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MY ROTC? COMMUNITY RESPONSE TO AN AIR FORCE HIGH SCHOOL ROTC PROGRAM

by Betty Rademaker

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Abstract: Community Response to Air Force Junior ROTC

- I. Nature of Air Force Aerospace and Leadership Education Program (Appendices B and E)
 - A. Approach is through high school principals who usually seek approval of local PTA or school advisory committee, then go to school board for approval.
 - B. Student survey is conducted; Air Force requires minimum enrollment of 100; may be waived during first two years.
 - C. Program is presented as a career education program in aerospace and leadership.
 - D. Application is a legally binding contract.
 - E. Air Force recommends retired officers and NCOs to school board; school system is final hiring authority.
 - F. District pays 1/2 of difference between retired officers' pay and active duty pay. (One career officer for each 500 students; one non-com for each 100 students; total salary obligation for district about \$9,000.)
 - G. School district provides classroom space, storage space for uniforms and equipment, custodial care, drill field.
 - H. Air Force provides textbooks and stipulates in detail required course of study which is not subject to local review or modification—a 3 year program.
 - I. Leadership education is focused on instilling respect for authority, learning to obey orders (first year) and give them (second and third years). Leadership lab consists mainly of close order drill.
- II. Questions Relating to Adoption of an AFJROTC Program (Appendix C)
 - A. How does the AFJROTC program relate to the overall educational plan for the district—specifications for career education programs, educational goals, budget priorities, etc.?
 - B. How does the school board propose to adhere to the principle of local control, if textbooks and course of study are prescribed by the Air Force?
 - C. Is leadership education as defined by the Air Force appropriate for a civilian society in a democracy? Can we reconcile this authoritarian style of leadership with the kind of leadership which is essential for the maintenance of a democratic form of government?
 - D. Will the right to dissent and freedom of inquiry be respected or will there be a tendency toward indoctrination of students? How will the school district insure that students have an opportunity to hear orientations and interpretations which differ from those of the Air Force in order that they may make their own judgments?
- III. Community Organization
 - A. Take emergency action if necessary to gain time, e.g., a letter signed by concerned citizens asking for information and postponement of decision until community can be involved in consideration of proposal. (Appendix A)
 - B. Secure factual info: copies of contract-application, regulations giving detailed description of curriculum, promotional brochure sent to high school principals, local career education programs, budget priorities, etc.
 - C. Develop questions of particular importance to local community.
 - D. Disseminate information and questions widely. Contact members of community who are concerned with moral and religious issues, also those with commitment to a humanist educational philosophy. Keep the base broad—not just those who have been active in the peace movement.
 - E. Work through formal organizations: local council of churches, teacher associations, PTA or similar community groups, citizens' advisory committees; also encourage informal person-to-person contacts with key people in the decision-making process.
 - F. Have representatives at all school board meetings to speak on the issue. Make specific requests, e.g., that school board refer the issue of ROTC to a citizens advisory committee for review and recommendation.
 - G. Long-range: Work for election of school board members who are committed to quality education for a democratic society. Become actively involved in other aspects of curricular planning.

REMEMBER: A FEW PEOPLE CAN MAKE THE DIFFERENCE

WHY ROTC? - COMMUNITY RESPONSE TO AN AIR FORCE HIGH SCHOOL PROGRAM

Betty Rademaker

Does the United States Air Force have a contribution to make to the public school system in our community? This was the question which suddenly confronted the citizens of Salem Oregon this fall. During an informal study session of the Salem School Board, September 19, Mr. Richard Wilson, principal of one of Salem's four high schools, casually mentioned that he would like to explore the possibility of contracting with the Air Force for a "career education" course in Aerospace and Leadership Education.¹ Career education has been a major curricular emphasis in the Salem school community during the past two years, and the immediate reaction of school board members was generally favorable. Only one member, Reverend Myron Hall, who had served on the board seven years, tended to be critical of the military sponsorship involved. Only after his persistent questioning, did the information emerge that the proposed career education course was in fact a three-year Air Force Junior Reserve Officers Training Corps program. No formal action on the proposal was taken at this meeting. However, judging from the favorable reaction of six of the seven Board members, approval seemed assured at the regular business session the following week on September 26. The deadline for submitting the application to the Air Force was November 1.

To the small group who assumed responsibility for preventing² the introduction of an Air Force Junior ROTC into the Salem secondary schools the odds against them seemed overwhelming. Most of the school board members had service backgrounds. One was a retired Air Force career officer; another was an Air Force reservist, who later was to describe his college Air Force ROTC experience as the "finest preparation for life I received in college"; one had been a bomber pilot during World War II. In addition, four members were business men to whom the bargain features of this career education program were particularly appealing. Only one member, Reverend Hall, a Methodist minister, questioned the value of the program.

1. Mr. Wilson explained that during the past summer he had received informational material which the military services send to high school principals "as a matter of routine." He had replied positively, and later a representative from Air University in Alabama visited him and explained the program. Mr. Wilson's reaction had been favorable. He thought the program would offer alternatives for the students, and he agreed to seek school board approval for the program.
2. At least one member of the group was motivated by a desire to challenge rather than prevent the introduction of the program. Her concern was for involvement of the community in decision-making, following the guidelines and educational goals which had been evolved within the school system by the administration and the board.

Mr. Wilson, principal of McNary High School, seemed to be sold on the program. He said that in addition to the career education opportunities which it offered, there would be a positive effect on the discipline of the school. He claimed to have the support of the school's parents' advisory committee and a majority of the teachers. He later interpreted the results of a student survey as indicating majority student support. The superintendent, William Kendrick, was new to the district this year and consequently chose not to identify himself with the opposition. He was non-committal, indicating that he would follow the decision of the school board.

Public opinion seemed generally apathetic. "You haven't a chance in the world of stopping it" was the comment of a professional educator employed by the State Board of Education whose son attended McNary High School. Both father and son voiced opposition to the program privately, but took no active part in opposing it. "If we're going to eliminate the draft, we have to give the Armed Services a chance to recruit volunteers," and "I see no harm in it as long as it's on a voluntary basis and not compulsory" were common reactions from liberals, even those who have become increasingly critical of the military establishment as a result of the Vietnam War.

Perhaps the greatest obstacle for those who assumed the responsibility of opposing the ROTC program was the nature of the Salem community. As the state capital, where the large complexes of state government bureaucracies are concentrated, a state employee syndrome is much in evidence. In a basically conservative local and state community, successful careers in public service depend not only upon professional competence, but also upon a willingness and ability to temper one's thoughts and actions to those which are acceptable to the prevailing power structure. As a result a mood of caution and restraint pervades the intellectual and professional community, reaching into the institutions of churches, schools, and social agencies. Those who have exceeded the bounds of the community consensus by taking strong and visible stands in the anti-war and other liberal movements generally tend to be discredited, even in some cases ostracized, and thus exercise little influence or leadership in the official community structure. And these were the people for the most part who took on the task of opposing the introduction of AFJROTC into the Salem high schools. Few in number --- no more than eight people were actively involved at first --- yet they were able to set in motion those democratic procedures which have been evolved through the sustained efforts of public-spirited citizens to safeguard our social institutions. Two months later, at a school board meeting November 28, the board members voted unanimously to accept the recommendation of Superintendent Kendrick that the Air Force Junior

ROTC program not be adopted for the year 1973-74.

How was this outcome achieved? Since many other communities will be facing similar kinds of decisions relating to high school ROTC programs, a detailed analysis of the Salem experience may be helpful.

