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PERRIS HIGH SCHOOL JUNIOR RESERVE OFFICERS TRAINING CORPS
HANDBOOK FOR CADETS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Vocational Option

by
Fred Bern Gerdes
December 1998

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HANDBOOK FOR CADETS

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by
Fred Bern Gerdes
December 1998
Approved by:

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ABSTRACT

The purpose of this project was to develop a handbook for Junior Reserve Officers Training Corps students. The handbook was designed specifically for use at Perris High School in Perris, California. The handbook outlines specific areas that students of the Junior Reserve Officers Training Corps consider vital and provides useful and effective information for use by both students and instructors.

The handbook includes five sections: (1) Introduction, (2) General Information, (3) Specific Information on Rank, Peer Ratings and Awards, (4) Other necessary information such as Course Materials and Grading, and (5) a Conclusion. Section one, *Introduction*, provides an overview of the Army JROTC Program and includes an introductory letter from the Senior Army Instructor. Section two, *General Information*, provides the cadet with useful information on the Army JROTC Program and also provides a brief history of the Perris High School JROTC Program. Section three, *Specific Information on Rank, Peer Ratings and Awards*, focuses on those problems often encountered by the cadets in the first few weeks of instruction. These three areas have been described by both cadets and instructors as the most important areas to a cadets self satisfaction. Section four, *Other Necessary Information such as Course Materials and Grading*, provides further information and instruction on the required course structure, all required materials, instruction on how to complete JROTC workbooks and various materials. In addition, information on what curriculum areas are the most heavily weighted for grading purposes are also discussed and JROTC students are provided a sample of how an average cadet should progress in a normal school year. Finally, in section five, *Conclusion*, a concluding statement that summarizes the work is presented.

With modifications for each school district, this handbook can be used for any Army Junior Reserve Officers Training Corps Program worldwide.

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CHAPTER ONE

Background

Introduction

The content of Chapter One presents an overview of the project. The context of the problem is discussed followed by the purpose and significance of the project. Next, the limitations and delimitations that apply to this project are reviewed. Finally, a definition of terms is presented.

Context of the Problem

There is an old axiom that states that success in any enterprise can be better assured when an individual deals from a position of power. In the field of education both student and instructor view knowledge as power. High school students in the Army Junior Reserve Officers Training Corps (JROTC) are no exception to this rule. The average JROTC student, or cadet as they are known in the Army Junior Reserve Officers' Training Corps, enters the program with an extremely limited amount of military knowledge. Any military knowledge that new JROTC students have is often restricted to old war movies or based on false or misleading peer and or parental information. In addition, the state and federally approved Army JROTC curriculum is, by its own nature, slow starting and often difficult for cadets to initially follow. Many JROTC students start to lag behind their peers almost immediately and continue to fall further behind as the year progresses. Often these slow starters drop out of JROTC due mainly to frustration at their own inability to progress at the rate that the cadets perceive that their peers are progressing. Frequently these cadets put undo pressure on themselves to succeed and their individually imposed standards are often higher than those required by the instructor. A simple solution for these slow starters would be for the instructor to identify who these students are and allot more instructional time for them than for the

other cadets. Unfortunately this solution is, for the most part unattainable, due predominantly to time constraints imposed by the recent nationwide increase in Junior Reserve Officers Training Corps program enrollment. Consequently, class size in the Perris High School program has dramatically increased in the last four years. In 1994, the average JROTC class size at Perris High School was approximately twenty students to one instructor per each class period. In 1998, the numbers have increased to approximately forty students to one instructor per class period. This situation has dramatically increased the need for a plan that would provide timely and accurate information to new cadets immediately upon their entrance into the JROTC program.

In the late 1980's and early 1990's, the Junior Reserve Officers Training Corps high school program began a period of accelerated and prolonged growth that cumulated with the total amount of high schools enrolled in the program nearly doubling.

A primary driving force behind the phenomenal expansion of high school JROTC was former chairman of the Joint Chiefs of Staff, retired Army General Colin Powell.

General Powell believed that expansion of this program was the "best opportunity for the Department of Defense to make a positive impact on the nation's youth" (Cowsert, 1996, p. 3). President George Bush also was a strong believer in the program. He stated that enlargement of the program would "give another 150,000 kids the benefit of what has been a great program that boosts high school competition, high school completion rates, reduces drug use, raises self-esteem and gets these kids firmly on the right track" (Cowsert, 1996, p. 3).

Army JROTC units are located at over 1370 high schools throughout the world. Schools as far away as Germany and Korea are members of the Army's JROTC program through the Department of Defense Overseas School System. Of the current 1371 Army schools, close to six hundred were activated since the late 1980's. Over

228,000 students are currently enrolled in the Army JROTC program throughout the world (Cowsert, 1996).

Because of various factors which include the rapid growth of the program coupled with the fact that high school students have little or no idea about the JROTC program prior to their entry into it, a information vacuum has been formed that needs to be filled.

Purpose of the Project

The purpose of this project is to develop and design a handbook outlining specific information and procedures that are required by all incoming cadets enrolled at Perris High School in the Junior Reserve Officers Training Corps. The JROTC handbook will be designed for possible adoption as a standard handbook for Army JROTC programs worldwide.

Significance of the Project

The current information provided to JROTC cadets is not sufficient to prepare students for the curriculum they will face throughout the year, nor for the peer pressure that awaits them. This handbook will provide students with the information necessary to attain both peer approval and maintain the high standards required in the program.

Limitations and Delimitations

A number of limitations and delimitations surfaced during the development of this project. These limitations and delimitations are presented in the next section.

Limitations. The following limitations apply to this project:

1. The scope of this project is limited to current Army and JROTC regulations and directives.
2. The project may not be readily accepted as Army JROTC standard.

Delimitations. The following delimitations apply to this project:

1. This project is designed specifically for cadets at Perris High School in Perris

California.

2. This project is designed for a Army JROTC program and not one of a different service.

Definition of Terms

The following terms are defined as they apply to this project. This definitions are for the most part common military terms and have been extracted from various military publications. The majority of terms however are found in the Department of the Army. Instruction Manual 145-4-1 dated 1992. More commonly titled the Leadership Education and Training or LET 1 manual.

Army JROTC Cadet--A student enrolled in a high school Army JROTC program.

Army JROTC Curriculum--An Army Approved Program of Instruction, (POI).

Battalion-- A JROTC unit made up of two or more JROTC companies. The largest JROTC unit found at the high school level.

Cadet--A high school student enrolled in Junior Reserve Officers Training Corps.

Commission--An official document that gives military rank and authority to an officer.

Company--A JROTC unit made up of two or more platoons.

Enlisted--Relating to or constituting the part of the military force below officers.

Esprit de corps--The common spirit or feeling of pride found in members of a group and inspiring enthusiasm, devotion and strong regard for the honor of the group.

Leadership-- The ability to influence, lead or guide others so as to accomplish a mission.

Leadership, Education & Training (LET)--The title of the Army JROTC training manual.

Platoon--A JROTC unit made up of two or more squads.

Rank--A certain position within JROTC (such as Captain, Major or Corporal).

Senior Army Instructor--The senior instructor of a Army high school JROTC unit.

Squad--The lowest level of JROTC unit, normally composed of eight cadets.

Organization of the Project

This 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 delimitation, 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 projects. Chapter Five presents the conclusions and recommendations gleaned from the project. The project and references follow Chapter Five.

CHAPTER TWO

Review of the Literature

Introduction

Chapter Two consists of a discussion of the relevant literature. First, the origin, legal, and regulatory basis of the Army Junior Reserve Officers Training Corps is discussed. Second, the mission objectives and scope of the Army JROTC is presented. Third, the instructor qualifications and specifications of the Army JROTC program are discussed. Fourth, the curriculum development and content of the Army JROTC program is discussed. Lastly, the overall impact that the program has on its students is presented.

