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# A Case Study of the Naval JROTC Program at Passaic High School

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A CASE STUDY OF THE NAVAL JROTC PROGRAM AT PASSAIC HIGH  
SCHOOL

BY

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## Chapter I

### The Problem

#### Narrative I

My fourth visit to Passaic High School did not, in an outward sense, appear to be any different from my previous three approaches. Finding a parking space anywhere close to the school was still a near impossibility and the need to walk several blocks seemed no different. The high school was built on the highest point in the city that once featured the Moorish castle of an industrialist named Paulison. The mansion having once served as the location of City Hall was long gone, only to be replaced by the new Passaic High School in 1957. The name “Paulison” has been relegated to the avenue in front of the school in a nod to past history. The electric marquee in front of the school still proclaimed the time and temperature as groups of students hurried toward one of two entrances, both of which were guarded by several security officers. On approaching the entranceway closest to the flagpole, the routine seemed comfortably familiar. After being greeted at the door, you were expected to sign-in while offering your name and your destination. You would then be given a security pass issued in the correct color of the day. Several prior visits eliminated the need to ask for directions to the Naval Science classroom. But for anyone requiring such assistance, a short phone conversation would have produced a uniformed cadet as an escort. I recalled my first visit when I had availed myself of the offer. The visit did not seem to be out of the order as I entered the building.

Passaic High School is a four story building whose footprint occupies a slanted hilltop. Several levels of the building are laid out over edge of that hilltop so that if all the

floors of the building were stacked one on top of the other, the school would actually have eight separate floors. The Naval Science classroom was located in the rear of the school after a descent of several stairways. The Naval Science classroom consisted of a large classroom which included a storage supply area for books, and an office for two of the four Naval Science Instructors that were assigned to the school. The interior of the classroom was lined with posters and endless displays of trophies – large and larger - that have ended up occupying space throughout the classroom area. In the office adjacent to the Naval Science classroom, was the office of Lieutenant Harry Sponder USCG (Ret.) whose title was that of Senior Naval Science Instructor. He shared his office with Petty Officer Jim Nuygen USN (Ret.) who was also a Naval Science Officer. The Naval Instructors are all retired military personnel who are required to wear their uniforms four or five times a week. They frequently refer to one another using variations of their military ranks such as “LT” for Lieutenant or “Chief” for Chief Petty Officer. Students and staff alike afford them this traditional courtesy by virtue of their rank although they are in civilian status. The office of Lieutenant Sponder and Petty Officer Nuyen was in the center of the Naval Science Program at Passaic High School. Two desks, two assorted computers, filing cabinets, manuals, medals, textbooks, reference books, and several photographs of cadets both past and present, filled the bulletin board over each desk competing for space with the two retired officers. Further up the hall on another level was additional office space for the two remaining instructors. Senior Chief Dennis Yule USN (Ret.) and Chief Petty Officer Jose Garcia USCG (Ret) had their office overlooking a vast inventory of cadet uniforms, hats, and shoes called the Armory. Students who dressed every Thursday in the uniform of the Naval JROTC program wore white shirts

and black pants and seemed to be everywhere in the classroom and in and out of both offices. Nothing seemed to be out of the ordinary during my fourth visit.

Lieutenant Sponder greeted me that day in a more excited tone than was usual. “Did you see the paper?” he inquired. He then proceeded to show me a copy of the *Passaic Herald & News* for May 23, 2006. The headline boldly proclaimed, “Navy Award Goes To Passaic Cadets.” The 370 cadets at Passaic High School had already been having what would be described as a banner year before today’s headline. The Color Guard had earned a first place recognition at the 2006 JROTC National Competition held in Daytona Beach, Florida. They had triumphed over 40 other teams from around the nation to earn that first place recognition and had placed 12<sup>th</sup> overall in the standings. And now they were being recognized by the Area Four Manager as having earned “The Distinguished Unit Award.” Their hard work and success was being recognized once again. Only this time, on the highest level possible for a Naval JROTC Unit. It was not always that way.

In 1983, the program was facing elimination by the Navy. Several years after that, the program had received more than one unsatisfactory rating, placing it in the unsatisfactory status category with the possibility of the program being discontinued. Over the years, the program had been turned around to the level of success that was being recognized today. I remembered something that Lt. Sponder said to me on the telephone the first time that we ever spoke. It struck me as being something very profound. He said, “When the staff and the administration are concerned about students, then they tend to support programs that are concerned about students.” Despite the national recognition



the program was acknowledged to have received that day, in some ways, it was an ordinary day after all.

### Statement Of The Problem

In 1973, Richard F. Seiverling completed one of the first major studies concerning JROTC programs that had recently been expanding in several of the nation's high schools. Entitled, *A Study To Measure The Effectiveness Of Junior Reserve Officer's Training Corps (ROTC) Programs In Pennsylvania's Public Secondary Schools*, Seiverling's purpose was to evaluate the role that the newly expanding Junior ROTC program would have on the newly conceived vision of an All-Volunteer Army. Several other major studies followed including that of Christopher A. Bogden whose 1984 work entitled *The Perceived Value of JROTC*, attempted to move past the role that JROTC had played in the nation's schools to a critical assessment of the value placed upon such programs by the administrators of the schools that sponsored them. In the decades that have followed, there have been many additional studies that have attempted to evaluate JROTC programs not only from the perspective of school administrators but also from the perspective of the Naval Science Instructors and the students who have been served by the program (Bogden 1984; Harrill 1985; Logan 2000; Marks 2004; Morris 2003).

Most studies concerning the evaluation of JROTC programs seem to fall into one of three categories. Category One studies usually evaluate the success of the program by the measurement of certain qualities in the cadets such as "leadership", "character", or "patriotism." This is usually done through the administration of questionnaires and inventories that are asked of the cadets themselves. In this type of study, cadets are


compared to non-cadets in the same school setting. Category Two Studies usually consist of those studies that focus on the perceptions of the agents of the host school: the Administration, the Naval Instructors, or members of the teaching staff, especially the guidance counselors. This type of study usually involves the use of questionnaires, surveys or interviews. Category Three studies are holistic by design, and are usually identified as being wholly or partially supportive or critical of JROTC programs. Common concerns in this type of study range from the assertion that **JROTC is the savior** of misguided youth to the assertion that JROTC is solely a recruiting agent of the military.

The problem in evaluating JROTC programs is how to do so in a manner that is both fair and accurate to the program and to the people who support it. Data collected from a distance whether in the form of administrative surveys or student inventories never seems to adequately address the very personal nature of the program and its potential impact on a school system. Data collection from afar does not include a glance into the faces of the students in their natural setting who are involved in the program. Meanwhile, the impressions of favorable students and unfavorable critics alike both tend to present a distorted image of the true meaning of the program. Students enrolled in the program tend to glowingly support it or they wouldn't remain there. Critics depersonalize the program. CSIS (1999) concluded that "the value placed upon the program by the administrative staff in the school setting is the best way to evaluate the program and not the goals placed upon it by the military or any legislative body. It is hard to generalize about JROTC programs because they adopt the culture of their local school setting"(p. 37).

A JROTC program that is quite distinctive and worthy of a closer examination is the program hosted by Passaic High School in Passaic, New Jersey. This Naval JROTC program has been selected to be the focus of this study for several reasons. The first reason is that the City of Passaic has always been known as the “City of Immigrants.” Immigrants initially arrived in this city mostly from Western Europe. Charles Hess (2003) has described it this way: The Lenni Lenape were first, followed by a great influx of Dutch and then Irish. The rest of Europe soon followed (p. 13). Today, the population of the City is as great as it ever was with immigrants largely from Latin America and Asia replacing those who once arrived from Europe. JROTC programs, traditionally strongest in Midwestern and Southern states, have recently witnessed their largest expansion among minority groups in inner city neighborhoods in places like Passaic. As it once had an immigrant base to support manufacturing; it now has an immigrant base to support JROTC. What role has the City of Passaic played in the current growth of the program? How has the Hispanic community – the city’s largest - contributed to the program’s growth and success?