First of all, it is important to recognize that the current move on the part of the Armed Services to expand their high school programs is a nationwide response to the imminent termination of the National Selective Service Program. Forced to rely in the near future on volunteer recruits for manpower, the military establishment apparently regards the nation's public high schools as convenient sites for the development of interest and potential for military careers. The Army has offered a Junior ROTC program since World War I. The establishment of the Air Force Junior ROTC program began with the passage of the ROTC Vitalization Act of 1964. This Act enabled the Navy and the Air Force to introduce their programs into selected high schools which desired a Junior ROTC program and met selection criteria. Early in 1966 the Air Force selected twenty secondary schools from across the nation to begin its program.¹

Recently, as the Pentagon prepares for the "all-volunteer Army" the pace of expansion in all services has increased greatly. During the past year, there has been a 40% increase in the number of Navy high school ROTC units, a 25% increase in the number of Marine Corps high school ROTC units and a 15% increase in Air Force high school ROTC units. (Some figures above are furnished by the New York office of the American Friends Service Committee; other figures are from ARMY Times, 10/25/72)

The military will soon ask Congress to raise the statutory limit of 1200 ROTC units. (Air Force Times, 5/3/72) As of February, 1972, the Army alone ran ROTC and NDCC programs in 694 high schools. (NDCC is the National Defense Cadet Corps; it is the same as Junior ROTC except that the Army does not help pay for it.) Although many of these Army high school ROTC units are in the South, several hundred are in northern and western cities. San Francisco, Los Angeles, Chicago, Denver, Kansas City, Detroit, Omaha, Indianapolis, and Washington all have at least 9 public high schools with Army ROTC or NDCC; Chicago has 37. (Army Regulation 145-2, Appendix C.) Now the military is expanding ROTC in suburban and rural high schools. Kansas seems to have been a special target for such expansion during the past year, for OCSO has received many reports of proposals for new units there and lists of high schools with new Air Force units include many Kansas localities. (for example, Air Force Times, 5/19/72)²

1. Air Force promotional brochure on Aerospace and Leadership Education program
2. Draft Counselor's Newsletter, Central Committee of Conscientious Objectors, 1972 Issue, No. 8.

Another reason for expanding the high school ROTC programs may be the decline in college ROTC enrollments. According to a Pentagon release December 13, 1972,¹ there has been a decline in college ROTC enrollment of 191,749 since 1966. In 1970 there was a decline of 28.8% and in 1971 of 13.7%. Although the Pentagon stated that ROTC was producing enough officers to meet the needs of the shrinking regular armed forces when combined with Officer Candidate Schools and the service academies, a continuing decline in college enrollment will probably increase pressure for the expansion of ROTC at the high school level. Students who begin a junior ROTC program in high school might well be expected to continue with the program in college, particularly since completion of the three year high school program entitles them to have a full year of college ROTC waived.

The history of the campaign to prevent the introduction of an AFJROTC program at McNary High School can be conveniently considered in three phases. The first phase involved emergency action to gain time. In view of the initial favorable reaction of six of the seven board members at the unofficial study session, it seemed likely that they would take official action at the regular business session the following week to make a legally binding commitment to adopt the program. Much depended upon mobilizing enough community pressure during that week to delay a final decision. The second phase, lasting approximately two months, was a period of gathering and disseminating factual information and focusing public attention on the critical issues involved, in order to mobilize a latent opposition, with particular emphasis on reaching the citizens' committees which had been officially delegated responsibility in curricular areas.

The third phase, which is just beginning, involves a continuing effort to develop sustained interest in the public schools on the part of concerned citizens, particularly in the area of curriculum development. Early efforts will be devoted to finding and supporting as candidates for the school board capable people with broad humanitarian perspectives and dedication to a humanist education.

Phase I September 19 to September 26

One of the interesting aspects of the Salem ROTC experience is the part played by women. Nowhere was this more in evidence than in the first few crucial days. Immediately following the September 19 school board study session at which Mr. Wilson received a favorable reaction to his ROTC proposal from all but one school board member, Wilma Green, League of Women Voters' observer at school board meetings, alerted Grace Thorpe, fellow League member, unsuccessful candidate for

1. Oregon Statesman, December 14, 1972

the school board, and President of the Salem Council of Churches, to the impending action. Mrs. Thorpe then contacted Violet Nettleton, an elementary teacher, well-known for her leadership in both church activities and in the peace movement, asking her to make a special effort to have peace-committed church members at the Council of Churches Executive Committee meeting the following evening. At this meeting Mrs. Thorpe introduced the subject of the ROTC proposal, explaining the nature of the emergency. She had invited Dr. George Martin, a former president of the Oregon Council of Churches and assistant superintendent of the Salem Public Schools to attend the meeting in order to present factual information concerning the nature of the Air Force Junior ROTC program and to answer questions concerning both this program and the Salem school district career education program. Dr. Martin gave an objective report, avoiding any expression of opinion, and leaving before the group turned to discussion of a possible course of action. During the ensuing discussion, it was decided that the people present, acting as concerned citizens, not as members of the Council of Churches, would circulate a letter to gain more signatures for presentation to the school board at the September 26 meeting.¹ This first letter expressed concern about the "far reaching effects of an ROTC program and the relation of military control to the prevailing philosophy of education" and asked that information concerning the proposed program be made public in detail. During the next five days copies of the letter were widely circulated. Participants in the Council of Churches meeting circulated them in their churches the following Sunday. Some authorizations for signatures were secured from non-church members by telephone. By September 26 one hundred and fifty signatures, including those of some prominent civic leaders and many non-peace-movement-identified people, had been secured. During the business session Marjorie Thomas, who had been active in the church community and had helped organize a draft counseling service in Salem, presented the letter to the school board together with a list of questions concerning details of the program to which answers were requested. There was no discussion by board members at the time; however, during the coffee break, a board member was overheard to remark, "I wish those church people would leave us alone." No action was taken on the AFJROTC program at this meeting.

Thus ended the first phase. The larger concerned community had been alerted before the AFJROTC application (in effect a contract) was signed and the adoption of the program a fait accompli. The presence and active involvement of people with a commitment to a humanist philosophy of education at two key points in the

1. See Appendix A.

community decision-making processes were crucial in this phase. School board member, Reverend Hall, by his persistent questioning as to the true nature of a career education program in Aerospace and Leadership Education offered by the Air Force, pierced the semantic facade to reveal the true institutional base of the program. Wilma Green, Grace Thorpe, and Violet Nettleton, by their concerted efforts, were able to reach representatives of the conscience of the community at the Salem Council of Churches Executive Committee meeting (by happy circumstance regularly scheduled two days after the school board meeting.) While some of those present at the Council of Churches meeting and many whose signatures were later obtained to the letter were not firmly opposed to a high school ROTC, they were willing to support a move to request more information and involvement of the public in the decision-making process.

Phase 2 September 27 - November 28

During this period a relatively small group of people concentrated their efforts on

- 1) acquiring as much factual information as possible concerning the nature of the Air Force Junior ROTC program, the experience in other communities in which the program had been proposed, and also information concerning career education planning at both state and local levels;
- 2) developing key questions concerning the program and how it related to overall educational planning for the Salem School District, with particular emphasis on educational goals, philosophy of education, and budget priorities;
- 3) making this material available to interested individuals and groups, particularly the Citizens' Curriculum Advisory Committee and the Citizens' Career Education Advisory Committee;
- 4) exerting pressure on the school board to delay a final decision until citizens' advisory committees could study the program and make recommendations.

After the school board meeting of September 26 there was a short period of inactivity as people waited for the school board to respond to the request for more information concerning the proposed program. As time passed with no response from the school board and the cut-off date for making application for AFJROTC (November 1) approached, it became apparent that a concerted course of action would be required to prevent a positive six to one vote by the board, authorizing application for the program at the next board meeting, October 24. No effective spontaneous opposition was in evidence. Although one of the daily newspapers had editorialized against the program, the other had supported it editorially. There was no indication that the religious community was interested or willing to become

further involved, either through the Council of Churches, or as individual members working in their congregations.¹ Teachers and professional educators generally seemed unconcerned about the effects of the introduction of a military-oriented program into the secondary schools. Most seemed unaware of any potential conflict of educational goals or philosophy; others who had reservations concerning the appropriateness of an ROTC program in the public schools seemed resigned to the inevitability of its adoption. A typical remark was, "Most high schools in the south and east have these programs; they are just now reaching the west coast. There's no way of stopping them."

During this period an Air Force promotional film depicting the operation of an AFJROTC program in Fairfield (California) High School was shown to the students at McNary High School. (One social studies teacher said privately that he would have liked to use the film as an object lesson in the application of propaganda techniques.) Following the film students were asked to indicate on a questionnaire whether, should an AFJROTC program be offered at McNary, they would be "definitely interested", "probably interested" in signing up, or "undecided". Many students expressed resentment that no provision had been made for registering a "definitely not interested" vote. These students were told that they could write in such a category. As reported later in the news media, of the 830 sophomores and juniors to whom questionnaires were given, 660 returned valid ballots. These showed 63 definitely interested, 80 probably interested, 387 undecided and 130 definitely not interested. This was hardly an overwhelming show of interest in the program, although Mr. Wilson in a statement for the papers interpreted the results as indicating more than enough support among students to warrant the introduction of the program.