Origin, Legal, and Regulatory Basis of the JROTC

The Army JROTC program can trace its beginnings to Captain Alden Partridge a former Superintendent of the U.S. Military Academy at West Point. In 1819, Captain Partridge founded what was to become the first private academy combining both military and regular classes. Captain Partridge's academy became known as Norwich University. The beginning of the JROTC program occurred in Cheyenne, Wyoming when in 1911 Lieutenant Edgar R. Steevers came up with the idea to form a non-compulsory cadet corps with the mission to make better citizens of its students. After Lieutenant Steevers began his experiment Congress voted to establish high school units throughout the United States by the enactment of the National Defense Act of 1916. All high school JROTC programs began as a direct result of the enactment of this Act. The National Defense Act of 1916 authorized the Secretary of War to issue equipment to those secondary schools desiring military training for high school students. The National Defense Act of 1916 was latter revalidated and expanded during the congressional hearings proceeding the passage of the ROTC Vitalization Act of 1964

(United States Army, 4th ROTC Region Pamphlet 145-6, 1987).

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 and tasked the Secretary of the Army to establish and maintain units of the Army Junior Reserve Officers' Training Corps at public and private secondary institutions which are eligible according to regulations established by each Secretary. Such schools must provide a course of military instruction not less than three years in length as prescribed by their respective military department.

Schools are selected on the basis of fair and equitable distribution throughout the nation and overseas. Each Army JROTC unit must maintain an enrollment of at least one hundred qualified students from within the high school student body or a total of ten percent of the student population. All Army JROTC students must be citizens of the United States of America and have reached the minimum age of fourteen years old. All branches of the military fall under this mandate. The enactment of this law established that instructors will be both officers and noncommissioned officers who have qualified for and have reached active duty retirement. Equipment, uniforms, supplies, curriculum and a portion of the instructors pay is provided by the federal government.

The Reserve Officers' Training Corps Programs for Secondary Educational Institutions, or Department of Defense (DOD) Directive 1205.13, prescribes policies for JROTC in secondary schools. This DOD Directive instructs the JROTC units of all Army JROTC programs to provide meaningful military training that benefits the student and is of value to the military department. The Department of the Army has directed that this will include the opportunity of at least three years of instruction in each non-military school and four years in each military school. Furthermore the Army JROTC programs will establish a course of instruction equal to at least 180 hours of classroom instruction

per school year. Approximately 108 hours of instruction are required to be performed from the approved core curriculum and up to 72 hours of instruction can be provided from the optional curriculum (4th JROTC Region., PAM 145-6, 1988).

There are currently over 1370 high schools providing Army JROTC programs throughout the world. These schools or units as they are also called, are located in all fifty states, Puerto Rico, Guam, the District of Columbia, Panama, Samoa, the Virgin Islands and the Department of Defense schools in Europe, Korea and Japan (United States Army 4th ROTC Region Pamphlet 145-24 , 1997).

Mission Objectives and Scope of the Army JROTC Program

The mission of the Army JROTC program is to motivate young people to be better citizens. In order to accomplish this mission, the program provides instruction in the areas of citizenship, the Constitution, leadership, and a number of other courses designed to help cadets succeed in high school and after graduation. The JROTC program prepares high school cadets for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the cadet, community and nation (4th ROTC Region Pam 145-24, 1997).

Public Law 88-647 has authorized the establishment of 3,500 JROTC units in high schools throughout the world. The Secretary of the Army in cooperation with the Department of Defense has authorized that approximately 1600 of these high school units be established under the direction of the United States Army Junior Reserve Officers Corps. Currently, 1370 schools have been funded under the present funding constraints. The demand for JROTC units exceeds the ability of the Department of Defense to accommodate the requesting schools, as such there currently exists a backlog of over 190

schools desiring to participate in the program (United States Army Regulation 145-4, 1992). According to Fourth Region, United States Army Cadet Command and 4th JROTC Region Pamphlet 145-6, (1998) the long term objectives of the Army JROTC program are as follows:

- a. Develop in each JROTC cadet a sense of patriotism and good citizenship.
- b. Develop informed and responsible citizens.
- c. Develop leadership traits.
- d. Develop an understanding of the critical importance of completing high school in our society.
- e. Strengthen character.
- f. Help form habits of self-discipline.
- g. Develop the ability to communicate effectively, both orally and in writing.
- h. Develop respect for and an understanding of the need for constituted authority in a democratic society.
- i. Develop an appreciation of the importance of physical fitness.
- j. Develop an interest in the military services as a possible career.
- k. Develop an ability to work as a team and develop a working relationship with peers.

Instructor Qualifications and Specifications

Instructors for all Army JROTC units are carefully picked from qualified retired Army personnel. In order to be fully qualified for an instructor position a prospective applicant must be a retired member of the United States Army. Each high school JROTC unit is authorized one retired commissioned officer as the Senior Army Instructor (SAI) and one retired noncommissioned officer (NCO) as an additional instructor or as they are officially called an Army Instructor (AI). Additional noncommissioned officers may be hired according to cadet enrollment and staffing requirements. If not previously certified

to teach by the state in which they are hired then the JROTC instructors may be required to work towards certification, (4ROTCR Pam 145-24, 1988). Most retired instructors have a minimum amount of active service time of twenty years. In addition, all instructors must meet the Army physical fitness and appearance standards, (Department of the Army Regulation 145-4, 1992). Prior to the instructors actually beginning instruction at any school they must be certified by United States Army Cadet Command. Initial certification is for a period of five years provided all areas of performance remain within Army standards as stated in Chapter 6 of the Department of the Army Regulation 145-2, (1992). Army JROTC instructors are hired and paid by the school and are school employees. The SAI is responsible to the principal or a designated administrator for the overall conduct of the program. All instructors must meet district and school requirements and at the same time meet and maintain acceptable Army standards. Instructors are required to wear the appropriate Army uniform and are expected to maintain the customs and traditions of the Army but they are not under the direct supervision of the Department of the Army (Department of the Army Regulation 145-2, 1992). All units are required to maintain a minimum of fifty students per instructor ratio. Most high school units however maintain a much higher student to instructor average, at Perris High School the student to instructor ratio is currently one hundred to one.

Army JROTC Curriculum Development

The Army JROTC curriculum has been under constant revision since it was originally established by Congress in 1916. Originally the JROTC program consisted of all Army schools, but since 1964 under the JROTC Vitalization Act, it has been offered to all services. In 1974, it was first made available to females. The program has evolved over the succeeding years, and was most recently modified by Congress in the Fiscal Year 1993 Defense Authorization Act to increase eligibility for an expanded program.

Although there have been minor changes to the JROTC curriculum as late as May of 1997, no major changes have occurred and the specific focus of the program remains fixed on the area of leadership and the promotion of good citizenship. From the onset the curriculum provided by the Army has maintained the following assumptions:

1. High school students that are interested in JROTC are often also those who appreciate kinetic learning. Young students are attracted to group efforts and enjoy role playing. Students enjoy adventure training and learning activities that they can actually use throughout their life.

2. Any leadership training provided to high school students will benefit society as a whole. Education that provides training in both leadership and good citizenship is highly desirable by the majority of Americans. A more knowledgeable citizenry will impact society in a positive manner. Students who learn good citizenship and develop leadership traits will improve society as a whole, (4ROTCR PAM 145-6, 1988).