The second reason is that the JROTC program is an established program dating back almost 30 years to at least 1979. A study conducted in 1999 by the Center for Strategic and International Studies concluded that the largest growth in JROTC enrollment has occurred in programs that have been established over a longer period of time (CSIS, 1999). The third reason is that, aside from being an established program, Passaic also has a large program with an enrollment capped by necessity at around 400 students. A lottery system restricts freshmen enrollment to about 25 % of those applying. If additional space could be found, the unit at Passaic could number over 500 students.

The typical JROTC program consists of about 100 to 150 cadets. What factors have contributed to the enormous growth and popularity of the Passaic program?

The fourth reason is that despite the tremendous growth that the program is currently enjoying, it is hard to imagine that the program was almost *disestablished* – the Navy’s euphemism for closed – due to a lack of sufficient enrollment. Schools that host JROTC programs must guarantee 100 cadets or 10% of their enrollment, whichever is smaller. There was a time when Passaic had difficulty achieving this minimum requirement for the number of cadets. What factors have contributed to the transformation of the Passaic Unit from being, what could be categorized as “under  
 bestowed on a JROTC program by the Navy, the Distinguished Unit Award. Why is the program held in such high regard by the Area Four Manager who recommended that the program receive its highest award?

## The Purpose Of The Research

Several questions have been raised concerning an evaluation of the Naval JROTC program at Passaic High School and its success. These questions, as they have been collected below, represent the guiding questions that were considered in the development of this study. For orientation purposes, each of the Guiding Questions will be referred to using the term, *Guide Questions*.

### *The Guiding Questions*

1. What role has the City of Passaic played in the current growth of the JROTC program?
2. How has the Hispanic community contributed to the program's growth and success?
3. What factors have contributed to the transformation of the Passaic Unit from being "under populated" to being "overpopulated?"
4. What other factors have contributed to the enormous growth and popularity of the program?
5. Why is the program held in such high regard by the Administrators of Passaic High School?
6. Why is the program held in such high regard by the Area Four Manager?

The purpose of this research is to answer these Guiding Questions using the format of a case study. The case study format was selected because, according to Yin(2003), the case study is the preferred format when examining contemporary events where relevant behaviors are evaluated using direct observation but they are not manipulated as they would be in an experiment. The case study is a structured attempt to

obtain facts and opinions about those existing conditions. Borrowing from the historical study, the case study evaluates documents but adds a third element of directly interviewing those persons who are directly involved in the event. The case study's unique strength is its ability to deal with a full variety of evidence: facts, interviews, and observations (Yin, 2003, p 8). A case design is typically used for examination when the unit of analysis is a single group or groups with a single set of goals or activities. A key feature of the case study design is the ability to generate useful data that may be studied in a more controlled situation at a later time under controlled situations (Strauss & Corbin, 1998). Beyond the sense of inquiry generated by the development of the Guiding Questions developed for this study, a secondary purpose of this research is also to record as faithfully as possible the story of the Naval Science program at Passaic High School.

### Methodology

As stated earlier, there is a need to evaluate JROTC programs using a process that is both fair and accurate. With that premise as the underlying goal of this study, a research procedure was employed using the case study format to answer the guiding questions that were previously developed using the procedures that Robert Yin describes as direct observation, facts, and interviews (Yin, 2003).

Direct observation proceeded with several visitations to Passaic High School where the Naval JROTC program was located. The visitations took place during the months of February to June, 2006. Four of the visitations took place during the morning of regular school days. Students in the program were observed interacting with the Naval Science Instructors before school and during their regular office hours. Students were also observed during their regular classroom instruction time and during their homeroom

period where attendance for all 370 cadets was taken. During the visitation periods, interviews were scheduled with all four of the Naval Science Instructors, the principal of Passaic High School, and the two assistant principals who are most closely associated with the program. Several guidance counselors were also interviewed. Many additional conversations also took place with the same individuals while they were in their offices or in the hallways.

Two supplementary visitations took place outside of the regularly scheduled school day. The first of these was on a Saturday morning during an interscholastic drill competition that was hosted by the Passaic Naval JROTC unit. During this competition, there was an opportunity to observe several cadets and to converse with several JROTC Instructors from schools in the surrounding region. There were also opportunities to have a limited number of conversations with community members who were present at the time. The second supplementary visitation took place during the Naval JROTC annual Change-of- Command Ceremony. The Change-of-Command is an annual awards ceremony designed to recognize the accomplishments of all of the cadets but especially the graduating seniors. During the Change-of-Command Ceremony, there was the opportunity to meet with additional retired military personnel and community members who were in attendance to present awards. There was also time devoted to listening to the senior cadets emotionally put into words what the program had meant to them over the past 4 years.

The facts in this study consisted of documented evidence in the form of reports, publications, and research studies that were gathered firsthand. Each of the documents used in this study will be examined in greater detail in the appropriate chapters in which

they appear. Documented evidence gathered about the Naval JROTC program itself, and about the history of the City of Passaic was accumulated from a variety of sources. Reports, such as the correspondence / historical files 1979 – 2006, The Unit – School Enrollment Reports, The CNETINST Naval Science Manual, and The Naval Science Curriculum Guide (2004) were made available from the Senior Naval Science Instructor, Lt. Harry Sponder. From the historical files of the Julius Forstmann Library came information pertaining to the City of Passaic and the early history of Passaic High School. Information was also gathered from former City Historian, Mark S. Auerbach. Publications related to the organization of Naval JROTC were retrieved from the Navy’s official website for the Naval JROTC program, <https://www.njrotc.navy.mil/>. Over 20 research studies in the form of published dissertations were examined in the literature review section of this study. Reports that were either critical or supportive of JROTC such as the CSIS Report (1999) and the works of Lutz and Bartlett (1995) were examined. Finally, no study of Passaic could even begin to be undertaken without William S. Scott’s epic *The History of Passaic And Its Environs, Volume I and II* (1922), an outstanding account of all things about Passaic up to the beginning of the twentieth century.

As mentioned earlier, the information that has been gathered for this study will be discussed in greater detail in the appropriate chapter in which it appears. Chapter II (History of Passaic), Chapter III (Literature Review), and Chapter IV (History of Naval JROTC and History of Passaic’s JROTC Unit) are largely research-based chapters. An abridged version of the correspondence / historical file has also been made available in the Appendix C.



The Interview used in this study was an interview protocol consisting of seven questions. The interviews were semi-structured with each of the subjects given the opportunity to read the questions before the actual interview took place. All of the responses of the subjects were tape recorded and subsequently transcribed into written form. The transcripts of the actual interviews are available in the Appendix G. Each of the subjects was interviewed in his or her office at their convenience. Two of the interviews were conducted with two subjects simultaneously. This was a necessary accommodation suggested by the subjects themselves. The actual taped interviews took place during the course of a typical school day under live office conditions. There were interruptions and phone calls that were ignored by the subjects and others that needed their attention. (One interview was actually interrupted by a fire drill.) The subjects however, remained focused on the questions that were presented and their answers provide an in depth look into the program.

The seven questions that were used in the interview protocol will be referred to as the term, *Interview Question* followed by the appropriate number of the each question. This procedure has been adopted so as to avoid confusion between references to the Guiding Questions and the Interview Questions. Greater analysis of the subject's responses to the seven Interview Questions appears in Chapter V. The Interview Questions were composed by the author after a review of the Literature related to the evaluation of JROTC programs. The Interview Questions were reviewed by the members of the dissertation committee as well as the Naval Science Instructors.