This is where matters stood when a small group of four people, again all women, met on October 17 to plan the next steps. Wilma Green and Violet Nettleton, who had been involved in the first action phase were joined by Bee Hall, wife of

1. This reaction of the churches in the Salem community contrasts with the experience in Smithsburg, Maryland, where leadership in successfully opposing a Junior ROTC program was taken by the pastor of a local Church of the Brethren and many members of the congregation. Their opposition was based squarely on moral, religious and peace grounds. (See "Junior ROTC: High School Militarism?", Church of the Brethren Messenger, July 1, 1971.)

Later, several ministers who were deeply concerned about the ROTC issue encouraged and counseled with members of their congregations who were involved in active opposition to the program. They also talked personally with members of the Citizens' Advisory Committees.

the lone dissenting school board member, who is a recognized community leader in her own right. The women reviewed the informational material they had been acquiring: a copy of the application-contract form, which listed in detail the obligations of the school district; a detailed description of the curriculum in Aerospace and Leadership Education which was prescribed by the Air Force with no provision for local review or modification; an Air Force promotional brochure which described the broader aspects of the program;² a description of the educational goals for the Salem School District, particularly the goals for the career education program; and a description of the career education programs already in existence as well as those projected for the future.

A strategy evolved as the group reviewed the materials and shared their perceptions of the situation. All those who had expressed concern about the wisdom of the AFJROTC program would be invited to a meeting to be held as soon as possible, for the purpose of planning a course of action for the October 24 board meeting. In preparation for this meeting copies of the Air Force promotional brochure and a list of questions summarizing the concerns which had been most frequently raised would be prepared and distributed to provide a basis for deliberation.³ Mr. Wilson would be invited to present the positive aspects of the program and answer questions. The meeting was arranged within three days, and nineteen "concerned citizens" were able to attend on short notice. Of these, nine had been previously active to some extent in the peace movement; the others shared a common concern about the proposed ROTC program from their different perspectives.⁴

In addition to Mr. Wilson, a representative from the central administrative office was invited to attend to serve as a resource person in answering questions concerning the existing high school career education programs and administrative details related to them. He maintained a careful neutrality in regard to the AFJROTC program.

The meeting was chaired by Reverend David Weed, minister of the Westminster Presbyterian Church. He provided a calm, experienced leadership which facilitated communication and enabled the group, many of whom were strangers to each other, to move toward a consensus.

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1. See Appendix B.
 2. Ibid.
 3. See Appendix C.
 4. An analysis of the occupational backgrounds of the participants indicates the following: social workers or employed in social service type positions, 5; ministers, 4; educators (teachers, consultants, housewife volunteer), 5; retired (1 minister, 1 college professor, 2 community organizers) 4; student, 1.

This meeting was useful in providing for a free exchange of information and attitudes between Mr. Wilson and those who were questioning the advisability of introducing an ROTC program into a Salem high school. The incongruity of the AFJROTC course offerings with the educational goals and career education goals of the District was brought into sharp focus. Even more glaring were the differences in educational philosophy relating to discipline, leadership, and freedom of inquiry. In the discussion that ensued, the group decided to concentrate on procedural rather than ideological issues. The school board and the administration had been engaged for some time in developing educational specifications as guidelines for the development and evaluation of new and existing programs. These seemed to provide a logical basis for a request to the school board members to follow their own recommended procedures before committing the district resources to this new program. As spokesman to present this request to the board, the group chose John Rude, an articulate young man employed by the Oregon Educational Coordinating Council, an independent state agency. A doctoral candidate in educational curriculum, he was thoroughly familiar with the language and concepts of the accountability-cost effectiveness approach to curriculum planning. Although relatively new to the Salem community, he and his wife were actively involved in the local McGovern campaign. It was only after he had agreed to serve as spokesman that he revealed to the group his further qualifications---his father was a West Point graduate and a former commandant of the Army ROTC program at the University of Washington.

In addition to making the decision concerning John Rude's presentation to the board those attending the "Why ROTC?" meeting signed a letter requesting the board to appoint a citizens' committee to study the issues involved. The text of the letter is reproduced below, since it reflects the general orientation of the broad-based group which was finding resources in already existing procedures and institutions to oppose the introduction of a basically alien and discordant element into the educational system.

To Members of the Salem School Board

Since there are many unanswered questions concerning the possible effects of introducing an Air Force Junior Reserve Officers Training Corps into the Salem public high schools, we urge a postponement of a decision to enter into a contract with the Air Force until there has been a more complete study.

To date the main sources of information have been Air Force personnel, official publications and a recruitment film.* These have understandably stressed the positive aspects of the program. There are other facets to be considered before an intelligent decision of this crucial nature can be made which will be in the best interests of the students and the larger community of Salem. Parents, teachers, students, and taxpayers in general should be given an opportunity to consider the

implications of the introduction of an Air Force Junior Reserve Officers Training Corps Program as it relates to

- 1) the financial commitment required of the school district (long-range as well as short range)
- 2) local control of curriculum and personnel policies
- 3) possible conflicts of values between civilian and military institutions in the areas of education and politics (e.g., concepts of leadership, discipline, indoctrination, and freedom of inquiry)
- 4) objective evaluations of AFJROTC programs as they are operating in other communities
- 5) plans for evaluation of this career education program by District 24.

We therefore urge that the Salem School Board appoint a citizens' committee to make a comprehensive study of all aspects of the Air Force Junior ROTC program, including the areas listed above. Such a committee should represent a broad cross-section of the community including professional educators, members of the business community, parent representatives, clergymen, students, etc. (This might be a new committee appointed for this specific purpose or it might be the existing Citizens' Curriculum Advisory Committee.)

* School district personnel have made printed materials available to this group of people for study in preparation for discussion.

In connection with this letter, it should be noted that the request to the school board for specific action was an essential step. As those having previous experience with administrative and policy-making bodies warned, if no specific request is made, but only a general statement, it is very easy to listen politely and accept the statement for filing while continuing with the original course of action. A request for a specific action cannot so easily be ignored without incurring public criticism. The group had the benefit of another helpful bit of advice which might seem relatively insignificant except to those who have been actively involved in the kinds of pressure situations in which public officials often operate, e.g., school board meetings. Letters were mailed to the board members and to the superintendent three days before the October 24 meeting, so that they could have an opportunity to read them (and perhaps discuss them in the informal sub-groups which in all probability existed) free from the multiple distractions which are characteristic of meeting nights.

The evening of October 24th arrived. The "Why ROTC?" contingent were out in force. The school board chairman, Oscar Specht, routinely acknowledged receipt of the letter, but did not read the text aloud. Mr. Wilson reported the results of the student survey and asked the board for authorization to make application for the Air Force program, stressing the point that the application must be submitted by November 1 to be considered for the year 1973-74. In answer to the question from a board member, "Are you satisfied that parents, teachers, and students would accept the program?" Mr. Wilson replied that there was not unanimous

support, but a large majority favored the ROTC program.¹ John Rude made his presentation,² explaining that he was serving as spokesman for a large group of concerned citizens. In his carefully reasoned argument he stressed the theme of accountability referring to the guidelines which had been established for just such contingencies. He concluded his statement with the ancient saying from the Talmud: "If you don't know where you are going, any road will take you there." There was no reaction from board members---no questions, no comments; the board members with one exception seemed to consider listening to the presentation a formality to be endured.

Chairman Specht then read a letter addressed to the Salem School Board from the Governor of Oregon, Tom McCall. Governor McCall urged the school board to adopt the ROTC program on the grounds that it was a necessary one to provide a volunteer citizen military force. He stressed the fact that he was writing as a "concerned citizen not as a governor, because I don't want to be seen as throwing my official weight around at school board meetings"; however, the letter was written on the Governor's official stationery and signed "Sincerely, Governor, Tom."