Army JROTC Curriculum Content

The curriculum of the Army JROTC program is based on a systematic progression of learning that is designed for the cadets' development at each grade level. The scope, focus and content of the curriculum are sequential. They reflect and build upon the previous year's curriculum. In addition to the emphasis that is placed on development of good citizenship, an equal emphasis is placed on leadership development. In order to promote both good citizenship and leadership the following academic skills are taught: Improvement of Personal Communication Skills, American History, Alcohol and Drug Awareness, First Aid, Survival Training and Map Reading. In addition to the teaching of academic subjects, instruction in strictly military subjects is also provided and include the following: Military Drill and Ceremony, Marksmanship, The Military Physical Fitness Program, Radio Communications Procedures, Personal Appearance and

the Proper Way to Wear and Inspect the Military Uniform. Students are expected to progress at a pace equal to their abilities. Satisfactory completion of the program can lead to advanced placement in Senior ROTC or advanced rank in the Armed Forces. Participation in the Army JROTC does not obligate the student in any way for future military services. The Army JROTC program provides a viable alternative program for a large segment of the student body. Since the Army JROTC curriculum is a multi-year program, citizenship and leadership are emphasized in each year of the program. The development of self-confidence, the ability to act independently and a competitive spirit are also emphasized. Principles of organization and teamwork are an integral part of the curriculum and are designed to enhance development of leadership, (United States Government Pamphlet Army Junior ROTC Program of Instruction, 1980).

Army JROTC Curriculum Policies

The curriculum of the Army JROTC program has been established with a great deal of flexibility so that the program can be more easily integrated in to the course content of the average high school. The Senior Army Instructor has considerable latitude to adjust the curriculum as necessary. The Army mandated curriculum has a requirement to teach 108 hours per year of core requirements, (such as the Constitution and leadership training) but the other 72 hours of instruction can be tailored to fit the school from a list of optional subjects provided by the Army, (such as physical fitness training and survival skills) or upon approval of either United States Army Cadet Command or of the units higher headquarters, (United States Army Publication, Curriculum of Instruction, ROTC 145-4, 1980).

Impact of the JROTC Program on Students

In a April of 1997 article in USA Today, a list of those things that colleges look for in a high school student were discussed. According to the Independent Educational

Consultants Association, many of the very things that are taught in JROTC are also valued by this organization. They include the following: Passionate involvement in a few activities; demonstrating leadership and initiative; service to the community; summer activities; and something else that will make the applicant unique or stand out from the crowd. JROTC certainly qualifies in many of these respects. The teaching of good leadership is one of the primary goals of the program and is taught in very few other high school courses.

According to Dr. Thomas Gordon and his book *Leader Effectiveness Training* (1980), the word leadership did not even appear until the 1800's and then it took another one hundred years before social scientists undertook serious study of the phenomenon of leadership. Since that time there have been over 3000 studies on the subject yet few schools even bother to teach it. JROTC students know that leadership is a valuable asset and they wish to become more proficient in it. Educators admit that there is a void in teaching "living skills" in high school, especially when parents don't take an active role. JROTC is an established program that addresses these needs. Charles Moskos military sociologist at Northwestern University adds: "JROTC serves as a role model for those who lack structure. There are few programs that attract a broad spectrum of the American youth and this is one of them." (Bloomfield, 1995). Many parents and educators credit the program with introducing structure and discipline into the lives of at-risk teens, and presenting them with positive role models. In recent surveys JROTC cadets have been rated by administrators as "much better" than the rest of the student body when it came to respect for authority, behavior, appearance, self-respect and self-discipline. More than half of the cadets surveyed said that JROTC was a major factor in their staying in school, (Reese, 1996). In a survey of over 170 students at Perris High School cadets stated that they liked the competition the program allowed, the feeling of peer approval, the

attainment of advanced rank based on their individual success and the skills that they could only learn in this program, such as map reading and survival training.

Summary

The literature important to this project was presented in Chapter Two. Specifically, the following subjects were discussed: (1) The origin, legal, and regulatory basis of the Army JROTC, (2) The mission and objective of the Army JROTC, (3) Instructor Qualifications and Specifications, (4) Army JROTC curriculum development, content and policies, and (5) Impact of the program on the student.

CHAPTER THREE

Methodology

Introduction

Chapter Three details the steps used in developing the project. Specifically, the population served is discussed. Next, the handbook development process including the resources used and content validation process is presented. Lastly, the handbook design is presented. The Chapter concludes with a summary.

Population Served

This handbook was developed specifically for the use of students in grades nine through twelve enrolled in the Junior Reserve Officers Corps Program at Perris High School in Perris California. With modifications, the handbook is appropriate and can be utilized by all Army JROTC programs worldwide. The curriculum guidelines used in the handbook were developed by the United States Army in cooperation with educators throughout the United States.

Handbook Development

The next section of the project provides an overview of the handbook development process. Specifically, the resources employed in the handbook development process and the handbook design are reviewed.

Handbook Structure. This section describes the resources used to develop the handbook. The content for this handbook has been extracted from existing material. The majority of the handbook material came from two sources, Army Regulation 145-2 Junior Reserve Officers' Training Corps Program; Organization, Administration, and Training and 4th Region Pamphlet 145-6 United States Army Junior ROTC General Information Guide. Other sources were used to a lesser degree and are listed in the Reference Section.

Both of these sources are considered the keystone sources for any works relating to the Army JROTC system.

Content Validation. The content and instructional strategies in this handbook were validated by experts from instructors within the JROTC field. Copies of the handbook were sent to several Army JROTC units within Southern California. Each school was encouraged to provide comments both on the correctness of the project and of the completeness of the project. All returned comments were carefully screened and added to the final project where appropriate. In addition, all cadets at Perris High School were surveyed to determine what items they felt should be included in the project.

Handbook Design. The handbook was developed for the specific use of students enrolled in the Perris High School JROTC program. Information and reference materials were provided by the United States Army Reserve Officers Training Command, Fourth Region Headquarters. A key concern in its development was to ensure that the handbook was both simple to read and that its content encompassed all areas necessary for cadet success. The handbook consists of five sections: (1) Introduction, (2) General Information, (3) Specific Information on Rank, Peer Ratings and Awards, (4) Other necessary information such as Course Materials and Grading, and (5) Conclusion.

Section one, *Introduction*, provides an overview of the Army JROTC Program and includes an introductory letter from the Senior Army Instructor. Section two, *General Information*, provides the cadet with valuable information on the JROTC Program and its history at Perris High School. Section three, *Specific Information on Rank, Peer Ratings and Awards*, focuses on those problems often encountered by the cadets in the first few weeks of instruction. These three areas have been described by both cadets and instructors as the most important areas to a cadets self satisfaction. Section four, *Other Necessary Information such as Course Materials and Grading*, provides further

information and instruction on the required course structure, all required materials and on how to complete JROTC workbooks and various materials, and what areas are the most heavily weighted for grading purposes. In addition, JROTC students are provided a sample of an average cadets yearly progress. Finally in section five, *Conclusion*, a concluding statement that summarizes the work is presented.

The JROTC handbook is designed for the inexperienced JROTC student but it also provides necessary information for all levels of JROTC instruction. The Handbook answers the most commonly asked questions and provides necessary and important information on areas that cadets are interested in.

Summary

The steps used in the development of this project were outlined. The population served was described as was the handbook development process and content validation process. Lastly, the handbook design was presented.

CHAPTER FOUR

Budget

Introduction

Chapter Four outlines the costs associated with implementing the proposed handbook. Specifically expenses are presented in the next section and are similar to those expenses found in other Army JROTC units.

Budget Outline

The Army JROTC program is designed to be a cooperative effort between the United States Army and the individual schools or school districts. A contract is agreed upon and signed between each host institution and the Army with a clear delineation of budgetary responsibilities. The Army provides each host institution with funding for most of the required expenses, to include all texts, uniforms and approximately one half of the instructors salaries. The budget that follows is based on a one hundred and eighty day school year. A JROTC class is scheduled to meet every school day for approximately fifty-five minutes or one normal class session. The budget submitted is based on an average of one hundred and eighty total students or thirty-six students per class session, five sessions per day.

Costs for producing the proposed handbook are minimal and are as follows:

Costs of producing and copying 300 copies of the handbook	\$600.00
Costs of mailing 35 copies to other JROTC units.	\$115.00
<i>TOTAL COSTS FOR HANDBOOK</i>	\$715.00

Costs for providing a Junior Reserve Officers Training Corps Program of Instruction at Perris High School are as follows:

Program Title: Perris High School Junior Reserve Officers Training Corps.

District: Perris High School District.