#### *The Interview Protocol Questions*

1. How would you describe the type of student most attracted to the JROTC program at this school?
2. What particular qualities or characteristics do you feel a student should possess in order to successfully participate in the JROTC program in this school?
3. How has the JROTC program at this school been effective in meeting the needs of its students both during school and after graduation?
4. How do Administrators support the JROTC program in this school?
5. How do the Instructors support the JROTC program in this school?
6. What other factors do you believe have played an important role in supporting the JROTC program in this school?
7. What particular features or aspects of the JROTC program in this school make you feel most proud about your association with this program?

The questions that were used in the interview protocol were selected to correspond with the Guide Questions. The questions were also designed to examine any perceived differences between the administrators, the guidance counselors and the Naval Science Instructors. Based solely on job title, the subjects were grouped into one of three separate divisions: administrators, guidance counselors, and Naval Science Instructors. Table 1.1 entitled, “The Relationship Between the Guiding Questions and the Interview Questions,” has been designed to display this relationship.

Table 1

*The Relationship Between The Guiding Questions and the Interview Questions*

<u>Interview Question</u> and <u>Category of Study Question</u>	<u>Guiding Question</u>
Interview Question 1 [Student Type] Category One Study [Student]	Guiding Question Two [Hispanic Influence] Guiding Question Three [Population Shift] Guiding Question Five [School Recognition]
Interview Question 2 [Successful Student] Category One Study [Student]	Guiding Question Two [Hispanic Influence] Guiding Question Three [Population Shift] Guiding Question Five [School Recognition]
Interview Question 3 [Student Needs] Category One Study [Student] Category Three Study [Holistic]	Guiding Question Four [Growth Influence] Guiding Question Five [School Recognition]
Interview Question 4 [Administrator Support] Category Two Study [Administration]	Guiding Question Three [Population Shift] Guiding Question Five [School Recognition]
Interview Question 5 [Instructor Support] Category Two Study [Administration]	Guiding Question Three [Population Shift] Guiding Question Five [School Recognition]
Interview Question 6 [Other Factors] Category One Study [Administration]	Guiding Question One [Passaic Influence] Guiding Question Six [Other Factors]
Interview Question 7 [Source of Pride] Category Two Study [Administration]	Guiding Question Five [School Recognition] Guiding Question Six [Area Recognition]

*Interview Question 1* (How would you describe the type of student most attracted to the JROTC program in this school?) and *Interview Question 2* (What particular qualities or characteristics do you feel a student should possess in order to successfully participate in the JROTC program in this school?) were designed to address *Guiding Question 2* (How has the Hispanic community contributed to the program's growth and success?), *Guiding Question 3* (What factors have contributed to the transformation of

the Passaic Unit from being “under populated” to being “overpopulated?”), and *Guiding Question 5* ( Why is the program held in such high regard by the administrators of Passaic High School?). Both interview questions were selected to explore any perceived difference between the type of student who is actually in the program as opposed to the type of student who should be in the program. Lt. Sponder summarized this situation during one of our conversations when he said, “The program is designed for all levels of students but the program is not for all students.”

The two interview questions were also designed to explore whether the program is actually meeting the needs of the students that it serves. Bodgen (1984) observed that the overriding factor to consider when analyzing JROTC is the type of student it attracts and attempts to serve because who the program serves has the greatest influence on how the program is perceived and why it is valued. Both interview questions can be evaluated from the perspective of the three groups of people who were interviewed – administrators, guidance counselors, and the Naval Science Instructors – for any perceived similarities and differences as well.

*Interview Question 3* (How has the JROTC program at this school been effective in meeting the needs of its students both during school and after graduation?) was a question designed to verify the information requested in *Interview Question 2* (What particular qualities or characteristics do you feel a student should possess in order to successfully participate in the JROTC program in this school?). *Interview Question 3* also investigates concerns expressed by critics of the JROTC program, one of which is that the program is a recruiting tool used by the military. Rather than pose the question of recruitment directly; the question has been deliberately designed to be more open-ended

to allow for a greater diversity of responses. This type of information would be sought in a Category Three study (Holistic). Another function of *Interview Question 3* is to examine the level of agreement among the administrators, guidance counselors and Naval Science Instructors concerning how the program serves students after they graduate. *Interview Question 3* was designed to address *Guiding Question 4* (What other factors have contributed to the enormous growth and popularity of the program) and *Guiding Question 5* (Why is the program held in such high regard by the administrators of Passaic High School?). However, the substance of *Interview Questions 1, 2, and 3* reflect information that would be sought in a Category One type of study namely, student performance.

As mentioned earlier, studies concerning JROTC program usually fall into one of three categories, Category One (Student Performance), Category Two (Administrative Perceptions), or Category Three (Holistic). Since an Interview Protocol has been utilized for this case study, by the definitions presented above, this case study would of course, be considered a Category Two study because of its dependence on the perceptions of administrators, guidance counselors, and Instructors.

*Interview Question 4* (How do Administrators support the JROTC program in this school?) and *Interview Question 5* (How do Naval Science Instructors support the JROTC program in this school?) are also cross-reference questions that ask the administrators and the Instructors to evaluate their own performance and that of each other. These two interview questions were designed to examine *Guiding Question 3* (What factors have contributed to the transformation of the Passaic Unit from being “under populated” to being “overpopulated?”), and *Guiding Question 5*

(Why is the program held in such high regard by the administrators of Passaic High School?). Both of these questions reflect information that would be sought in a Category Two type of study.

*Interview Question 6* (What other factors do you believe have played an important role in supporting the JROTC program in this school?) was designed to help address *Guiding Question 1* (What role has the City of Passaic played in the current growth of the program?) and *Guiding Question 6* (Why is the program held in such high regard by the Area Four Manager?). *Interview Question 6* was designed to be an open-ended question that was general enough to allow the subjects to present any contributory factors that might be unknown to the researcher. *Interview Question 6* was also designed to seek information that would be requested in a Category Two type of study.

*Interview Question 7* (What particular features or aspects of the JROTC program in this school make you feel most proud about your association with this program?) was designed to be the most open-ended of the seven interview questions. This question was designed to give the subject a chance to add any information that they deemed worth mentioning. The use of the word “proud” was deliberately designed to elicit an emotional response from the subjects. *Interview Question 7* was designed to address *Guiding Question 5* (Why is the program held in such high regard by the administrators of Passaic High School?), and *Guiding Question 6* (Why is the program held in such high regard by the Area Four Manager?). The information sought by *Interview Question 7* would be requested in a Category Two type of study.

### Review Of The Remaining Chapters

Chapters II, III, IV, and V have been divided according to the data collection strategy that has been previously described. Each chapter is preceded by a brief narrative selection based on a direct observation of the author. The opening section of each chapter contains an explanation of the data collection procedure that was used in that chapter. Chapter VI presents the conclusions of the study and recommendations for further research. Table 1 has been designed to clarify the reason behind the development of each chapter.

#### Chapter II The City

Chapter II contains a history of the city of Passaic including an early history of Passaic High School. The data was collected from published books and articles, and information found in the historical files of the Julius Forstmann Library. The chapter has been designed to address Guiding Question 1 (What role has the City of Passaic played in the current growth of the program?) and Guiding Question 2 (How has the Hispanic community contributed to the program's growth and success?)

#### Chapter III The Literature Review

Chapter III contains a review of over 20 published research studies in the form of dissertations plus several other published reports on JROTC programs. The data have been organized as being representative of the Three Categories of JROTC studies mentioned earlier in the text. The chapter has been designed to address all six of the Guiding Questions.

#### Chapter IV The Program

Chapter IV contains a history of JROTC. It also contains the history of the Naval JROTC program at Passaic High School. The data used for the history of JROTC

programs comes from the same sources examined in the Literature Review. The data used for the history of the Naval JROTC program at Passaic High School comes from official publications and internal correspondence made available by the administrator of the Naval JROTC unit. The chapter has been designed to address all six of the Guiding Questions.