In a brief discussion among board members before the vote, Chairman Specht expressed the opinion that with an all-volunteer army as a possibility "we owe it to the community" to begin the program. Another board member enthusiastically declared that his Air Force training in college was "the finest preparation for life I received in college" and that the program "should enrich the students, make them better Americans, better thinkers, and develop dedication to the country." Another board member seemed to be responding negatively to the recommendations of the "Why ROTC?" group when he urged that the application be submitted immediately because the board did not have time to "study it to death." Otherwise there was no response by the board either to the letter or to the statement presented by Mr. Rude. Again only Reverend Hall raised objections, saying he was "uneasy" about board members expressing fixed opinions before any study was made by citizens' groups. The board then voted six to one to make application for the APJROTC program, subject to review and recommendation by citizens advisory groups. At this point a brief dramatic confrontation occurred when Taisto Pesola, chairman of the board's community relations advisory committee, in response to a question from Chairman

1. An analysis of student answers to the questionnaire reveals that 17%, not a majority were interested in the program. There was no formal survey of teachers or parents.

2. See Appendix D.

Specht, said it would do no good for his committee to study the matter, adding in exasperated tones, "you board members have already made up your minds; it is disgusting." A board member who had not spoken previously lashed out at Mr. Pesola angrily, saying that his remark was "what I consider to be a stupid statement from the audience."

It was evident to the "audience," which packed the hearing room, that the six board members had made up their minds in favor of the program and felt no obligation to enter into dialogue with those members of the community who either actively opposed the program or had serious reservations concerning its wisdom or relevance. However one concession had been made-----referral to citizens' advisory committees.

Before moving on to the part played by the citizens' advisory committees, one potentially critical juncture in the sequence of events needs to be pointed out. The core group of four women who had intensively studied the available materials were convinced that the application form was in fact a legal contract, signing of which would obligate the school district to adopt the program. During the break, before the board went into executive session, Mrs. Hall asked the school board attorney for his opinion on this matter. When he replied that he had not seen a copy of the application form, she gave him one which he was still reading as the room was cleared for executive session. Later it was learned that he advised against signing the application. Instead the school board sent to the Air Force a letter of intent to apply for the AFJROTC program. There is the distinct possibility, if not probability, that having voted to apply for the program, subject to review and recommendation of citizens' advisory groups, the board in signing the application form would have legally obligated the district to the terms outlined very specifically in the document, making a commitment which would have been binding, regardless of the recommendations of the advisory committees.

The focus now shifts to the Citizens' Curriculum Advisory Committee and the Citizens' Career Education Advisory Committee to which the ROTC question was referred. Salem is fortunate in having these vehicles available for facilitating interaction between the general public and the public school administrators and policy makers. They were developed several years ago under the leadership of Reverend Hall, then chairman of the school board, at a time when Salem, like many other communities, was experiencing difficulty in passing tax levies to meet the needs of the schools. (The Curriculum and Career Education Committees are part of an extensive structure which includes a local school advisory committee for each school and a Community Relations Advisory Committee representing the total community.) The "Why ROTC?" group took the initiative in contacting the chairman of the Curriculum Advisory Committee, and as a result members were invited to meet

with the committee on October 25, the evening after the school board meeting. Six members attended and engaged in lively discussion with the committee. In many ways this encounter proved to be a disappointing one. It soon became apparent that the committee members had not had an opportunity to review the instructional materials on the AFJROTC program or the analyses and questions which the group had prepared. As a result they were inclined to stereotype the members of the group present as anti-war idealists and pacifists who were disguising their real reasons for opposing the ROTC program by an emphasis on purely procedural questions.

In spite of the somewhat strained relationships the key questions which had evolved out of the intensive study of materials and discussions with concerned citizens of many backgrounds were presented. These can be briefly summarized as follows:

Questions of Administrative Management:

1. How does the adoption of the Air Force Junior ROTC Program, which consists of a three-year curriculum in Aerospace and Leadership Education, relate to the overall planning for the Salem School District?
2. Why should this program have priority over other possible electives and other essential programs which are being pared because of budgetary limitations? What are the district guidelines for deciding what programs should be cut and which should be added?
3. How do the goals of the Air Force program relate to the goals of the district Career Education program?
4. How does the school district propose to adhere to the principle of local control of curriculum and personnel policies, if the textbooks used in the course are prepared by the Air Force, the course of study is prescribed by the Air Force, and the instructors are ultimately responsible for their conduct to their superior officers in the Air Force Command?

Questions of Educational Philosophy:

1. Is leadership education as defined by the Air Force appropriate for a civilian society in a democracy? The information pamphlet states "Approximately 40 percent of the course is spent in Leadership Education, which includes military related subjects, such as customs, courtesies, drill, and ceremonies, which are presented in the framework of a corps organization." A detailed description of the curriculum indicates that the first year students learn to obey orders, the second and third year students to give them. The leadership lab consists mostly of close order drill, according to Mr. Wilson. Can we reconcile this authoritarian style of leadership as practiced in the armed services with the kind of leadership which is essential for the maintenance of a democratic (or republican) form of government? Do officers trained in the military tradition understand the difference?

2. Will the right to dissent and freedom of inquiry, essential ingredients of education in a democracy, be respected or will there be a tendency toward indoctrination of students? As part of the course of study students will be introduced to "the magnitude of the defense effort". They will learn about the location and purpose of military bases; they will "discover how the military profession fits into our American way of life". How will the school district insure that students have an opportunity to hear orientations and interpretations which differ from those of the Air Force in order that they may make their own judgments?

In addition to the meeting with the Curriculum Advisory Committee, contact was made with Career Education Advisory Committee members individually to discuss the concerns of the group. Particular reference was made to the finding that the Career Education Division of the State Department of Education had been approached by the Air Force with an invitation to adopt the Aerospace and Leadership Education Program as a statewide program. The Career Education Division had studied the proposal and rejected it, since it did not meet their specifications for a career education cluster.¹

Two classroom teachers had attended the "Why ROTC?" meeting. They assumed responsibility for contacting both the Salem Education Association and the local Federation of Teachers unit. An attempt was made to have the subject of ROTC placed on the agenda of a SEA classroom representatives meeting on October 28. A fact sheet was prepared especially for distribution to teachers. It was hoped that the SEA meeting would provide a means for reaching teachers in every school and involving them in a serious consideration of the issues involved. However, the President of the group, himself an Air Force reservist, was markedly cool toward any form of involvement and allowed only five minutes for a presentation at the end of a long meeting when most of the members had left. (In fairness, it must be added that the meeting had been called specifically to deal with "the bread and butter issues of salary negotiations.") In the absence of an opportunity to deal with specific questions, there were few signs of teacher concern or appreciation of the crucial issues involved. A disturbing number contacted at random seemed to accept the program as either innocuous or positively advantageous for students and the community generally.² There would seem to be an urgent need for classroom teachers to be continuously involved in a critical examination and discussion of educational

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1. State Department of Education criteria for a "career cluster" include the following:
 - A. Grouping together of occupations requiring similar competencies
 - B. Identification of 10,000 persons employed in Oregon within the above grouping
 - C. Identification of an expansion or replacement need of 2,000 within a five year period.

The State Employment Division has reported a statewide employment of 1,921 persons in aerospace occupations and an expansion or replacement need of 870 from 1969 to 1975.

2. An encouraging note: In one school where fact sheets were distributed, but with no opportunity for discussion, 7 of the school's 21 teachers signed a letter. (Appen. G)

philosophy and goals and their implementation in curricular programs.

During the weeks after the October 24 school board meeting an effort was made to encourage letters to the school board, the superintendent, and to the newspapers to express opposition to the AFJROTC program. During the four week period there were at most three letters to the editor in opposition to (and one letter in favor of) the program. This was a disappointing result in a community where editors of both newspapers encourage reader response and print most, if not all, letters received, so that the Letters to the Editor sections provide a vital community forum where most controversial issues are aired. According to reports given at school board meetings, very few letters were addressed to the board and superintendent, and these were from the members most actively involved—not the larger community. For some reason people were either not sufficiently motivated by strong convictions or did not feel free to express themselves in this potentially sensitive area.