Estimated ADA and Income

10 Sections x 18 Slots x 180 hours. of instruction x .75 divided by 525 = 46.28

(ADA) x \$2450 (Comp Unit) = \$90,246 *Income*

Instructor Salaries

Certificated Salaries: two instructors x 6 hours of instruction per day x 180 days x rate of pay 33.5 = subtotal \$72,360 *

(Approximately 50% of Instructor Salary Reimbursed by U.S. Army)

TOTAL SALARY \$72360.00

Employee Benefits

State Teachers Retirement System 8.25% x 72,360= \$5,969.70

Medicare 1.45% x 72,360= \$1,049.22

Health and Welfare Benefits 5500 x two = \$11,000.00

State Unemployment Insurance .05% x 72360 = \$361.80

Workers Compensation Insurance 1.5% x 72360 = \$1,085.40

TOTAL BENEFITS \$19,466.12

Other Operating Expenses

Books and Supplies = \$0.00

(Costs of all books and supplies covered by U.S. Army)

Student Transportation (District Expense) = \$300.00

Equipment and uniform costs = \$0.00

(All equipment and uniform costs covered by the U.S. Army)

Total Other Operating Expenses: \$300.00

Operating Budget

Estimated ADA Income	\$90,246.00
Certificated Salaries minus remuneration by U.S. Army	(36,180.00)
Employee Benefits	(19,466.12)
Other Operating Expenses	(300.00)
<i>Grand Total Program Cost</i>	\$55,946.12
<i>Estimated Income</i> (ADA Income minus Total Costs)	\$34,302.88

Summary

Chapter Four outlined the expenses associated with the proposed handbook. In addition, costs to provide a JROTC unit at Perris High School were presented.

CHAPTER FIVE

Conclusions and Recommendations

Introduction

Chapter Five presents conclusions gleaned as a result of completing this project. Further, the recommendations extracted from this project are presented. Lastly, the Chapter ends with a concluding summary.

Conclusions

The conclusions extracted from this project follow.

1. It is concluded that a handbook for students enrolled at Perris High School in the Junior Reserve Officers Training Corps is of extreme importance both to the cadets in general and to the well being of the overall program. Such a handbook would fill the information vacuum that currently exists.
2. It is concluded that the Army JROTC Program is a positive educational experience in which students are encouraged to graduate, become better Americans and pursue higher educational opportunities. In addition, the JROTC program instills public acknowledged values of citizenship, self-esteem, self worth and self respect. The community as a whole benefits by the program and the cadets develop pride in belonging and discipline.

Recommendations

The recommendations resulting from this project follow.

1. It is recommended that Army JROTC instructors worldwide obtain and use this handbook as a tool for cadet success and achievement.
2. It is further recommended that the handbook be revised after two years of use.
3. It is also recommended that the governing headquarters for the Army JROTC program recognize the need for such a handbook and that funding be set aside for the procurement of the handbook for all Army JROTC units on a continuing basis.

Summary

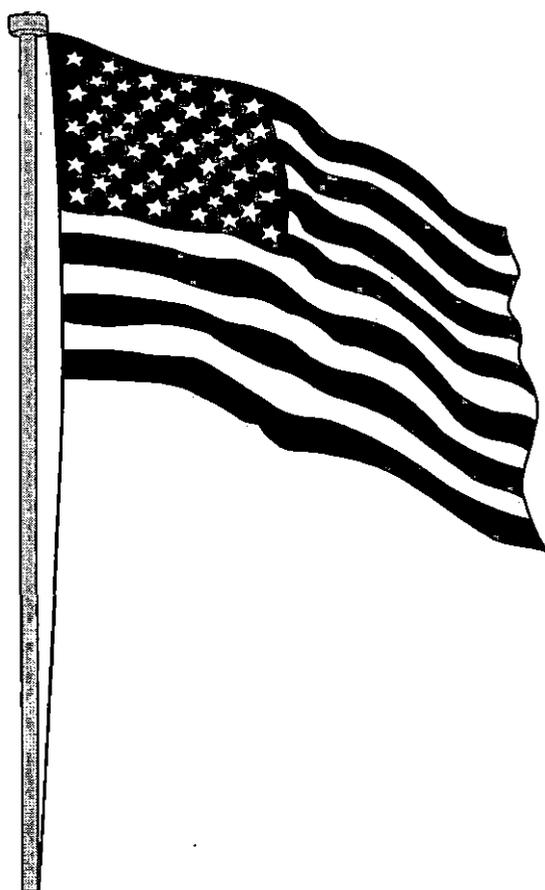
Chapter Five reviewed the conclusions derived from this project, and presented the recommendations extracted from this project. These conclusions and recommendations presented were based on a careful review of information presented in the four previous chapters. Included in the previous four chapters were the thought process behind the need for a JROTC handbook. The context of the problem further validated the information vacuum which this handbook hopes to fill. The review of literature could not provide any materials that would in themselves fill the vacuum. Chapter Three presents the development of the handbook and its structure. Chapter Four shows that the production of the handbook would fiscally be possible.

APPENDIX

Junior Reserve Officers Training Corps Handbook

PERRIS HIGH SCHOOL

JUNIOR RESERVE OFFICERS TRAINING CORPS



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 and tasked the Secretaries of each military department to establish and maintain units of the Junior Reserve Officers' Training Corps (JROTC) at public and private secondary institutions. Such schools must provide a course of military instruction not less than three years in length as prescribed by the respective military department.

Department of Defense (DOD) Directive 1205.13, *Reserve Officers' Training Corps Programs for Secondary Educational Institutions*, directs the JROTC program to provide a curriculum that gives worthwhile military training that benefits the student and is of value to the military department; in this case the United States Army. Under this act the Department of the Army is authorized to establish JROTC programs with a minimum of three years of instruction in nonmilitary schools and four years of instruction in military schools. The curriculum will follow the guidelines established by the Department of the Army and will include as a minimum 108 hours of core instruction per year.

The mission of the Army JROTC program is to motivate young people to become better citizens. The Army JROTC program is not a recruitment program for the Army and no military obligation is incurred by the students.

Fred B. Gerdes, Major, U.S. Army (RET)

Senior Army Instructor

CHAPTER ONE

Introduction

The contents of this Handbook were designed to provide assistance to guide you through your first few weeks of enrollment in the Perris High School JROTC Program and to give you a solid foundation for success.

Senior Army Instructor Letter

Perris High School JROTC Students

You are to be congratulated for enrolling in one of the best courses offered at Perris High School. I am happy to welcome you into an award winning program that has grown each year for the last four years. Last year there were over 168 students enrolled in JROTC, this year you have over 200 fellow cadets. The reason for this phenomenal growth is that JROTC is a program that teaches those things most people believe in; ethical values and the principles that promote good citizenship. Besides, it's fun too!

The mission of the JROTC program is to develop better citizenship among high school students. This is done by stressing integrity, responsibility, and respect for authority. In addition, we want to develop the leadership potential inherent in all of us. No student is required to purchase any item except a notebook to take notes.

Uniforms will be issued during the third week of the school year. Uniforms are provided at no cost to the students. Students however, are required to maintain their uniforms and return them when the school year has been completed. JROTC Students are required to wear their uniforms one day a week (at Perris High School this normally occurs on a Wednesday), and also any special occasions for which they may volunteer.

Many JROTC activities are offered throughout the school year, on a strictly volunteer basis. Among the activities planned this year are the following: camping outings, parades, a marksmanship team, drill teams, a color guard, informal and formal

dances and various outings to such places as Magic Mountain, Knotts Berry Farm, March Air Force Base, and various college campuses. In addition, we also participate in a five to six day summer camp normally held in August. Only the top forty-five students will be allowed to attend summer camp. Students will be taught a variety of subjects this year to include history, the Constitution, drill and ceremonies, map reading, drug abuse prevention, first aid, and physical fitness training.

