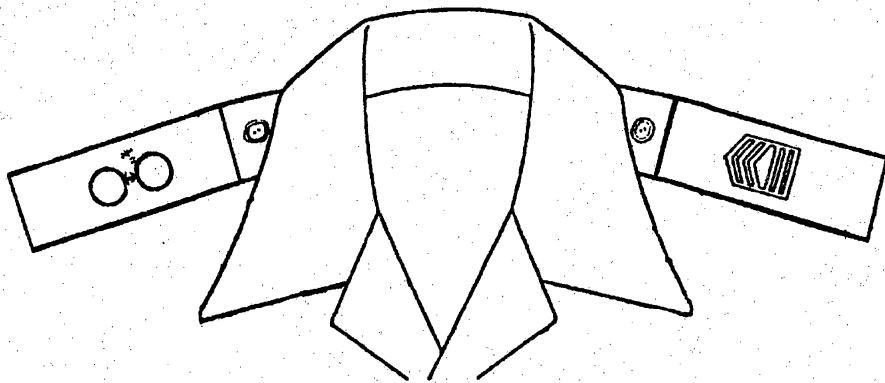
Collar Insignia, Male Enlisted Cadet, Winter Uniform

Collar and other insignia- Female Army Green Coat, AG 459  
Enlisted Note: Bottom edge of name plate & award ribbons  
should be aligned with button hole.

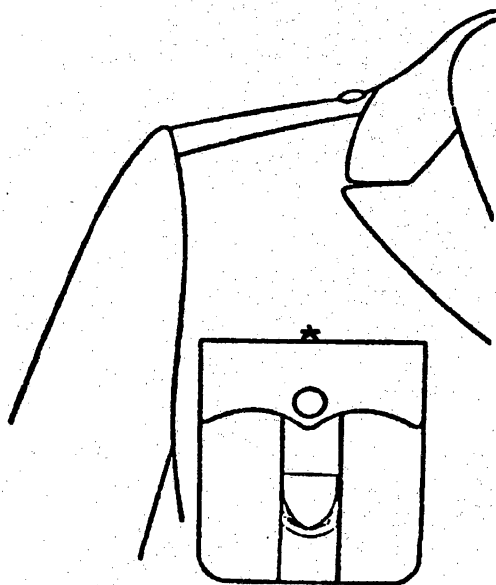


Cadet Officer & Enlisted Rank Insignia is worn as shown below, on all garments that have shoulder loops.

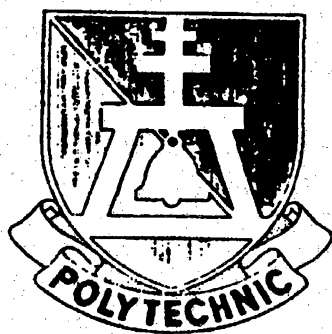
NOTE: Collar Insignia is worn only on men's & women's uniform coats, Army Green, AG 459







Placement of Distinctive Unit Insignia on right upper pocket of the male cadet winter JROTC uniform (similarly worn on the right pocket of the male cadet summer JROTC uniform).





Staff Sergeant	Sergeant	Corporal	Private First Class	Private
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Command Sergeant Major	Sergeant Major	First Sergeant	Master Sergeant	Sergeant First Class
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Polytechnic High Army JROTC Shoulder Sleeve Insignia
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Army JROTC Insignia
------------------------

# Air Force JROTC Insignia



Second  
Lieutenant



First  
Lieutenant



Captain



Major



Lieutenant  
Colonel



Colonel



Airman



Airman First  
Class



Senior Airman



Staff Sergeant



Technical  
Sergeant



Old



New



Old



New



Old



New

Master Sergeant

Senior Master

Chief Master Sergeant

Marine Enlisted Ranks



Sergeant Major



First Sergeant



Gunnery Sergeant



Private First Class



Staff Sergeant



Sergeant



Corporal



Lance Corporal

## APPENDIX J

### Units Awards

When you are in Junior Reserve Officers' Training Corps, you are part of a special team. Team efforts can lead to unit awards. The Junior Reserve Officers' Training Corps Award Program offers two types of unit decorations: Honor Unit and Honor Unit with Distinction. The Honor Unit and the Honor Unit with Distinction awards are chosen based on results of a formal inspection and on exceptionally high standards of training and discipline throughout the school year. All service academies reserve twenty appointments for honor graduates of schools that have been designated Honor Units with Distinction. These cadets may apply for appointment to one of these service academies (Hughes, 1993).