During this period the Curriculum and Career Education Advisory Committees were holding meetings to prepare their recommendations. They were not ready to report by the November 14 meeting. The first indication of their conclusions came on November 24 when their reports were released to the newspapers.¹ Both committees recommended against the program, the Curriculum Advisory Committee more forcefully. Its report reflected a serious study of all aspects of the program. It is not possible to determine how much committee members were influenced by the materials the "Why ROTC?" group had prepared and made available, and to what degree they arrived at their conclusions independently. In any event, their report focused on most of the weaknesses the "Why ROTC?" studies had revealed and picked up many of the same arguments against the adoption of the program.

The school board meeting of November 28 was an anti-climax. Superintendent Kendrick had previously stated that he would base his recommendation on that of the advisory committees. Following the presentation of the committee reports, he stated that he had studied the reports and subsequently met with his staff, including the secondary school principals. They had determined that there were other career education programs of higher priority which lacked adequate financing. He was recommending against adoption of the AFJROTC program for the year 1973-74. His recommendation was unanimously accepted by the school board.

For the anti-ROTC forces, feelings of relief and elation were tempered by the knowledge that efforts to introduce AFJROTC will continue—One board member was overheard to say, "Wait until next year."—and that Reverend Hall, after seven

1. See Appendix F.

years of outstanding community service on the school board, does not plan to run for reelection when his term expires next spring.

Phase 3 November 28 -----

And so we enter the third phase-----a long, sustained, continuing effort to develop active community interest in the educational philosophy and curriculum development of the Salem Public Schools. We are rightly criticized when we leap in precipitously to protest where our own special interests are involved but neglect to lend assistance in the long, often tedious and demanding processes of forging educational policies and planning curriculum.

In launching this third phase, letters have been sent to those who participated in the ROTC effort with the following appeal....

The McNary ROTC issue illustrates a basic need for greater citizen involvement in curricular planning in the Salem schools. The best way to create an atmosphere for involvement is to become involved yourself--- in the struggle for a more responsive, socially aware school board. Can we count on your support in selecting and preparing attractive candidates for the school board elections next spring? We know there are many "causes" to support, but few can take precedence over the quality of learning in our schools. Please mail in the information requested below, and we will contact you early next year. (An answer form was attached.) Those who want change must be prepared to work for it!

For concerned citizens in those communities which have not yet faced the challenge of mobilizing on short notice to protect our perpetually impoverished community public schools from seductive offers of assistance from the affluent defense establishment, it is not too early to begin similar preparations in advance for this eventuality.

September 21, 1972

The Board of Directors
Salem School District 24J
Salem, Oregon

Gentlemen:

The report of the possibility of instituting Aerospace education at McNary High School under the leadership of the U.S. Air Force ROTC has aroused apprehension in the thinking of a number of persons.

It has produced speculation about the far reaching effects of the program and the relation of military control to the prevailing philosophy of education. Some of this speculation may stem from incomplete information or misinformation about the matter.

This letter is to request respectfully that information about the proposed program be made public in detail so that responses or reactions from citizens of the district may be based on factual information rather than upon preconceived ideas or imagined situations.

Very truly yours,

150 signatures

QUESTIONS SUBMITTED TO THE SCHOOL BOARD

1. What are the present federal guidelines for the program if initiated?

A. Financial obligation

1. of the school district relative to classroom space, equipment, drill field
2. salaries
3. uniforms and payment to cadets

B. Nature of curriculum

1. aerospace--Will this curriculum prepare students for jobs in community other than military?
2. Would both boys and girls be eligible for career training at the Air Force Academy in Colorado? (Three students could be chosen from McNary if the ROTC program is initiated.)
3. Other than the classes in military courtesy, drill, and leadership, are the vocational courses academic or laboratory oriented?
4. Is the school district required to give credit for the hours spent in classes pertaining to military courtesy, leadership and drill?
5. Is the course material taught prepared by the military as well as funded by it?

C. Personnel

1. How chosen?
2. Qualifications
3. Subject to school district tenure policy
4. Will they be teaching high school courses other than AFROTC material?

D. Philosophical Questions

1. Is a school program funded by the federal government and also implemented and conducted by it at variance with our long standing and cherished philosophy of education: that our public educational system must be free from encroachments of either church or state?
2. At a time when the ROTC program has been challenged so violently on college campuses, is it wise to inject such an issue into our public school system?
3. Should any vocational career course be subsidized by the use of uniforms, pay, and special credit courses?

The purpose of Air Force Junior ROTC . . .

Air Force Junior ROTC consists of a three-year course (four years for military high schools) entitled Aerospace and Leadership Education. It is primarily designed to enable your high school students to become better informed about the challenges and opportunities of aerospace. In addition, it seeks to develop leadership capabilities in the student and to introduce him to the magnitude of the national defense effort.

The Air Force Junior ROTC program is designed, in part, to instill discipline and respect for authority in your students. It is also concerned with promoting habits of orderliness, developing patriotism and encouraging a high sense of personal honor in the cadets. In other words the students who enroll in this program will learn the principles that will assist them in becoming future leaders.

Your students benefit . . .

Enrollment in Air Force Junior ROTC (AFJROTC) does not subject your students to a military obligation; however, there are certain benefits granted to students who complete the Aerospace Education and Leadership course.

- Students who complete two years of the three-year AFJROTC program may have one semester of the college Air Force ROTC (AFROTC) waived.
- Students who complete the entire three-year AFJROTC program may have a full year of AFROTC waived.
- Special consideration in the annual nationwide competition for Air Force ROTC four-year college scholarships is given to students who complete the three-year AFJROTC program. The principal of each participating high school is assured of one AFROTC four-year scholarship for a qualified graduating cadet, in addition to scholarships won in the national competition.
- The principal may also nominate three qualified graduating cadets in a special AFROTC category as a candidate for appointment to the Air Force Academy.
- Some of your students may enter the military immediately after graduation from high school. If they have successfully completed all three years of Aerospace and Leadership Education, they will enter the service at one pay grade higher than their fellow enlistees.

History of Air Force Junior ROTC . . .

The establishment of the Air Force Junior ROTC program began with the passage of the ROTC Vitalization Act of 1964. The Act enabled the Navy and the Air Force to introduce their programs into selected high schools that desired a Junior ROTC program and met selection criteria. The Army has offered a Junior ROTC program since World War I.

Early in 1966, the Air Force selected twenty secondary schools from across the nation to begin its program. Additional schools are being added each year, with present plans for Aerospace Education to be a part of the curriculum in 275 high schools by the fall of 1973.

Air Force support . . .

Air Force Junior ROTC is a cooperative effort between your school and the Air Force. The Air Force will support your program and meet contractual obligations. Air Force support includes:

- (1) Identifying qualified retired Air Force officers and NCOs to be employed as instructors, nominating them to you, and reimbursing your school for part of their salary;
- (2) Providing educational materials and equipment related to teaching the Aerospace Education course;
- (3) Providing uniforms and insignia for your cadets; and
- (4) Providing limited telephone, transportation, and clothing maintenance allowances.

Aerospace education instructors . . . a part of your faculty

Management of your Aerospace and Leadership Education Department will be the responsibility of the retired officers and non-commissioned officers employed by you. The Aerospace Education portion of the program will be taught by the officer instructor (AEI). Although he will teach in uniform, and your students will sometimes wear uniforms, the AEI will teach a subject that is an integral part of your curriculum.

The NCO instructor is called the Assistant AEI. His main job will be to assist the AEI in teaching the course and conducting the program. Under the supervision of the AEI, he may teach the Leadership Education portion or any other portions of the curriculum for which he has a competency. As in the case of the AEI, he will be a regular member of your faculty.

We assist you in selecting the best instructors . . .

If your school decides to establish an Air Force Junior ROTC unit, the Air Force will assist you in obtaining the Aerospace Education Instructor and the Assistant Aerospace Education Instructor.

Air Force Junior ROTC receives many applications from retired officers and NCOs. Their applications are carefully screened by us and applicants are personally interviewed. Only after completion of this process will we recommend selected applicants to you. The school system is the final hiring authority. It is your prerogative to select those who will conduct your Aerospace and Leadership Education program.

We prefer Air Force men who have recently retired, or are about to retire. We do not consider those who have been retired for more than four years.

The following is a list of requirements an officer-instructor applicant must have:

- He must be retired with at least 20 years of active duty;
- He must possess at least a baccalaureate degree;
- He must be certified as a high school teacher or be willing to work toward certification once employed;
- He must be less than 62 years of age;
- He must be of good moral character; and
- He must meet high standards of military bearing and appearance.