We provide all students with a JROTC manual and several smaller publications. Homework will be assigned and we expect students to both study and to be active participants in classroom discussion. This handbook should answer most of the questions that you have about the program. If it doesn't please feel free to ask either myself or Master Sergeant Saucedo your questions. You may also call either of us at 909-657-7055. Thank you for taking the time to read this letter. I look forward to being your instructor and anticipate a great school year.

Sincerely,

Major (R) Fred B. Gerdes

Senior Army Instructor

Contents of the Handbook.

The Handbook that you are reading was designed to make your stay in the Junior Reserve Officers' Training Corps a more rewarding and enjoyable experience. It was written specifically for your use. If in the course of your reading you find an area that you feel could be improved upon, please submit your suggestion through your chain of command to the Senior Army Officer for his perusal and/or action. The Perris High School JROTC Handbook should provide you with valuable information to assist you in all areas that you may encounter in this outstanding program. Please take the time to read through this handbook carefully. Remember the JROTC program is designed to teach leadership. Therefore, this handbook is a guide and not a substitute for your initiative, common sense, and good judgment. The Handbook contains information on the history of JROTC, on what you need to be aware of in the program, on the Code Of Honor, how to get promoted, what awards you may earn, and a multitude of other areas. Use the handbook wisely and your experience in the Perris High School Junior Reserve Officers' Training Corps will be much more enjoyable and satisfactory. If after reading this handbook you still have questions then please contact your cadet chain of command or either instructor with your questions.

Purpose of the Handbook.

Proper use of this handbook will help you to succeed in the Perris High School Junior Reserve Officers Training Corps. As a member of this award winning and challenging program you will be provided with a chance to develop and use skills that may be invaluable for the rest of your life. Only in the JROTC program will you be given the unique opportunity to learn such things as how to develop leaderships skills, survival training, map reading, the use of the compass, First Aid training, team work development, how you can development an individual or group physical fitness program,

and military history. Some other classes may touch upon these subjects but none except JROTC devote the time and energy necessary for you to get truly acquainted with them. Although JROTC is not a military recruitment tool the instructors will provide you with active duty military guest speakers to answer your questions about military life, should you so desire. In addition, once you have completed your second year in JROTC you will be eligible for promotion should you desire to enter the military. Those who stay in the program for three or four years, with the Senior Army Instructors recommendation, are eligible for one or more additional promotions.

Use of the Handbook.

This Handbook should be used as a tool and guide. You should read the entire book as soon as possible but no later than three weeks into the course. During this time period homework assignments in JROTC are light and you will have plenty of free time to accomplish this task. After you have read the handbook keep it handy and look up any areas that you might have trouble with in the future. For example, if you're not sure if you are getting promoted at a steady pace, you may wish to look up the chapter on promotions and see where you should stand.

CHAPTER TWO

General Information

The History of the JROTC Program

The Army JROTC Program can trace its beginnings to Captain Alden Partridge a former Superintendent of the U.S. Military Academy at West Point. In 1819, Captain Partridge founded what was to become the first private academy combining both military and regular classes. Captain Partridge's academy became known as Norwich University. The first high school to actually begin teaching JROTC was in Cheyenne, Wyoming and occurred in 1911. In that year 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. After Lieutenant Steevers began his experiment Congress voted to establish high school units throughout the United States by the enactment of the National Defense Act of 1916. All high school JROTC programs began as a direct result of the passage of this Act. The National Defense Act of 1916 authorized the Secretary of War to issue equipment to those secondary schools desiring military training for high school students. All JROTC programs were originally Army programs, however since the passage of the JROTC Vitalization Act in 1964, JROTC has been offered to all services. In 1993 Congress authorized 3500 total JROTC units of which there are currently over 1370 high schools providing Army JROTC programs throughout the world. Over 228,000 students are enrolled in the Army JROTC program. Army schools or units as they are also called, are located in all fifty states, Puerto Rico, Guam, the District of Columbia, Panama, Samoa, the Virgin Islands and the Department of Defense schools in Europe, Korea, and Japan. Perris High School JROTC was established in 1985 and is also authorized under the National Defense Act of 1916.

History of the Perris High School JROTC

The city of Perris, California has had its own high school since 1897. In 1985 a program of military science instruction began at Perris High School. The program was established by Major Allen Gaither, currently the Vice Principle of Poloma High School. Since 1985 the Perris High School JROTC unit has, on a number of occasions, earned the highest award that an Army JROTC program may win; the coveted Honor Unit With Distinction. Recently, this honor has been bestowed on Perris every year since 1996. In order to win the Honor Unit With Distinction Award a unit must be judged to be among the best JROTC units in the nation. The last inspection by the 4th Army Region for Perris High School JROTC returned a better then 97% success rating, which established this unit as being in the top 10% of all other JROTC units.

Your Army instructors are retired military personnel with over twenty years of experience each. Major Gerdes has been an instructor at Perris High School since 1994. Master Sergeant Saucedo has been with the program since 1997.

Mission of the Perris High School JROTC Program

The mission of the Perris High School JROTC Program is to motivate young people to become better Citizens. We hope to accomplish this mission by providing good role models and excellent instruction along with providing each cadet with the chance to excel and test their leadership capabilities.

The Cadet Code of Honor

The Cadet Code of Honor should be more than words to a JROTC cadet; it is the heart and soul of this program. Although one may not often believe it from today's headlines, honor and duty are two of the greatest attributes a person may possess. To a cadet, there should exist little else of greater value in the world. Cadets entering the program should be able to trust their fellow cadets as they would their family, for that is

what your fellow cadets should be, family. The Cadet Code of Honor is therefore not only a code of rules to go by, but it should be a way of life for every cadet. Each cadet should be his or her own judge and jury. The Cadet Code of Honor is as follows:

I am an Army Junior ROTC Cadet. I will always conduct myself 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.

I do not lie, cheat, or steal; and will always be accountable for my actions and deeds.

I will 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 and stand prepared to uphold the Constitution and the American way of life. May God grant me the strength to always live by this creed.

The Military Training Certificate

A certificate (DA Form 134) will be issued to each cadet who successfully completes at least two years of Army JROTC and is recommended by the Senior Army Officer. Remember this is not a right but a privilege. The training certificate may be used in the event that you decide to join one of the military services. It will allow you to be promoted one full pay grade and it may allow you to be promoted two full pay grades. Currently this could be worth several hundred dollars a month should you decide to join one of the military services.

Cadet Discipline

If you wish to succeed in the JROTC program you must learn to follow the rules and regulations set forth by your fellow cadets. No other area will get you in trouble as quickly as failing to maintain "Discipline". Discipline comes from a Latin word which

means “learning”.

In your JROTC LET 1 workbook the term discipline is defined as “training that corrects, molds, strengthens, or perfects”. In the military, discipline is an attitude and a state of training. A group of soldiers who have discipline can accomplish the missions that they are given under all conditions. Discipline is founded upon respect for and loyalty to properly constituted authority.

You as a cadet are expected to follow the orders of the cadets in your chain of command and the instructors in your organization. Cadets are expected to follow legitimate, just and legal orders, if you cannot do this then JROTC may not be for you. In things such as training, leaders will strive for perfection in what may seem to you as minor details. Such things as how you wear the uniform will be closely supervised and scrutinized. Your performance is expected to be near perfect. As a cadet what you do off campus is as important as on campus. Cadets are expected to conduct themselves at all times in a manner which will reflect credit upon themselves, their parents, Perris High School, our JROTC unit and the United States Army. The Cadet Sergeant Major is the principal cadet involved with cadet discipline should you have any questions on this subject that your chain of command cannot or will not answer then please contact him.

Cadet Teamwork

JROTC Cadets are a unique group of students at Perris High School. Cadets are expected and required to work as both individuals and as part of a team. They are put in many situations that require all members of the team to work together. Teamwork is therefore one of the primary aspects of the JROTC Program. An example of a situation requiring teamwork is that of the Leadership Reaction Course. The Leadership Reaction Course is a test of leadership capabilities given to cadets at our yearly summer camp.