#### Chapter V The Interviews

Chapter V contains the interviews of the School administrators, several guidance counselors, and the Naval Science Instructors. The chapter has been designed to address all six of the Guiding Questions.

#### Chapter VI Conclusions and Recommendations

Chapter VI, as its title suggests, contains a summary of all of the research presented in the case study with conclusions and recommendations for future research. The chapter has been designed to address all six of the Guiding Questions.



## Chapter II

### The City

#### Narrative II

Only three people have ever held the title, “City Historian – Passaic New Jersey,” and Mark S. Auerbach was one of them. After speaking at length with Mr. Auerbach on the phone, I visited him at his home about two blocks from Passaic High School. Mr. Auerbach’s home was decorated in the “historian-style” with ample amounts of books, files, and artifacts occupying most of the space. Bricks from school houses no longer standing, more than one book of priceless post cards, framed photographs of prosperous buildings, city street signs, feature magazines, and autographs from Passaic’s own Shirelles punctuated his knowledge and love of the city that he had adopted as his own. “Passaic is a city of immigrants, it always was and it always will be. That is what has made it so great,” he said. I left that day remembering something that Lieutenant Sponder had said just a few hours earlier when we talked about the Naval JROTC program in his office. He said, “It is impossible to discuss the Naval Science program without discussing the City of Passaic and its people.” I knew that he was right.

The next time that I met Mike Auerbach it was at his invitation. He had agreed to instruct a group of fifth graders about the history of Passaic. He had brought a series of his famous postcards that were enlarged and mounted on old placards left over from some forgotten election. The students had walked to the Reid Library in the old First Ward from their school. Peter Reid, a wealthy man who made his fortune in the cloth industry had donated the money to build his library and he wanted it to be located down by the factories in the working class neighborhoods where the immigrant laborers lived. Peter

Reid made his gift to the city in 1903. William W. Scott (1922) quotes Reid as replying to the question, “Why didn’t you build your library among the wealthy homes of the Hill section of Passaic instead of among the tenements of the Dundee neighborhood?” by giving this response:

I did so because the people who have made my money for me and worked in my mills lived here. It is to those, who have not the time to walk up the hill and visit the public library in the City Hall, whom I desire to accommodate. I intend to make it their home (p. 386).

Still impressive today, one can only imagine the effect that Reid’s granite temple of knowledge had on the workers at that time as it loomed over their tenements. It would have been warm, well-lit, and free to all who would partake of what it had to offer; a passage to the American Dream. Today over 100 years later it was much the same. After the children assembled, Mr. Auerbach entertained them for 90 minutes while he taught them what made their city special and about why they were special. When he asked them where they were born or where their families were born, they answered, “Mexico, The Dominican Republic, Puerto Rico, Peru, The Czech Republic, and The Philippines.” The children were from a different time and a different part of the world than those in Harry Reid’s day but the faces were still the same.

#### Description Of Data Collection Procedures

The City of Passaic is fortunate in that its first great historian, William W. Scott has left behind for future generations his epic 1,875 page legacy, *The History of Passaic And Its Environs, Volume I and II*. Published in 1922, Scott’s work is an absolutely exhaustive account of the native peoples, Dutch founders, colonists, canals, railroads,

churches, mills, immigrants, schools, and industries that together define of the City of Passaic. It has been an invaluable source of information for understanding the story of the city up to the First World War or the Great War as it was known in Scott's day. As a companion to this work, William Nelson's (1877) *Historical Sketch Of The County Of Passaic, New Jersey*, was also found to be highly informative for gathering facts and knowledge concerning, as its subtitle suggests, "the first settlers and settlements." Packaged together with *The Geological History Of The Passaic Falls, Paterson, New Jersey*, also by William Nelson (1892); all three volumes and several genealogical accounts are available as scanned form the original works on one CD through GenealogyCDs.com.

The history of Passaic since the Great War was found in the historical collection of the Julius Forstmann Library which is part of the City of Passaic's Public Library system. I met with the Research Librarian and was given access to the Historical Files. Several articles about Passaic were found in the archival collection of the *Passaic Herald & News* including those concerning Passaic High School. Of particular importance was the "125<sup>th</sup> Anniversary of the City of Passaic - Commemorative Edition" of the newspaper that was printed on April 2, 1998. The Commemorative Edition included many useful articles such as those that have been referenced by individual authors such as, E. A. Smyk's, (1998) "Passaic In A Blaze Of Glory Welcomes Nations' Head," and Ives Galarcep's (1998) "Great Athletes Rewrite Record Books at Passaic H.S." Also found in the collection were three books by local historian, Bob Rosenthal. These were: *Wonderful Passaic: Memories and Recollections* (2000), *From Passaic to the Moon: An Insider's True Adventures* (2001), and *Climbing the Rainbow: 28 Glimpses of Growing Up in*

*Passaic* (2003). The Jerseymen of Passaic High School produced an encapsulated portrait of the City of Passaic last printed in 1966 entitled, *Passaic, New Jersey*.

From the Internet came other sources such as Mark S. Auerbach's (n.d.) "An Overview of The History of The City of Passaic, New Jersey," which provided an important bridge to the history of the City up to the time of its 125<sup>th</sup> anniversary. Of course as a living historian, Mark Auerbach provided a great deal of information in the form of several hours of conversation. The same web site that contained his written work, [www.tccweb.org](http://www.tccweb.org), also contained Joy E. Kovalycsik's (n.d.) "Immigration from Rusyn Villages to Passaic, New Jersey." The City of Passaic and Passaic High School are also vividly portrayed in *Prof Blood and the Wonder Teams: The True Story of Basketball's First Great Coach* by Charles (Chic) Hess Ed.D. (2003). Finally, for more recent data on the City of Passaic, I was drawn to *Immigration and Ethnicity in New Jersey History* by Douglas V. Shaw (1994), in addition to the U.S. Census Bureau's American Fact Finder information available at <http://factfinder.census.gov> and information contained in materials made available from the Passaic Enterprise Zone available at [www.passaicuez.com](http://www.passaicuez.com). These later sources provided information about the current ethnic and demographical data about the city.

#### The Village Of Acquackanonk

Originally the land between the Delaware and Hudson Rivers belonged to an Algonquin-speaking people known as the Lenni-Lenape. It was division of the Lenni-Lenape nation into smaller tribes or clans that the Native American people who are now known as the Passaic Indians were descended. It is from this reference that the river, the county, and the city are all named. Today, despite the fact that we live in a more

politically correct time, the official mascot of Passaic High School is still the Indian which was chosen to honor these first inhabitants, even though the term “Indian” is quite inaccurate.

Northeastern New Jersey and the nearby great harbor of New York were first visited by White settlers from the Netherlands after the famous explorations of Henry Hudson. It was through his voyages that the Dutch unknowingly became the first in a long line of immigrants to settle in this region of many rivers. Three rivers run parallel to one another in a north to south direction through the area that was to become the eastern section of New Netherlands. The river that was furthest to the east became known as the Hudson River, named after the great explorer himself. The Hudson River was the great route to the northern interior of the continent from the Atlantic Ocean to Fort Orange (Albany). The middle or Hackensack River, joined the Hudson after first emptying into Newark Bay. The third river which was the route to the western interior of the colony was to become known as the Passaic River. It too would join the Hackensack River on its way to the sea.