In addition, graduate work, professional education, high school or military teaching experience, and active duty

performance are considered before we nominate them as instructors.

Before nominating the Assistant AEI, we insure that:

- He is retired with at least 20 years of active duty;
- He is a high school graduate;
- He is less than 62 years of age;
- He is of good moral character; and
- He meets high standards of military bearing and appearance.

Past instructor experience, drill or supply experience, and other military assignments will be considered in the NCO selection. Graduation from the NCO Academy, the Academic Instructor School, and a tour of duty in the college ROTC program are experiences desired in applicants.

Again, you will be the final hiring authority. The AEI and the Assistant AEI will become part of your faculty and will teach a course that is part of your school's curriculum.

A shared salary system . . .

The Air Force and the school system share in the payment of the AEI's and the Assistant AEI's salaries. The minimum salary required by law to be paid to Aerospace Education Instructors by a school is an amount equal to the difference between the instructor's retired pay and the pay and allowances he would receive if called to active duty, excluding hazardous duty pay. However, it is your prerogative to pay more than this minimum. Over one-half of those school systems presently offering our program have chosen to do so.

Here is how this pay system works. The AEI or Assistant AEI receive a monthly retirement pay which amounts to a percentage of his pay if he were on active duty. The school system pays the instructor an amount that, added to his retired pay, would equal what he would be making if on active duty, excluding hazardous duty pay. The Air Force reimburses the school for half of this amount.

The First year . . . Aerospace Education I

The first year of Aerospace and Leadership Education deals with the early beginnings of aviation, the advent of space exploration, and the nature of the aerospace environment. Your students in this program will study the early pioneers of aerospace and their contributions. Modern aircraft design and purpose are studied along with life in the Air Force.

Also, during the first year, your students will become acquainted with Air Force traditions as well as customs and courtesies, including flag etiquette. They will learn how to wear the uniform properly and proudly and will be taught the basic leadership laboratory movements and commands.

The second year . . .

Aerospace Education II

During the second year of the program, the students study the principles of flight, propulsion, navigation, and flight procedures. Military and civil aviation and aerospace industry and research are examined, along with the people involved, their functions and locations. Cadets will also discover how the military profession fits into our American way of life.

Your cadets will also look at the Air Force's role and capability in the use of strategic, tactical, and defense weapon systems. They will increase their own leadership knowledge by instructing and leading first year students in the leadership laboratory.

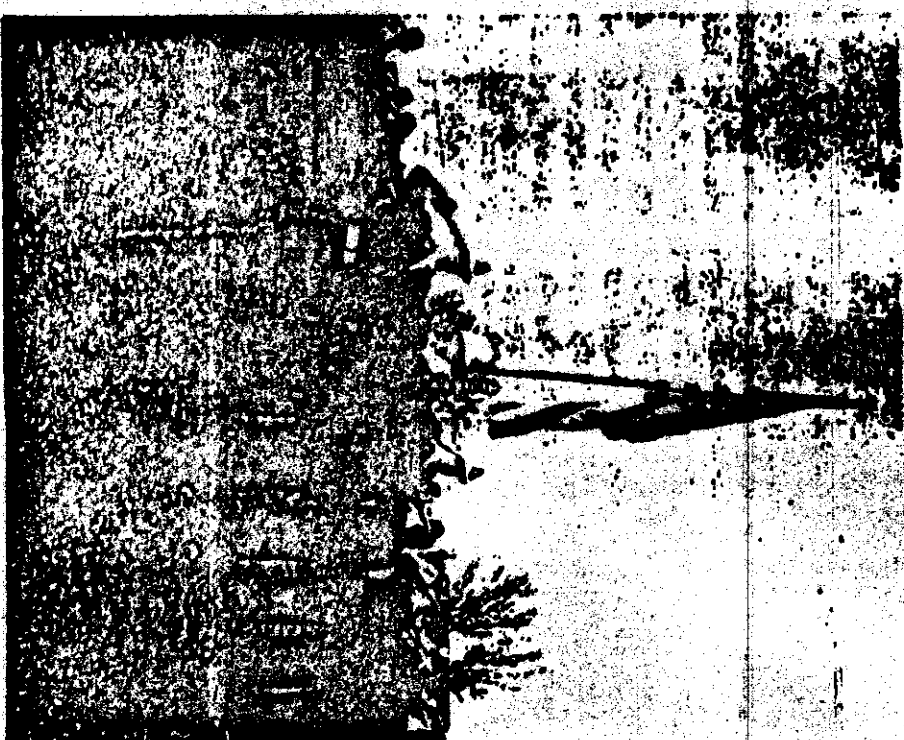
Third year . . . Aerospace Education III

An examination of space technology and space program, a review of leadership opportunities in space, national defense, and aerospace preparation, and an analysis of factors and techniques involved in leadership situations are the major topics your students will discuss in the third year of the course.

In addition, the principles of leadership, especially the fundamentals of working with people, are discussed and practiced by your cadets.

Aerospace and Leadership Education for your high school

We will be glad to send you further information on the Air Force Junior ROTC program. By completing the attached questionnaire and returning it to AFJROTC (JRP), Maxwell AFB, Alabama 36112, you will be taking the first step toward adding Aerospace and Leadership Education to your curriculum. Completing the form will in no way obligate you or your school.



QUESTIONS RELATING TO THE ADOPTION OF AN AEROSPACE AND LEADERSHIP EDUCATION PROGRAM (AIR FORCE JUNIOR ROTC) AT MCNARY HIGH SCHOOL

Questions of Administrative Management

1. How does the adoption of the Air Force Junior ROTC Program which consists of a three-year curriculum in Aerospace and Leadership Education relate to the overall planning for the Salem School District? (Mr. Wilson explained that it is not to be considered as a career cluster but as an elective related to career education.)
2. Why should this program have priority over other possible electives and other essential programs which are being pared because of budgetary limitations? What are the District guidelines for deciding what programs should be cut and which should be added?
3. How do the goals of the Air Force program relate to the goals of the District Career Education Program? (Whereas the goals of the District Career Education Program have been spelled out at the elementary and junior high school levels, we could find no formulation of goals at the secondary level.)
4. What do objective evaluations of Air Force Junior ROTC Aerospace and Leadership Education programs indicate concerning the effectiveness of the program in other communities where it is in operation?
5. How would the local school district plan to evaluate the program?
6. How does the school district propose to adhere to the principle of local control of curriculum and personnel policies, if the textbooks used in the course are prepared by the Air Force, the course of study is prescribed by the Air Force, and instructors are ultimately responsible for their conduct to their superior officers in the Air Force Command?
7. In terms of Career Education in Aerospace what teaching techniques and content do Air Force personnel have to offer that our certified teachers do not have the competence to teach?
8. Should not the AFJROTC instructors receive the same salary for equivalent education and teaching experience as other Salem high school teachers? (What are the exact figures of officers active duty pay which AFJROTC teachers would receive? How does this compare with the Salem high school teachers' salary scale?) (Is AFJROTC partly motivated by the necessity for finding "berths" for retired Air Force officers which will guarantee them a continuing high level of income (\$20,000-\$25,000) when they return to civilian life?)
9. If AFJROTC is offered in one school, is the plan eventually to extend the program to other schools? If career education in one branch of military service is offered to students, is it not logical to provide career education in all branches of military service?
10. How much money will students receive for taking the course---ostensibly to pay for cleaning uniforms?

Questions of Educational Philosophy

11. Is leadership education as defined by the Air Force appropriate for a civilian society in a democracy? The information pamphlet states "Approximately 40 percent of the course is spent in Leadership Education, which includes military related subjects, such as customs, courtesies, drill and ceremonies, which are presented in the framework of a corps organization." A detailed description of the curriculum indicates that the first year students learn to obey orders, the second and third year students to give them. The leadership lab consists mostly of close order drill, according to Mr. Wilson. Can we reconcile this authoritarian style of leadership as practiced in the armed services with the kind of leadership which is essential for the maintenance of a democratic (or republican) form of government? Do officers trained in the military tradition understand the difference?
12. Will the right to dissent and freedom of inquiry, essential ingredients of education in a democracy, be respected or will there be a tendency toward indoctrination of students? As part of the course of study students will be introduced to "the magnitude of the defense effort". They will learn about the location and purpose of military bases; they will "discover how the military profession fits into our American way of life". How will the school district insure that students have an opportunity to hear orientations and interpretations which differ from those of the Air Force in order that they may make their own judgments?