Cadets are required to work as a team to solve a problem and only those cadets who work as a team will be able to successfully complete this demanding leadership test.

CHAPTER THREE

Specific Information Necessary for Success.

Rank, How to Get it and How to Keep it.

“Rank” and “Grade” are terms used by the military to classify soldiers. In the JROTC program you will have the opportunity to receive rank. Just how far you advance will be based on your ability, skill, experience and potential. A chart in Annex A presents the various rank that you may achieve. In addition, a similar chart at Annex B shows the time normally required to advance from one grade of rank to another and what you may reasonably expect in cadet promotions during the school year. Cadets are rewarded rank for good attitude, good conduct and behavior and for performing their classroom assignments in a favorable manner. How far you advance up the rank ladder is up to you. But the opportunity will always be present.

Peer Relations

Since it has been established that teamwork is a vital part of JROTC what your peers (friends and companions) feel that you are accomplishing in JROTC is also of vital importance. You should avail yourself as often as possible to the knowledge that your fellow cadets have attained. In addition, all cadets should strive to attain there peers approval. Cadets may be asked to grade other cadets on their performance and to assist the JROTC instructors in the evaluation of various leadership positions. The bottom line is that you should strive to accomplish all tasks given to you in the best possible manner.

The JROTC Awards Program

Awards in the JROTC Program are presented for a number of reasons. Awards are presented as they are earned throughout the year and at an end of year Awards Night Ceremony. Awards Night is presented normally in the middle of May. Awards Night is a required after school function, failure to attend without prior approval by an JROTC

instructor is grounds for automatic course failure. Annex C provides a list of the various awards that a cadet may achieve while a member of Perris High School JROTC. The cadet personnel officer or "S1" is responsible for the awards program. The awards program is designed for those who excel. The program recognizes these cadets high level of performance and rewards them. There are two different categories of awards, *Unit* awards and *Individual* awards. Both the Army and your school recognize the good things that JROTC cadets accomplish and they wish to let the cadets know this. The Army rewards cadets for the many activities that they do outside of the normal school day, for excellence in various competitions, for contributing to the Units goals and for outstanding service. The school coordinates both with the Army and other national, patriotic and civic organizations for rewards to cadets based on academic and military achievements. Awards vary from ribbons to wear on your uniforms to scholarships worth several thousand dollars at the national level.

CHAPTER FOUR

Other Necessary Information

Course Grading

Both Army Instructors keep detailed records of the cadets activities throughout the school year. Cadets are graded on a weekly basis. Normally these grades include but are not limited to; Uniform Inspections, Tests, Attitude, Participation and Extra-Credit. The cadet records are automated and are cumulative.

Course Materials

Each Cadet is provided with a Course Manual, and various booklets to explain course curriculum and optional subjects such as marksmanship. In addition, second and third year students are provided workbooks. Forth year students are provided a combined work and reading manual. All course materials provided to JROTC cadets are marked according to the year of instruction. For the most part new cadets books and materials are color coded light blue. Second year cadets books are color coded yellow, third year cadets red, and forth year cadets dark blue. Cadets are required to provide both written homework assignments and verbal classroom presentations.

Uniforms

The wearing of uniforms by cadets is one way to build teamwork and promote discipline. A guideline for the wearing of your JROTC uniform can be found in your LET1 manual and at Annex D in this Handbook. Cadets at Perris High School are often identified and judged based on their personal appearance. Opinions will be formed and based on the way you look. In the JROTC Program being neat and clean is a way of life. The word uniform comes from two Latin words, *unus* and *forma*, which mean “one form.” By wearing a uniform you will be set apart from other students. Wear your uniform with pride. No cadet may remain in JROTC that refuses to wear and maintain

their uniform. Uniforms will be issued during the third week of the school year. Uniforms are provided at no cost to the students. Students however, are required to maintain their uniforms in proper manner and return them when the school year has been completed. JROTC students are required to wear their uniforms once a week (at Perris High School this occurs normally on a Wednesday), and also on any special occasions for which students may volunteer. In addition, cadets are required to wear their uniform on Awards Night. Cadets that take special care of their uniforms generally are promoted at a higher rate than those who don't and they receive a higher course grade. A student that fails to wear their uniform on uniform inspection day will receive an letter grade of "F" for that week. It is extremely difficult if not impossible to make up more than three missing inspections. A guide for cleaning your uniform is presented in Annex E. The best way to care for your shoes is presented in Annex F. The hair on the back of your neck should never touch your uniform. A guideline for personal appearance can be found both in your LET1 course manual and in Annex G. In the weekly uniform inspection the Senior Inspector present will inspect the following areas: Uniform cleanliness, personal appearance and uniform correctness. Annex H shows a inspection list with the various areas that are part of the inspection process. Finally Annex H illustrates the proper wearing of the JROTC uniform. Show your "Panther Pride" and be a proud member of JROTC.