Each Junior Reserve Officers' Training Corps program can award various types of individual awards to its cadets for recognition of excellence, outstanding achievement or superior performance. There are two main categories of individual awards -- institutional and national.

Institutional Awards. Superintendents, principals, and senior service instructors can present institutional awards to individual Junior Reserve Officers' Training Corps cadets for reasons such as academic excellence, military, and athletic achievements. Institutional awards are also given for participating in community parades, excelling in recruiting program, and/or other reasons that are determined by senior service instructors (Hughes 1993).

Indicated below is the order of merit (or importance) for these awards along with the number of ribbons for each type. Within each category, a cadet wears these awards (or ribbons) in their numerical order.

- Academic Awards - 10 ribbons      N-1 series
- Military Awards – 15 ribbons      N-2 series
- Athletic Awards – 5 ribbons      N-3 series
- Miscellaneous – 5 ribbons      N-4 series

National Awards. National awards recognize individual Junior Reserve Officers' Training Corps cadets for heroic, distinguished, meritorious, and other commendable acts and achievements that they earn.

The Junior Reserve Officers' Training Corps Awards Program has much to offer. It can give you the chance to be recognized either individually or as a member of a unit for your accomplishment and excellence. To earn these awards, you must be physically and mentally strong and competitive as your abilities and skills will allow. The results, however, are self-satisfaction, self-respect, self-pride, and, sometimes, public recognition for your accomplishments.

## **APPENDIX K**

### **The Reserve Officers' Training Corps Scholarship Strategies**

#### **For High School Students**

1. Apply for an Army ROTC Scholarship. Apply for an Air Force Scholarship. Apply for a Navy Scholarship. Apply for them all! You could be offered more than one scholarship, which is a nice option.
2. Apply to more than one school. Apply to at least five schools. Apply to one you know will accept you and that you can afford; apply to three schools that you really want to attend, and apply to one that is out of your league (a dream school). Who knows, you may be accepted and receive massive financial aid.
3. Apply for as many scholarships or to as many financial organizations that you need to. It doesn't matter that you think you're not qualified. The worst that could happen is they say "no." Many scholarships are awarded to students who do not fit the stated prerequisites only because no one else fits the bill and the money has to be given away. Do not overlook local organizations or church groups. Local scholarships should not be a determined factor that determines if you go or not go to college. Study the financial aid portion of the college catalogs closely.
4. Take the SAT/ACT at least three times. Take the SAT and ACT once each. Then take the test you did the best on twice or as needed. For the Army Scholarships, the Army takes the highest scores earned to determine your standing, e.g., for the SAT: 1st test = 400 verbal and 500 math – 2<sup>nd</sup> test = 500

verbal and 600 math – 3<sup>rd</sup> test = 420 verbal and 620 math. The Scholarship Board will see 500 verbal for the 2<sup>nd</sup> test and 620 math for the 3<sup>rd</sup> test for a combined score of 1120.

5. Join sports clubs, participate in music and be active in student government.

Actually, you may not be able to do everything, but if you do more than just academics, it will look good in your application. The JROTC program looks hard at leadership potential and being active in school activities. Also, try to letter in sports or music. Hold an office in your club, i.e., President of the Lettermen's Club or representative on the student council; the more active, the better. However, keep your grades up. This is still the most important thing you can do. Community activities count just as much as school activities. Red Cross volunteer work or church groups are two examples. Many high school students have to help the family by working part or full time while going to school. The Scholarship Boards also take this into consideration. It counts the same as school activities.

6. Get and stay physically fit. All scholarship applicants must take a physical aptitude exam (PAE). The better you perform the better your chances of winning a scholarship.

7. Do you have a chance? From past ROTC boards' experiences, they can provide the student with ballpark figures about scholarship availability.

Declared engineering majors have a better chance than a person with a liberal arts degree. If you win a scholarship as an engineering major, you can only



change your major within the hard science fields. This rule applies to scholarship nurses as well. To be competitive, your high school GPA needs to be about 3.0 on a 4-point scale. SAT scores should be 1150 combined score. Nurse applicants have different statistics. Their GPA needs to be about 2.7, SAT about 1077, and ACT about 22. Overall, nursing scholarships are plentiful and easier to win. This is, in part, caused by the current market demand for nursing professionals across the United States.

8. So you did not win a 4-year scholarship. Don't fret. A suggestion is for you to join a ROTC program as a freshman and apply for a 3-year scholarship. Just keep those first-semester grades high. Three-year scholarships are generally much easier to get since fewer people apply. It offers the same benefits. (DA PAM 145-6, 1988).

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