ACCOUNTABILITY AND ROTC: WHO DECIDES?

Presentation to the Salem School Board by John C. Rude, Oct. 24

I am speaking for an unofficial group of concerned citizens who have spent the past several weeks examining the proposed AFJROTC Program. I'm not exactly sure why I was selected as spokesman -- perhaps because my father is a West Point graduate and former commandant of the Army ROTC program at the University of Washington, perhaps because I am an educator and "speak the language." I should clarify my professional role, however, in order to divorce it entirely from my testimony tonight. I work for the Educational Coordinating Council, a state agency which exercises no administrative control over the Salem Public Schools, and does not deal with curricular policies such as the one you are considering tonight. As a doctoral candidate in educational curriculum at the University of Oregon, I am, perhaps, somewhat better informed than the average citizen, but I am, nevertheless, speaking as a citizen and a taxpayer -- and not as an agent of any formal organization.

The people that I have been meeting with have a variety of concerns and motives. Some are obviously opposed to military programs of any kind; others are apparently more concerned with how the proposed AFJROTC program relates to the priorities of the school district, and to the educational climate we seek for our children. Ideology and emotion are bound to affect the thinking of people on both sides of this issue, and consensus is probably an impossible dream. No matter how we differ, though, there is a common thread which runs through all our deliberation, and for lack of a better label, I'll call that thread "accountability."

Students, taxpayers and parents are increasingly concerned about accountability, whether or not they use the jargon of educators. To put it simply, they want to know what the schools are delivering, why they are delivering it, and whether the programs offered by the schools are doing them any good. To answer these questions, and make the "public interest" more than an empty phrase, experts are urging the schools to adopt four strategies to insure accountability:

- 1) Assessment of community needs;
- 2) Definition of program goals and objectives which describe the skills and competencies students are expected to acquire;
- 3) Examination of alternative cost-effective methods and means to implement the objectives.
- 4) Evaluation of educational programs to determine whether needs are being met and objectives attained.

I will not describe these processes in any greater detail, since an excellent understanding of the elements of accountability is demonstrated in "Educational Specifications for Salem Public Schools", which you are considering tonight. If I may assume that you not only endorse the concept of accountability, but also insist upon its application to any new programs-- or for that matter, existing programs-- I would like to move on to an evaluation of the AFJROTC program approval procedures, using the elements of accountability as criteria.

Needs Assessment:

This usually implies the collection of detailed and accurate information about community demands, with allowances of enough time to absorb and analyze this information. The possibility of a new program did not come to the Board's attention until September 26 -- less than a month ago -- in the form of a request to survey students.

During the intervening month the Salem School Board has had only two opportunities to consider community interest in the proposed program; at one of the meetings, a letter containing 150 signatures was submitted by a representative of the Salem Council of Churches; at the other a promotional film produced by the Air Force was shown. In neither meeting was there a substantive discussion of the merits or problems of AFJROTC for the Salem community.

More significant, perhaps, than what has transpired during the past month, is the unfinished work that must precede a meaningful assessment of community needs. Lay persons in our group of concerned citizens have suggested the following steps:

1. The proposal, and any reactions to it by students and parents in the McNary attendance area, should be reviewed by the Board's standing committees -- the Citizens Curriculum Advisory Committee and the Community Relations Advisory Committee. (These committees were created to perform such a function.)
2. The Local School Advisory Committees at McNary and feeder schools should be activated and given time to consider the proposal.
3. An inventory of existing and alternative programs which might achieve the same objectives as AFJROTC should be compiled and distributed to groups considering the proposal.
4. After the merits and disadvantages of the program have been thoroughly discussed, reliable survey instruments should be designed and distributed to parents and students.
5. Manpower information, showing the existing and projected job markets for civilian and military aerospace personnel in Oregon, should be analyzed in relation to the career education objectives of the district.

Such a process is time-consuming, of course, but it is absolutely essential for formulating goals and objectives -- and you must have goals and objectives before you make a decision regarding new programs.

Goals and Objectives: To date, the only objectives relating to the AFJROTC program have been supplied by the Air Force in their promotional materials and sample contracts. While the language of these objectives is generally acceptable and innocuous, there is no concrete relationship between the Air Force objectives and the objectives of the district. More important, these objectives do not describe specific student behaviors which will result from instruction.

There is some uncertainty, at this point, concerning the classification of the AFJROTC as career education. If it is designated as an "Aerospace Career Cluster", the Board should carefully analyze the reasons why the State Department of Education turned down the chance to create such a cluster, before the Salem School Board charts its own course. Perhaps there was no occupational demand on a state level, or perhaps the career orientation in AFJROTC was considered too general, and did not provide enough "hands-on" experience. Whatever the case, consultation with state authorities is clearly called for, since conditions which obtain for the state as a whole are also likely to obtain in Salem.

If the goals and objectives of AFJROTC are not career oriented, but are intended to improve each student's competency as a citizen, consideration should be given to alternative programs to achieve the same ends. A program which is Federally funded through the Marion County IED -- the GRASP program -- comes to mind; it provides a limited number of students opportunities to develop leadership in a number of state and local agencies. This model could be adopted, however, by the school district.

Students with strong inclinations toward military careers could work with the National Guard, since a precedent has been set by GRASP; other students with strong interest in aerospace technology could do some of their off-campus work with the air national guard, civil air patrol, or at the Salem airport.

It has been suggested that one of the objectives of the AFJROTC program is to improve discipline at McNary. The Air Force literature prescribes drill and "military courtesy" as a minor component of the program, but it is doubtful that those students who elect to enter the program would be in need of instruction in discipline.

Once the goals and objectives of McNary's proposed AFJROTC program have been made consistent with the district and state objectives and performance requirements, it is possible to consider means of achieving those objectives-- hopefully means which are cost-effective.

Cost-effective implementation: Cost-effectiveness is just a fancy word which means you get what you paid for. There is a great deal of talk in the Air Force literature about "free" uniforms and textbooks, but surely, as taxpayers in the post-Vietnam era, we are aware of the fact that nothing provided by the Defense Department is free -- you and I have paid for these items, several times over probably. But let us take a closer look at the costs which local taxpayers and students must bear.

The salary of the retired Air Force officer who runs the program must be brought up to the level of his active-duty salary and benefits, according to the contract. Let us assume that this is a retired Air Force lieutenant colonel, who after twenty years was earning \$24,000. He is now at half-pay, and we must raise half of \$12,000 to bring him into the program -- the Air Force pays the other half. \$6,000 seems like a small investment, but we must also hire another, a non-commissioned officer, on the same basis -- perhaps another \$4,000. We are thus hiring two individuals to handle the same load as a single certificated teacher at approximately the same amount of money as is paid to a teacher with ten years of experience. There is no guarantee, however, that the experiences of these instructors are transferable to the high school classroom. Add to these instructional costs the administrative overhead, the space required for storage of uniforms and equipment, the salary of an equipment custodian, and the frequent use of a gymnasium for drills, and the costs approach those of interscholastic athletics. Furthermore, adjustments in the instructors' salaries may occur without warning, if Congress passes a military pay bill. These factors must be considered in light of budget limitations imposed on regular programs; it is clear, that even if the community unanimously favored this program, the choice would be difficult from a cost-effectiveness point of view.

Evaluation: This is the most difficult and critical part of any educational program. In the absence of clearly stated goals and objectives, one can only raise questions about how one would evaluate such an unusual offering as AFROTC.

Take for example the textbooks. They are prescribed and supplied by the Air Force, without review by faculty committees, parents, or curricular consultants. Often social studies textbooks are carefully scrutinized by curriculum committees for evidence of bias or indoctrination; no such scrutiny is allowed for in this program. One assumes that the program would have to be terminated if the textbooks did not meet the district's standards of fairness and objectivity; the Air Force leaves no other options.