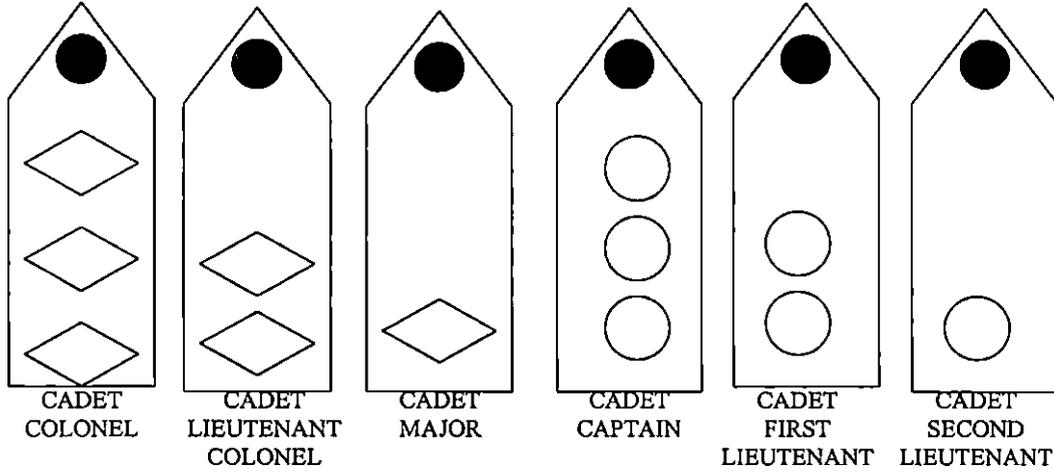
CHAPTER FIVE

Conclusion

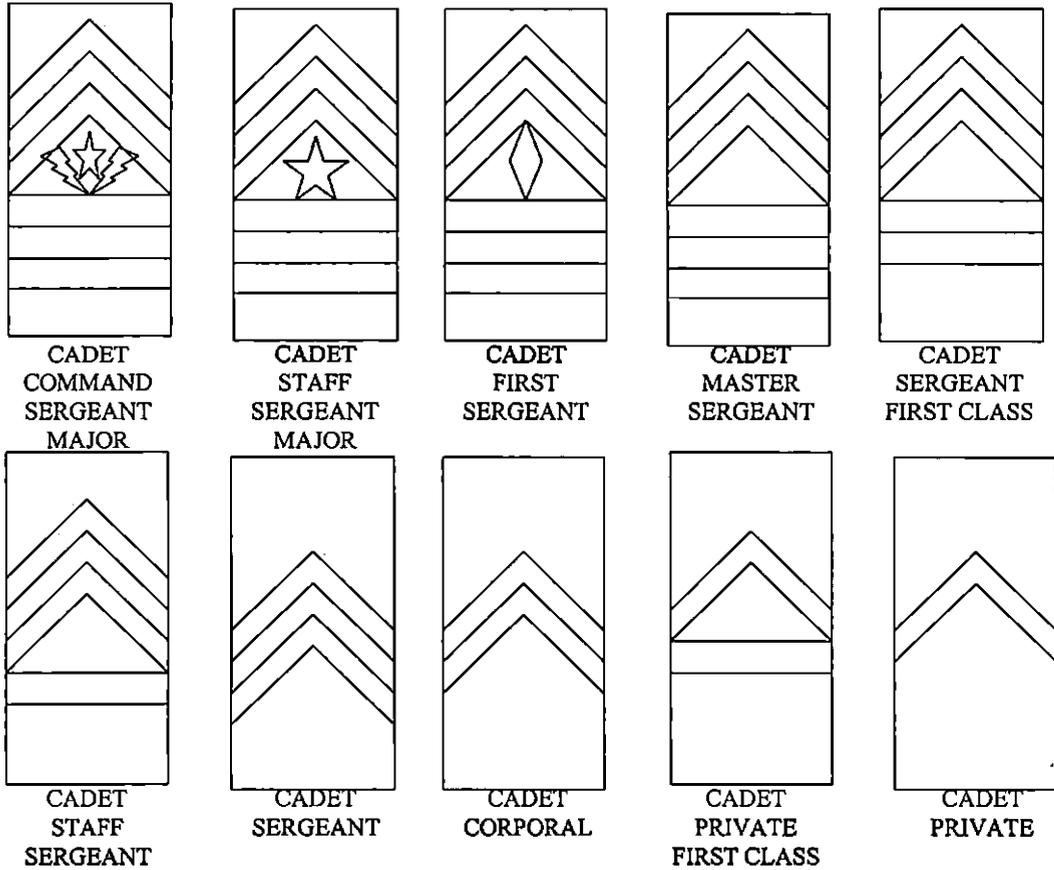
In conclusion this JROTC Handbook has presented you with the majority of the information that is required of you and that you will need to successfully begin your activities in the Perris High School Junior Reserve Officers Training Corps Program. The Handbook has presented those subjects that JROTC cadets are graded on, many of the areas that your fellow cadets feel are important and finally those areas that build character and make better citizens.

ANNEX A

OFFICER INSIGNIA OF GRADE



ENLISTED RANK



ANNEX B
**DEPARTMENT OF THE ARMY
JUNIOR RESERVE OFFICER TRAINING CORPS
PERRIS HIGH SCHOOL
175 EAST NUEVO ROAD
PERRIS, CALIFORNIA 92570**

ATOD-HS-PHS

12 October 98

MEMORANDUM FOR All Cadets

SUBJECT: Promotion Criteria

<u>RANK</u>	<u>WAITING PERIOD</u>
PVT TO PV2	30 DAY(GOOD CONDUCT AND ATTENDANCE)
PV2 TO PFC	60 DAY
PFC TO CPL	60 DAY
CPL TO SGT	60 DAY
SGT TO SSG	60 DAY(THIS IS THE HIGHEST A LET 1 CAN OBTAIN)
SSG TO SFC	90 DAY
SFC TO MSG	120 DAY
MSG TO 2LT	UPON PASSING OF THE OFFICER BOARD
2LT TO 1LT	60 DAY
1LT TO CPT	60 DAY
CPT TO MAJ	90 DAY
MAJ TO LTC	120 DAY
LTC TO COL	120 DAY

* Promotion rates should mirror the above waiting periods if you maintain a C average and do not have any discipline problems.

ANNEX C

JROTC AWARDS

AWARD	AWARDED BY	CRITERIA
ACADEMIC AWARDS		
DISTINGUISHED CADET AWARD FOR SCHOLASTIC EXCELLENCE (N-1-1)	SUPERINTENDENT	Awarded annually to one cadet who exhibits the highest degree of excellence in scholastics.
ACADEMIC EXCELLENCE AWARD (N-1-2)	PRINCIPAL	Awarded annually to one cadet in each LET level for maintaining highest school academic grades.
ACADEMIC ACHIEVEMENT RIBBON (N-1-3)	SAI	Awarded annually to those cadets who maintain a grade of "A" in all academic subjects.
PERFECT ATTENDANCE RIBBON (N-1-4)	SAI	Awarded to those cadets with no unexcused absences during each semester.
STUDENT GOVERNMENT RIBBON (N-1-5)	PRINCIPAL	Awarded to cadets elected to student government offices.
LET SERVICE RIBBON (N-1-6)	SAI	Awarded to cadets successfully completing first semester of training of each LET year.
ATHLETIC AWARDS		
VARSITY ATHLETIC RIBBON (N-2-1)	PRINCIPAL	Awarded annually to cadets who excel in varsity sports.
PHYSICAL FITNESS AWARD (N-2-2)	SAI	Awarded annually to cadets who maintain excellent physical fitness: male cadets must run one mile in 8:30 minutes and female cadets in 10:45 minutes or less.
ROTC ATHLETIC RIBBON (N-2-3)	SAI	Awarded annually to cadets who excel in ROTC athletics.
MILITARY AWARDS		
SAI LEADERSHIP RIBBON (N-3-1)	SAI	Awarded annually to one cadet per LET level who displays the highest degree of leadership.
PERSONAL APPEARANCE RIBBON (N-3-2)	SAI	Awarded annually to cadets who consistently present an outstanding appearance.
PROFICIENCY RIBBON (N-3-3)	SAI	Awarded annually to those cadets who demonstrated an exceptionally high degree of leadership, academic achievement and performance.
DRILL TEAM RIBBON (N-3-4)	SAI	Awarded annually to drill team members.
ORIENTEERING RIBBON (N-3-5)	SAI	Awarded to annually to cadets who are members of orienteering teams.
COLOR/HONOR GUARD RIBBON (N-3-6)	SAI	Awarded annually to members of the Color/Honor Guard.

ANNEX C

AWARD	AWARDED BY	CRITERIA
RIFLE TEAM RIBBON (N-3-7)	SAI	Awarded annually to members of the rifle team.
ADVENTURE TRAINING RIBBON (N-3-8)	SAI	Awarded annually to cadets who are members of adventure training units.
COMMENDATION RIBBON (N-3-9)	SAI	Awarded to cadets whose performance of duty exceptionally exceeds that expected for grade and experience.
GOOD CONDUCT RIBBON (N-3-10)	SAI	Awarded annually to the cadets who have demonstrated outstanding conduct and participation.
SUMMER CAMP PARTICIPATION RIBBON (N-3-11)	SAI	Awarded to those cadets who participate in summer camp.
MISCELLANEOUS AWARDS		
PARADE RIBBON (N-4-1)	SAI	Awarded to cadets who have participated in local community parades.
RECRUITING RIBBON (N-4-2)	SAI	Awarded to cadets who recruit students in the JROTC program.

ANNEX D

Guidelines for Wearing Your JROTC Uniform

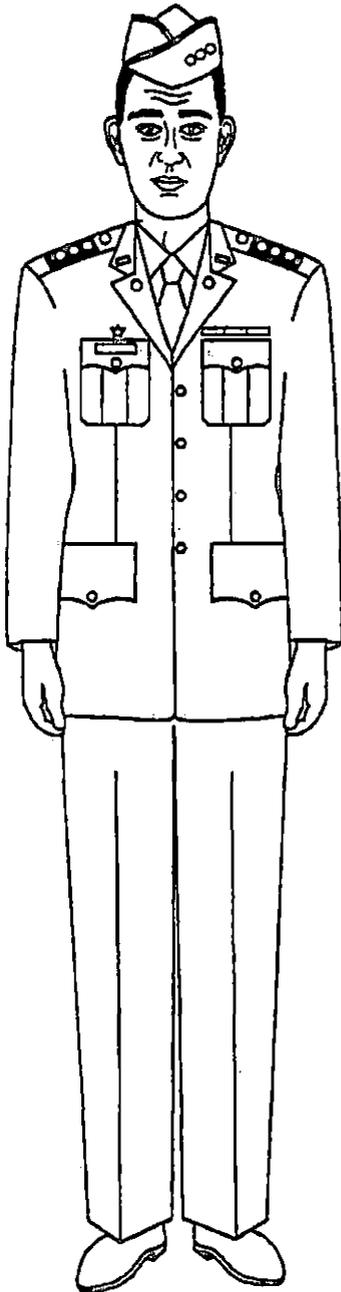
- Wear a clean and neatly pressed uniform.
- Tuck shirt into trousers; keep its seam aligned with the seam of the zipper flap of the trousers and the edge of the belt buckle (**GIGLINE**).
- Male cadets wear a T-shirt under the Class A and B uniforms. Male and female cadets wear a T-shirt under BDUs and as a physical training uniform. Wearing T-shirts prevents underarm perspiration from affecting your uniform.
- Button all buttons, with the exception of the top or collar button of the shirt or blouse.
- Clean, polish, and properly display all brass on the uniform.
- 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.
- Wear only issued socks and shoes with the uniform.
- The wearing of a wrist watch, a wrist identification bracelet, and not more than two rings is authorized with Army uniforms (unless prohibited for safety or health reasons) as long as the style is conservative and in good taste.
- Female cadets may also wear small circular earrings (not to exceed 1/4 inch in diameter).
- Do not carry bulky objects in any pocket of the uniform.
- Wear the hat at all times when out of doors.