The Dutch had a fondness for the rivers that reminded them of their homeland and for the trade with the Native Americans that the rivers produced. On April 4, 1678, a Dutch trader whose name would eventually be known as Hartman Vreeland secured a deed to an island in the Passaic River that would become known as Hartman’s Island and later as Dundee Island (Auerbach, n.d.). To the Native Americans, the island was a revered place used for religious purposes and social gatherings. William Scott recalls that Native Americans considered the island to be sacred ground as it reminded them of a turtle – the creator all of things - who lived in and on the water, and whose back

supported the earth which was also thought to be an island (Scott, 1922, p 30). To the Dutch, the island had a more economic purpose as it represented a more secure place to build a trading fort near the Indian village known as Acquackanonk. The word “Acquackanonk” loosely translated means “abundant land surrounding sweet water” (Auerbach, n.d.). It is through a series of deeds and patents that European control under the Dutch and later under the English who replaced them, extended into the surrounding area along the western side of the river where the present location of the city of Passaic was founded. Quite fittingly, in 1854, the Village of Acquackanonk, perhaps unknowingly in a bid to honor the flowing water that was the source of its prosperity, became the Village of Passaic. It would not be the last time that water – sacred or otherwise - would play an important role in the growth of Passaic.

The Revolutionary War was not fought in Passaic or Acquackanonk as it was then called, but it did go through Passaic. The Landing at Acquackanonk had already become an important east –west embarkation point for iron in pig and blossom form as well as for agricultural and forest products that were moved from the interior of New Jersey to New York City. The Landing at Acquackanonk provided a cheap water route since no overland route directly to the Hudson was then available. The site also served as an important north-south route by virtue of being the only bridge across navigable water north of the city of Newark. General Washington suffered a series of defeats that started with the Battle of Long Island and continued with the loss at Fort Lee which resulted in the Revolutionary War being brought from New York state to the people of New Jersey. Washington visited Passaic and actually slept there on November 21, 1776 at Blanchard’s tavern (Scott, 1922, p. 205). Tom Paine traveling with Washington quite possibly may

have paused long enough to have written his immortal words, “these are the times that try men’s souls” while actually in Passaic according to some historians (Auerbach, n.d.). Both Washington and Paine did not stay long, as the colonial army’s spirited retreat across New Jersey resulted in the patriot army passing through Acquackanonk while disassembling the bridge over the Passaic River behind them. The British pursued General Washington and his troops until his army crossed one final river - the Delaware - at the end of the difficult year of 1776. During the course of the Revolution, both British and American armies would continue to use the valuable crossing point at Acquackanonk again several times: the British retreating after their loss at the Battle of Monmouth, the Americans returning from Newburgh, and the last Continental troops marching on their way to Virginia for the final showdown at Yorktown.

Independence brought happier times and domestic tranquility to the region. Alexander Hamilton, the founding father most concerned with the importance of economic self-sufficiency, while realizing the importance of Acquackanonk, chose a location further upstream where the unchecked power of the Great Falls at Paterson could be harnessed to create the nation’s first planned industrial city. The decision was not lost on the development of Passaic. In the ensuing decades, the Village of Passaic continued to expand as it connected growing industrial centers such as Paterson, Newark and Jersey City through its valued location. Laborers from Ireland, Scottish mechanics, and German machinists added to the cities immigrant population that was for many years exclusively Dutch. The City suffered an economic reversal with the completion of a direct rail connection to New York City that bypassed it in 1832(Nelson, 1877, p. 38). The result was not permanent. In fact, the railroads would eventually come to aid the

growth of the City. But the greatest single factor contributing to the development of Passaic was the completion of the great industrial complex known as the Dundee Dam and the Dundee Canal in 1861. Diverting the waters of the Passaic River for industrial power and processing allowed Passaic to develop into a great industrial city.

The Dundee Project involved the final linking of Dundee Island (the old sacred ground of the Lenni-Lenape) with the west bank of the river through the construction of a dam and two multiple-lock canals. The location of Passaic as a trading center also favored its development as a future manufacturing center as well. Pure, fresh water in abundant supply to power the mills began the process. Better navigation on the Passaic River, a rail infrastructure, vast tracts of open land ready for development, and a potentially large labor force close at hand, assured the untamed growth of the new industrial center. By 1873, the Village of Passaic had taken the first steps in its incorporation as the City of Passaic (Auerbach, n.d., p. 2). Sixteen years later, Eduard Stoehr built the Botany Mills, a large industrial complex that opened the way for Passaic as America's Woolen City and to join Paterson, America's Silk City in what would probably be known today as Textile Valley.

#### The Worsteds Woolen Capital Of The World

The fibers of natural wool that are worsteds or twisted are said to resemble silk in their lightness and softness and are said to be the finest in the world. Botany Mills was named in a marketing triumph, after Botany Bay, the leading coastal region of a continent that was known for its numerous sheep and their high quality fleece – Australia (Scott, 1922, p 530). As the textile industry developed in America, a series of tariff legislation made the production of worsteds wool products imported into the United States prohibitive. This



resulted in the industry's partial relocation from its German industrial base to cities like Passaic. The move enabled the industrialist to take advantage of a friendlier business environment available within the United States.

As production moved to Passaic and the surrounding vicinity, it was not long before immigrants, mostly from eastern Europe, followed its development in numbers larger than any that had ever been seen on this side of the Atlantic. Illegal immigration was not necessary, as they were welcomed through the nation's front door - Ellis Island - which was actually built and operated to accept them. It was the closeness of places like Jersey City and Passaic that acted as the first points of departure from the rail network that moved the immigrants from harbor to nearby factory. Proximity to New York City's own burgeoning development as the nation's garment or fashion (depending on depth of one's pockets) center helped to further the selection of Passaic as the immigrant's first choice. The ripple-effect of immigration became a tidal surge, as the end of the First World War left waves of immigrants free to escape from the obsolete empires of Russia, Germany, and Austria-Hungary that were being dismantled. Poles, Hungarians, Russians, Slovaks, Ukrainians, Ruthenians, Carpatho-Rusyns, and all nationalities calling themselves Jews, joined their countrymen in the mills and tenements of Passaic (Kovalycsik, n.d., p.18). By the 1920 census, there were officially over 63,000 people ( 75% of them foreign-born) living in a city that hosted only 13,000 just 20 years before (Jerseymen of Passaic High School, 1966).

This great assembly of immigrants who settled in America brought with them something more than their few meager possessions. The large number of national churches that were established in Passaic bear witness to the fact that their religion immigrated with them as well. National churches offered a connection to customs and countrymen. And the

establishment of so many national churches helped to create a religious tradition in the city – a tradition that was not lost on the adherents of Islam and Hinduism that represent some of the latest examples today.

The diversity of the population and their faiths led to an industrial diversity as well. It was William Scott (1922) who observed that in Passaic, the diversity of our industries is in large measure the secret of our success (p. 486). No one at the time could have disagreed with him. The growth of the Botany Worsted Mills is but one example of an old axiom that like-industries attract like-industries. Forstmann and Huffmann, Gera Mills, and others joined in the production of woolens and the dye, bleaching, finishing, chemical and print trades that supported them. The Brighton Mills, Passaic Cotton Mills, Reid & Barry, and others, were equally successful in the production of cotton and similar fabrics used for the production of everything from military khaki cloth, conveyor belts, patent leather, and to linen- reinforced paper used for currency. There was a time when the city produced over one million handkerchiefs a day, two-thirds of the national output (The Jerseymen of Passaic high School, 1966). The Manhattan Rubber Company and the Okonite Mills also located in Passaic produced the finest, at that time, fiber-belted automobile tires, in addition to submarine cables and insulated wire, all within the limits of the City of Passaic. To many, the City of Passaic had come of age when President William Howard Taft visited Passaic to see it all for himself. May 9, 1910 or “Taft Day” as the day was proclaimed, symbolized to many, that Passaic had arrived as a major industrial center (Smyk, 1998). To others, however, it did not.