How does one evaluate the skills and competencies students acquire in this program? In the first year, the student learns about "the world-wide complex of air bases and its meaning to United States society", among other things. How is this knowledge to be tested -- in terms of the "benefits" of a world strewn with air bases, or in terms of the impact of these bases on pollution, international tensions, dissolution of primitive societies, international balance of payments, etc.?

Finally, how does one evaluate the impact of the program on the school and the community? Will the adolescent tendency toward elitism be encouraged by a special group of students who wear uniforms? Will some students feel less competent and worthy because they are not part of this program -- or worse, will the reverse occur: will the program become a joke, and further erode the respect for armed services in this country?

These and many other serious questions must be raised by an independent, objective evaluation of the program -- and it is not at all clear from the Air Force literature that they are willing to be subjected to such an evaluation.

I'd like to conclude with an ancient bit of philosophy and a modern story.

The bit of philosophy is from the Talmud, the book of Jewish wisdom: "If you don't know where you are going, any road will take you there." AFJROTC may be a fine educational program -- but so may GRASP, or the civil air patrol, or some alternative as yet undreamed of. Until we know where we are going -- until we have a destination -- there is no way of knowing whether the road map supplied by the Air Force is useful.

The story is a "good news, bad news" joke, and it seems particularly appropriate. We are passengers on a plane at 30,000 feet, and a voice comes over the intercom: "This is your captain. I have good news and bad news. First the bad news: our wings are icing, we're losing altitude, the navigator is unconscious, the compass is broken, and we are hopelessly lost in a fog bank. Now for the good news: we are twenty minutes ahead of schedule."

Our question to the Salem School Board is simply this: What's your hurry?

11/28/72

Agenda Item 4. b. (2) Action requested Information
Page 1

November 22, 1972

Mr. Oscar Specht, Chairman
Salem School Board, 24J
P.O. Box 87
Salem, Oregon

Dear Mr. Specht:

After reviewing the matter of including AFJROTC in the 1973-74 curriculum at McNary High School, the Citizens Curriculum Advisory Committee recommends against its adoption.

As in any issue, the question of AFJROTC provides both negative and positive aspects. However, in our view, the negative aspects outweigh the positive aspects on their own merit, and we find adequate alternatives for the positive aspects of the program.

Negative Aspects

1. A commitment of resources to the proposed AFJROTC will delay more needed curriculum programs. We have learned in the course of our study that a) tentative budget policy for 1973-74 will emphasize expansion, improvement, or enrichment of current offerings before consideration of new curriculum; b) a district plan for the development of career education does not include JROTC offerings, and c) AFJROTC at McNary High School is considered by their staff as a medium or second priority expansion of career education.

We could not assume that school financing will permit reaching for second priority items without jeopardizing current curriculum or higher priority needs. A special jeopardy is implied by the contractual arrangement with a third party - the Air Force - committing resource for salary costs, classroom and storage, and the availability of the gymnasium for leadership training.

2. Leadership should not be marketed as drill and ceremony. Our study of AFJROTC led us to an agonizing truth: There is nearly a total absence of curriculum emphasis (or even reference) towards building leadership qualities. If in fact it exists in any phase of the current curriculum, then it is low-keyed and almost incidental. The AFJROTC activity to which leadership training is attributed is training in order giving. Nor does it develop discipline which is a matter of self-direction, but rather emphasizes patterned direction following. Order giving and direction following are not in themselves undesirable, but they should not be taken as leadership, *per se*. In the absence of any recognizable balance, we cannot agree to leaving this acknowledged responsibility to the AFJROTC program. Their two hour per week, non-academic pursuit of leadership detracts from curriculum, and does not pay back a complete or balanced view of leadership.

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3. We share a basic, philosophical objection to relinquishing local control over curriculum. The curriculum content of the AFJROTC program is provided by the Air Force and promises the opportunity for modification, emphasis, and deemphasis to fit the needs of the local community. Even with that generous offer from the Air University, Maxwell Air Force Base, Alabama, we feel there should be local control over the responsibility for the content of curriculum. There is also a deep reservation about the need for the addition of a military establishment at the high school level.
4. The AFJROTC program is too limiting as compared to other career clusters or opportunities. This three year program, as it is described, would not permit a student to move into and out of single course offerings for their own purposes - that is, satisfaction of avocational or curious interest - as other career offerings allow.

The AFJROTC program does not fit the definition of a "career cluster" by the State Department of Education. Their criteria includes the following:

- A. Grouping together of occupations requiring similar competencies.
- B. Identification of 10,000 persons employed in Oregon within the above grouping.
- C. Identification of an expansion or replacement need of 2,000 within a five year period.

The State Employment Division has reported a statewide employment of 1,921 persons in aerospace occupations and an expansion or replacement need of 870 from 1969 to 1975. Based on this, the State Department of Education does not consider the aerospace program to be an approved career cluster for the purpose of reimbursing the district for its excess cost of operating a career cluster program.

We are advised that the State Department of Education views AFJROTC as a good program in the sense of career education; they only remind districts that funding priorities should be given to the areas where the need is greatest.

This Committee is then left with viewing the justification of AFJROTC as career education. We are satisfied, however, that there is an existing awareness of job opportunity in the military through established media.

5. Other negative aspects must also be considered. There is a vigorous public opposition to the addition of the program at the high school level. This group may be small in number, and they may object for a variety of reasons, but they are singular in their opposition. The Committee hereby acknowledges their presence, and the possibility of an equally small number of students willing to disrupt curriculum for any reason especially if they are encouraged by the apparent support of their elders.

There is some uneasiness among the committee about the pressure to contractually commit certain resources in advance of the budget review and approval.

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Positive Aspects and Alternatives

1. The AFJROTC offers a high quality exposure to career education in aerospace for those who would engage in the program. We recommend to these students established organizations in the community: Civil Air Patrol, Air Explorers, National Guard, and GRASP. In addition, course work in physics may be directed towards some aspects of aerospace inquiry.
2. A scholarship opportunity is offered as part of the inducement to enroll in AFJROTC. Full scholarships to college through the ROTC program are offered each year, without any Junior ROTC experience; many more non-military scholarships are available, yet go unfilled. We would encourage students to seek the advice of their counselors or write to the college of their choice.
3. Discipline is a component of the AFROTC program. While we would encourage a more complete curriculum approach to leadership in all of its dimensions, discipline - especially self-discipline - can be found in extra-curricular activities, band and organized sports.
4. There seems to be no alternatives for two positive aspects of the AFROTC program: a reduction of 1 year commitment in ROTC for those participating in high school, and a one-step increase in pay for those successfully completing the three year program and entering military service.

Summary

In view of the information studied and the presentations heard, the Citizens Curriculum Advisory Committee cannot support the addition of AFROTC in McNary High School or in any other high school in the District, now or in the foreseeable future.

Very truly yours,

James I. Brown, Chairman
Citizens Curriculum Advisory Committee

Membership:

Jan Wiley -
Shirley Shay
Dal Schunk

Keith Putman
Dr. Jerry E. McGee
Dr. Glen Kleen

Robert Hamilton
Glen L. Green
Jack Thornton, Liaison

Dick French
Marion B. Embick

cc: School Board Members
William Kendrick, Superintendent

CURRICULUM AND INSTRUCTIONAL SERVICES**DATE** 11/28/72 **AGENDA ITEM** 4. b. (1) **ACTION REQUESTED** Information**CAREER EDUCATION ADVISORY COMMITTEE****POSITION STATEMENT**

OR

AEROSPACE - JAFROTC

In reply to the School Board's inquiry regarding the career education merits of the proposed Aerospace - JAFROTC program at McNary High School, the consensus of this committee is as follows:

1. The proposed Aerospace - JAFROTC program does not, as proposed, constitute a career cluster. (See footnote below.) It does possess characteristics which do have career education implications, particularly for students wishing to know more about civilian or military aerospace occupations.
2. The program should be implemented only after careful study and planning involving the public, including intensive local public relations activities.
3. The program should not be implemented at the expense of other career programs having higher priority.
4. If the program is implemented, provisions should be made by the School Board and administration for continuous and adequate control of curriculum.

NOTE: The Oregon State Board of Education does not consider the aerospace program to be a "State approved" career cluster, since Oregon manpower data do not indicate sufficient employment opportunities to meet the criteria necessary for the program to be designated as a cluster.

BE:mlp