ANNEX E

Guidelines for Care and Cleaning of Your JROTC Uniform

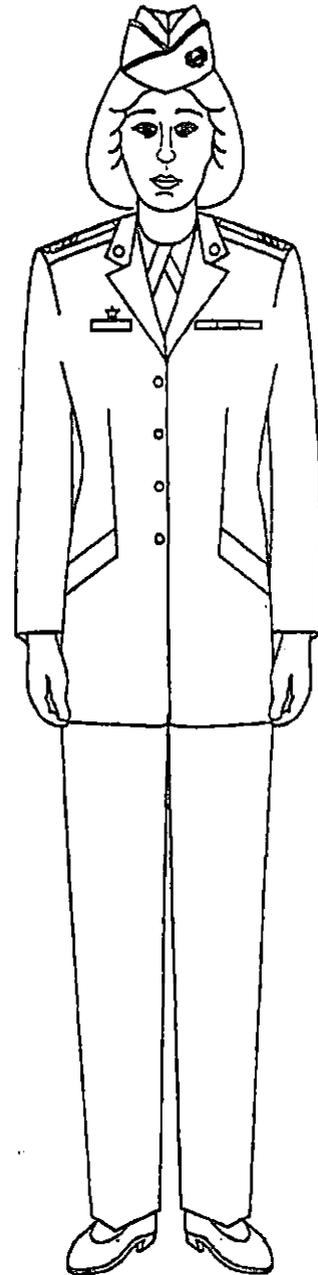
- Place coats on hangers wide enough to keep the shoulders of the coat in shape. Do not use wire hangers.
- Keep shirts on hangers to prevent creasing.
- Clean and shine shoes and boots. Use black Kiwi shoe polish and edge dressing to maintain a high shine on your issued shoes.
- Keep trousers and slacks on hangers that allow them to hang at full length. 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.
- Dry clean wool uniforms at a competent cleaner to take out stains or spots.

ARMY JROTC UNIFORM (CLASS A)



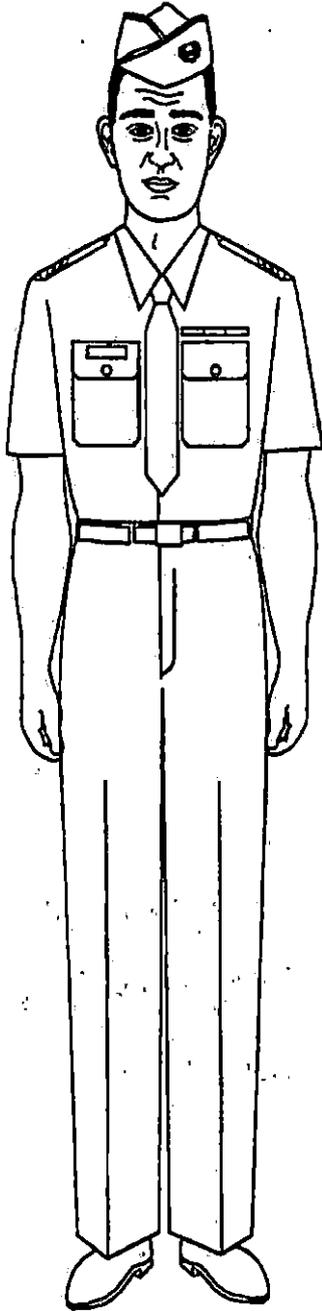
CADET OFFICER

- 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

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)**

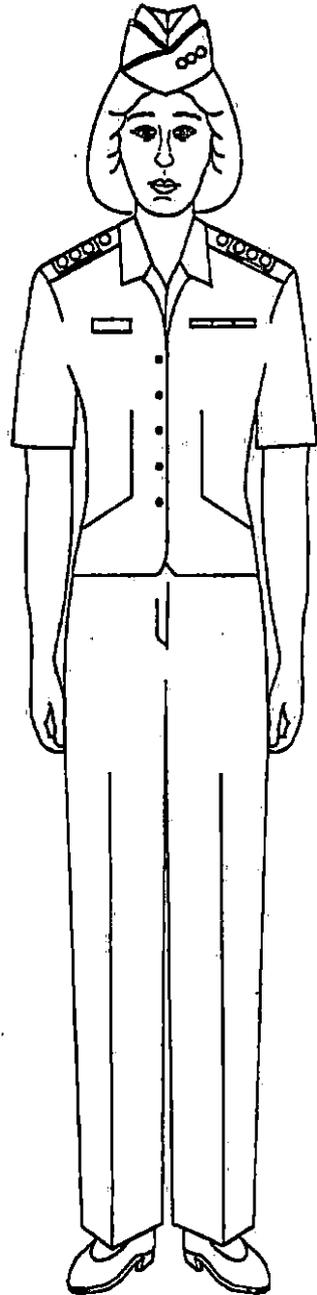
**Black Belt
with Brass Buckle**

Army Green Slacks

Army Green Trousers

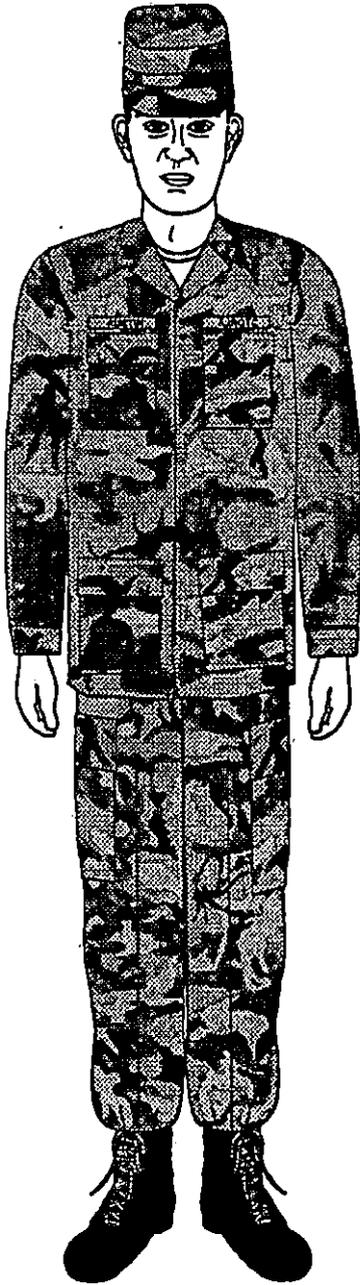
Black Socks

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



CADET OFFICER

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

ANNEX G

Guidelines for Personal Appearance in the JROTC Uniform

- Male cadets: Keep your hair neatly trimmed with sideburns no lower than the bottom of the ear opening and is clean shaven.
- Female cadets: Keep your hair styled so that it does not touch the top of the collar and the cap can be worn easily.
- Keep fingernails short and clean.
- 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 JROTC, you must maintain your uniform.

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