Mark Auerbach (n.d.) is so fond of saying, “The history of Passaic is in some ways, the history of the United States from the colonial experience, to industrialization, and

urbanization” (personal communication). Life in the mill was dangerous work. And poor working conditions were bound to lead to labor unrest in a city whose laborers were largely non-unionized. Repetitive work done at a rapid pace over a long period of time without the benefit of safety and protective devices would take its toll on the workers. Faced with wage cuts, longer hours, and an endless stream of newcomers to replace them, sometimes resulted in the walkouts, protests, and strikes that became a part of the labor movement in the city and of the surrounding area. Certainly there were parallels between the Great Paterson Silk Strike of 1913 and the Passaic Textile Strike of 1926 that was held to protest a ten percent wage cut. There were other sympathy strikes as well. But through it all, the city continued to prosper as a great industrial center until well into the postwar decades of the 1950’s and 1960’s when the manufacturing base declined.

The newcomers, however, kept arriving. The early decades of the twentieth century witnessed an influx of Italian and Jewish immigrants. They in turn, were joined by those whose ancestors never passed through Ellis Island but instead were brought to America on slave ships. The Great Migration from the South, brought on by the industrial needs of the First World War, was responsible for the dispersal of large numbers of African-Americans in northern cities in search of manufacturing jobs and the opportunities that they could bring. From the Deep South, many African-Americans arrived in Passaic.

The post-World War II Era saw the gradual decline of Passaic’s fabled industrial base that coincided with another important change in the source of immigrants coming to Passaic and New Jersey in general. For 50 years, the major source of immigration had been Europe, but by the 1970’s, most immigrants arriving in the State were from Latin America and Asia (Shaw, 1994, p. 63). Some European immigration to Passaic still continued as Poles,

Hungarians, and Soviet Jews took advantage of the decline of Soviet Communism to leave their homelands, but their numbers did not offset the source of the new immigration. In Passaic there appeared for the first time immigrants (actually migrants) from Puerto Rico. They would be followed by other Hispanic groups from Mexico, The Dominican Republic, Colombia who represented the largest numbers, in addition to other Latinos from Central and South America. Today, Passaic's population, after a period of decline due to the loss of its industrial base, is once again officially at around 67,000 which is about the same number as it was during the high water mark of the 1920 census. This is only the official count since some demographers believe that the actual total is probably much higher. The city of immigrants still continues to welcome newcomers. As of the 2000 U.S. Census, persons of Hispanic or Latino origin represent 62.5% percent of the population of Passaic (Census Bureau, 2000).

#### Paulison's Castle

C.M.K. Paulison never finished his Moorish-styled mansion that was being built in the fashionable Park Heights section of Passaic. Mister Paulison who made his fortune selling supplies to prospectors heading west to California, had originally bought the property while passing through Passaic. Paulison and his "Castle" as it came to be known, were both victims of financial ruin brought about by the Panic of 1873. On April 30, 1892, the Castle also known as "Paulison's Folly" was dedicated and reborn as City Hall, for what some have described as America's fastest growing city, Passaic, New Jersey (Scott, 1922, p. 476). Today, Passaic's famous Castle no longer exists having been razed for the construction of a new high school and the Julius Forstmann Library. When a new city hall was built and the Castle was finally slated for demolition in the name of progress, the Passaic High School Band offered a funeral dirge to its demise, so reported "The Hilltop Star", the school's

official newspaper on January 21, 1955. The summit is still the location of Passaic High School today. Lesson to be learned here is that public education has always been supported by the City Of Passaic, sometimes to the great sacrifice to both men and architecture.

With the expansion of the Botany Worsted Woolen Mills starting in the 1890's, the expansion of the city's educational facilities soon followed. The founding of the first German-style kindergarten school and the introduction of a night school where mechanical drawing, machine shop, and "American Language" classes were offered were both championed before the turn of the century. Six elementary schools and the first permanent high school were constructed in the first decade of the new century to accommodate the waves of newcomers. By the fall of 1914, Dr. Fred S. Shepherd became the city's fourth superintendent. Dr. Shepherd was a strong supporter of vocational education which seemed appropriate, given the occupations of the parents of so many of the school children. According to Scott, boys were taught to spin and weave using actual machinery installed right in the school under the instruction of "real machinists." They were also taught how to use lathes and drill presses so as to be able to install and repair the same machinery that one day might be the source of their livelihood. It is interesting to note that girls on the other hand, were instructed in the "domestic sciences" which prepared them to bake and cook, in addition to sewing, mending, and knitting (Scott, 1922, p. 478). The exploded-schedule was another innovation that allowed students to attend high school at different times in the morning and to leave at different times in the afternoon depending on their work schedule and the work schedule of their parents.

According to Mark Auerbach, "People come to Passaic to be a part of history" (personal communication). Two people, associated with the early days of the high school

who both went on to become a part of history, are Arthur D. Arnold and Professor Ernest A. Blood. Arthur D. Arnold was principal of Passaic High School for 30 years from 1902 to 1932 and went on to become Superintendent until his retirement in 1941 (*Passaic Herald & News*, Oct 31, 1941). In addition to his longevity in service to the school system, Arthur Arnold brought such ideas as the Department System, the Advisor System, speech correction, Class Day, and nationally recognized Math, Science, and Social Studies curricula to Passaic High School. Mr. Arnold also supported many new community programs such as “Living History Day,” Parents’ Night, a new school newspaper called the “The Parnassian,” a Senior Book Club, a Dramatics Club, a two-time state champion Debating Club as well as recognition for past and present graduates who served in World War I, and an Athletic Council. Passaic High School soon developed a national reputation for excellence in scholarship.

Professor Blood’s accomplishments with the boys’ basketball program while he was at Passaic High School are nothing short of miraculous. His team dubbed, “The Wonder Teams” won 147 consecutive games (known as “The Streak”), and several state championships before Professor Blood left after the 1923-1924 season with a coaching record of 200 wins and 1 loss (Galarcep, 1998, p. 14). Perhaps it is Bob Rosenthal (2000) who remembers best the day “The Streak” ended:

Every time there was a victory for these Wonder Teams, a factory whistle would sound two long blasts; one blast was heard for defeat. After the 147 victory and many straight state titles, Blood moved on. Twelve games later, the ‘Boys from the Hill’ accepted defeat as Hackensack High broke their winning streak. That night in Passaic, only one long blast echoed throughout the city, signaling more than defeat...marking the end of an era.

In 1957 the students of Passaic moved into their new high school located on the hill where Paulison's Castle once stood. There was a parade of students that day led by the high school band that marched the entire group up the hill and into the new building. Upon entering the spacious new building, each student was given a brochure or sort of road map to help them with the navigation of the many long hallways in their new school. Dr. Elmer Holbeck, the principal of Passaic High School, stationed a receptionist to welcome visitors. It was planned that each homeroom would contribute fresh flowers in the main lobby of the building; although it was never recorded if this touch of civility ever materialized. The *Passaic Herald & News* reported in December, 1956, that the new high school would be a state-of-the-art facility and the overflow crowd that attended the dedication in the Auditorium the following Sunday agreed. As described by the educators, there would be laboratory facilities for food and cooking, band and rehearsal rooms, a small production space called the "Little Theater," (later to become a weight training room and then a storage space for the NJROTC program). There would also be a modern auditorium with a projector and a sound system. (Just one year later, four friends from Passaic High School would become world famous as the Shirelles after launching their career in that same auditorium which is named after them today). Dr. Holbeck reported that among the many gifts that the new school received were flags of all the countries belonging to the United Nations, an electric organ, a lighted globe, and a Bible. Dr. Clark W. McDermith Superintendent (as cited in Rosenthal, 2003), could not attend the ceremony but offered the following advice in a publicly read letter:

As you transplant and preserve in this new building the best traditions of Passaic High School, we hope you will build new traditions which will have meaning and value to you and to the community through the years at hand and in the future. Use it in good health, happiness, and in the best interests of each pupil, the school system, and the community.”(p.131)

Six years later the last Erie Railroad train would pull into the City with the last commuters getting off and fewer shoppers getting on. With the last train departing, the tracks would soon be removed to form a wider Main Avenue. The mills would close in succession and their property would be abandoned, as they relocated to southern states where the cost of labor was found to be even lower – if that was still possible. The construction of New Jersey Route 21 would invade the City along its vulnerable riverfront as it sought to connect other urban cities at Passaic’s expense. The highway would chew up buildings and separate neighborhoods that had been unified since the days of the City’s incorporation over a century ago. In homage to the fallen buildings, the highway’s imposing brick barriers would be designed to mimic the intricate brick designs of the buildings that had been ruined.

The City would face decades of hard times as it reinvented its economic base, its neighborhoods, and itself. There would be ethnic and racial unrest as a result of economic unrest (and with 21,000 people living in each of its 3 square miles, there was bound to be.) The City’s school system would be recognized as 1 of 31 districts in the State known as Abbott Districts that are in need of special assistance. But the City is unique in that its roots run deep and its traditions have remained strong. The City is unique because it has never been abandoned or forsaken. Today the City’s population continues to grow



and is larger than it has ever been. Programs like the Naval JROTC program are just one part of the City's spirit of revival. They represent the commitment of hundreds of young people every year toward a positive good. And they represent a support network of the school system and the larger community to which it belongs in the same way that the national churches do. Lt. Sponder, the Senior NSI for Naval Science program, made an observation as the NJROTC Drill Team was competing in the 2002 National Drill Meet held in Florida. As he noted in a report to the high school administration:

Throughout our trip people would come to me or the chaperones to inquire who we were (we traveled in our sweat suit uniforms and as such stood out). When they were told we were all from Passaic they looked amazed. Some have told me that before they met us, they thought that Passaic was a place where no one wanted to go and all good people were afraid to walk the streets. Furthermore, they believed that those from Passaic were either criminals, on welfare, or those in training for either. After they met the cadets and talked to them they came away with a much different perception. It became obvious to me that our students are Passaic's Ambassadors of good will. (6/17/2002)

Like Peter Reid, Julius Forstmann, Arthur D. Arnold, Professor Blood, The Wonder Team, William S. Scott, Bob Rosenthal, Mark S. Auerbach, and The Shirelles, he was right.

#### Summary of the Chapter

Throughout its history, the City of Passaic has been described as the "City of Immigrants." Immigrants have always been attracted to the City and they were largely responsible for the City's growth in the twentieth century as it became the "Worsted Woolen Capital of the World." The largest immigrant group in Passaic today is the

Hispanic community which accounts for over 62% of the City's current population. In over 75% of the households of the children who attend Passaic High School, Spanish is the preferred language spoken at home (NJDOE, 2004). Today, unit enrollment reports for the Naval JROTC program reflect the fact that Hispanics represent over 85% of the total unit enrollment.

Chapter II addresses both Guiding Question 1 (What role has the City of Passaic played in the current growth of the program?) and Guiding Question 2 (How has the Hispanic community contributed to the program's growth and success?). There appears to be a strong connection between the City of Passaic and its support of the Naval JROTC program. It was Christopher Bodgen (1984) who was the first to identify the fact that "who the program serves has the greatest influence on how the program is perceived and why it is valued (p. 56). This topic will be explored in greater detail in Chapter IV which outlines the history of the Passaic Unit and its current growth. Obviously, the attraction of the city's Hispanic population to the Naval JROTC unit has been a primary factor of the unit's current growth and success. The contribution of the Hispanic community to the Naval JROTC program will also be examined in greater detail in Chapter IV. As previously mentioned, the history of the Naval JROTC program hosted by Passaic High School can not be understood without first understanding the history of Passaic. In understanding the history of Passaic, one needs to recall that Passaic's strength lies in its people. The success of Passaic's Naval JROTC program has benefited accordingly.

Chapter Three  
The Literature Review  
Description Of Data Collection Procedures

The review of the literature in this chapter is focused on the methodology and findings of those researchers who have already studied JROTC programs. As mentioned earlier, most JROTC studies fall into one of three categories which have been referenced in this study as being Category One, Category Two, or Category Three.

In Category One Studies, either qualities such as leadership, character, or self-esteem are measured for both cadets and non-cadets or a comparative profile of both groups is derived using school-based information such as attendance, suspensions, grade point average, or graduation plans. From this type of information, a conclusion is drawn about the perceived value of the JROTC program.

Category Two Studies focus on the perceptions of the school's agents. In this type of study, questionnaires, surveys, or interviews are asked of high school principals, assistant principals, Naval Science Instructors, guidance counselors, or teachers. It is from the information provided by these professionals and their recorded perceptions that a conclusion is drawn about the value of JROTC programs in general, in a given area, or in a given school. Using this given definition of a Category Two Study, this particular case study would be considered a Category Two Study because several of the professional groups mentioned above have been interviewed. However, the decision to pursue a Category Two Study was partially based on a review of the other two types of studies.

Category Three Studies utilize a more holistic view of JROTC programs. This type of study may be supportive or critical of JROTC programs. Category Three Studies tend to be

more critical because studies that are supportive of JROTC programs tend to fall into Category One or Category Two. Category Three Studies usually draw conclusions about the value of JROTC programs by weighting the program's benefits against its costs. Some Category Three Studies are generally critical of the very existence of JROTC program's in the nation's schools.

An attempt was made to classify the literature reviewed in this chapter into one of the three categories described above. Of course, some studies do not fit neatly into a single defined category. However, the classification of a study was based primarily on the focus of the study's methodology. And regardless of the predetermined category, each study was subject to the same treatment. The study was identified and summarized in chronological order prior to placement into one of the three categories. The conclusion of this study was noted as well as its relevance to the Guiding Questions described in Chapter III. The Guiding Questions developed in Chapter I have been reproduced here. For ease of reference, each of the Guiding Questions is being shown with its shortened title. Each question's title is the same as that which appears in Table 1.

1. What role has the City of Passaic played in the current growth of the program? [Passaic Influence]
2. How has the Hispanic community contributed to the program's growth and success? [Hispanic Influence]
3. What factors have contributed to the transformation of the Passaic Unit from being "under populated" to being "overpopulated?" [Population Shift]
4. What other factors have contributed to the enormous growth and popularity of the program? [Growth Influence]

5. Why is the program held in such high regard by the Administrators of Passaic High School? [School Recognition]

6. Why is the program held in such high regard by the Area Four Manager? [Area Recognition]

*Category One Studies*

*A Study To Measure The Effectiveness Of Junior Reserve Officer's Training Corps (ROTC) Programs In Pennsylvania's Public Secondary Schools.*

(Seiverling, 1973).

This study, one of the earliest, was initiated in response to what was then, the new concept of the all-volunteer Army. Seiverling was concerned about the possibility that the all-volunteer Army may present a new expanded requirement for JROTC programs. He also was concerned with the effectiveness of JROTC programs in influencing young men (since young women had just been admitted) to eventually join the military and any possible role that the Pennsylvania Department of Education should adopt in administering the program. The study is also considered to be a Category Three Study because it also evaluated Pennsylvania's Junior ROTC program holistically.

Seiverling (1973) studied the effectiveness of JROTC programs in meeting their pre-stated curriculum goals and learning outcomes. The study was designed to evaluate the 12 high schools in 11 districts in the Commonwealth of Pennsylvania who sponsored JROTC programs represented by the Navy, Army, and Air Force. The actual study involved the testing of senior male cadets only in six selected high schools with a additional series of questionnaires administered to over 800 male cadets, instructors, and teachers from every grade level representing a total of 10 different schools. Seiverling

matched an equal number of JROTC senior cadets with an equal number of non-cadets at each high school. Seiverling used the Gordon Personal Profile to measure leadership, the Pennsylvania Student Questionnaire for citizenship, and the Self-Concept As A Learner Scale for the investigation of self-reliance.

Seiverling (1973) concluded that there was no significant difference at the .05 level between the mean scores of JROTC cadets and non-JROTC cadets to support the notion that the JROTC goals of leadership, citizenship, and self-reliance were being met more thoroughly than what can be attributed to the regular classroom. Several of his findings concerning the perceptions of the cadets that were evaluated are still relevant to the study of Junior ROTC program today. These include:

1. Nearly half of the Junior ROTC cadets plan to continue their post-secondary education while a third plans to enlist in the military.

2. Almost all of the students enrolled in Junior ROTC programs are “C” or “B” average students.

3. Wearing the military uniform is generally found to be distasteful to cadets while participation in military drills, ceremonies, parades and special events appeals to them.

In regard to the Junior ROTC program in general, Seiverling reported that the evidence showed:

1. Junior ROTC continues to receive encouragement from administrators and guidance personnel in most schools. Scheduling and facility-sharing continue to remain major concerns however.

2. Academic teachers report that Junior ROTC cadets exhibit noticeably superior behavior than non-cadets.

3. Some programs were having difficulty in meeting the 100 cadet minimum requirement but it was believed that the introduction of female cadets would correct this problem.

Seiverling (1973) cited the need for standardized evaluation procedures for JROTC programs. He also noted that there is currently little research about the JROTC program itself. These two recommendations would eventually appear in almost all studies concerning JROTC.

*An Analysis of Selected Desired Learning Outcomes Involving Junior Reserve Officers' Training Corps (JROTC) Cadets And non-JROTC Students.* (Hawkins, 1989)

Hawkins' (1989) work closely followed that of Seiverling (1973) which predated it by 15 years. The sample was comprised of 175 matched pairs of senior cadets and non-JROTC students from seven different public secondary schools in central Virginia. Like Seiverling's work, all of Hawkins' subjects were senior males. However the subjects represented only Army JROTC programs. Hawkins, like Seiverling, chose to study the desired learning outcomes of leadership (as measured by the Leader Behavior Description Questionnaire), citizenship (as measured by the Pennsylvania Student Questionnaire which was also used by Seiverling), and self-reliance (as measured by The California Test of Personality, Secondary, Section F). The conclusions reached by Hawkins also mirrored those of Seiverling in that the evidence revealed no significant difference between the scores of the JROTC cadets and the non-JRTOC cadets in the areas of leadership, citizenship, and self-reliance.

*A Comparative Study Between Navy Junior ROTC Cadets And General Population Students On Measures Of Dogmatism, Personality Type, And Self-Esteem.*  
(Machir, 1991)

Machir studied matched pairs of 67 Naval JROTC cadets and general high school students in what the author only described as being “a large urban high school in the inner city of a large, metropolitan area” (p. 7). Only cadets from the Naval JROTC program were studied. The study varied from the work of Seiverling (1973) and Hawkins (1989), in that Machir used students who were from three different grade levels – freshman, sophomore, and junior and three different levels of Naval JROTC classes – Naval Science I, Naval Science II, and Naval Science III, as opposed to only senior males.

Machir also identified 3 traits found in the cadets and their general population pairs – dogmatism (as measured by The Dogmatism Scale developed by Rokeach to measure individual differences in openness or closeness of belief systems), personality type (as measured by the Myers-Briggs Type Indicator), and self-esteem (as measured by the Piers-Harris Children’s Self-Concept Scale). The data yields no significant difference between the pairs in the areas of dogmatism and personality type, and self-esteem except for happiness and satisfaction.

*Leadership, Citizenship, And Self-Reliance: A Comparison Of Army Junior Reserve Officer’s Training Corps (JROTC) High School Senior Cadets And non-JROTC High School Seniors.*( William E. Roberts,1991)

Roberts (1991) examined the effects of 4 years of JROTC instruction on both male and female candidates in six high schools in Washoe County, Nevada. The Washoe



County School District was selected because it had the largest concentration of Army JROTC senior cadets in Nevada. In a similar fashion to Seiverling (1973), Hawkins (1989), and Machir (1991), Roberts paired 59 senior cadets with an equal number of non-cadets. He also chose, as did Seiverling and Hawkins, to measure the program's desired learning outcomes of leadership, citizenship, and self-reliance using the same three instruments as those used by Hawkins. Thus the Leader Behavior Description Questionnaire, The Pennsylvania Student Questionnaire (Secondary) Section F (also used by Seiverling), and The California Test of Personality were the instruments selected. It is interesting to note that Seiverling cited as one of his recommendations for future research that a standardized test battery should be developed. Roberts referred to the three instruments that he employed as the Army JROTC test battery.

Roberts (1991) concluded that all mean scores for leadership, citizenship, and self-reliance were higher for cadets than the senior non-JROTC students. However, for any given trait, only two or three schools were shown to be significantly higher. Roberts also found that the mean scores for males were significantly higher in all areas than the non-cadets but the scores of the female cadets were not significantly higher than those of the female non-cadets.

*A Survey Of Factors Related To Participation In The Naval Junior Reserve Officer Training Corps Program In Selected Virginia Public High Schools.*( Lisa A. Curtin, 1991)

Curtin (1991) used a self-developed survey instrument to evaluate the perceptions of 223 cadets enrolled in three different high schools sponsoring Naval JROTC programs in southern Virginia. The study moved beyond the evaluation of the extent to which

Naval JROTC programs meet their stated goals, to an analysis of why students join and remain in Naval JROTC programs, and how such variables as prior experiences and demographic characteristics effect their participation. Also examined were cadets' intentions to enlist in the military after graduation.

In reviewing why students join Naval JROTC programs and why they remain, Curtin concluded the following:

To prepare for a future job.

Because a friend was in Naval JROTC.

School Administrators and teachers viewed the program positively.

Naval JROTC was one of the top programs in the school .

Military Drills and field trips.

Parents approved of Naval JROTC.

A belief that Naval JROTC would assist with college or military careers.

It was also concluded that only a small percentage (14%) of those surveyed planned a naval career which was considered not to be significant.

In the area of demographic characteristics, Curtin (1991) was concerned with the large number of cadets who were freshmen and the low number of cadets found in the upper grades. Most cadets who dropped out of the program did so after the first year. The program was found to be reflective of the ethnic/ racial composition of the schools (which happened to be White-upper class) and males were found to represent almost three-fourths of the total enrollment. Having a friend in Naval JROTC was found to be the primary factor most associated with a students desire to participate in JROTC. It was

Curtin who reinforced the notion that JROTC programs tended to be located in urban schools with high minority enrollment.

In assessing the prevalence of cadets later enlisting in the military, Curtin (1991) identified four factors as being most frequently associated with wanting to ascend the navy ranks. These were:

Participation in military drills.

The opportunity to do something meaningful in life.

Better self- concept in general.

Desiring to assume greater leadership roles.

*The Relationship Among Leadership, Empowerment, And Academic Achievement For Black Students: A Case Study Of The South Mountain High School JROTC Program.*  
(Ronald Boykins, 1992)

Boykins' (1992) case study investigation was one of the earlier attempts to focus on African-Americans enrolled in JROTC. The case study involved 14 African-American cadets, 3 JROTC instructors, and 5 teachers in an Army JROTC program located in Arizona. Boykins described the program as having the largest minority student population in the state of Arizona. Enrollment in the JROTC program cited consisted of three-fourths of cadets being either Hispanic or African-American. The study focused on the influence of the JROTC program on African-American students in three areas: leadership, empowerment, and academic achievement.

The data suggested that patterns of peer-influence, self-discipline, and self-esteem were judged to be the most influential aspect of the program. As an example of peer leadership, cadet leaders were responsible for knowing, demonstrating, and teaching

other cadets in the program in the preparation of drill and rifle teams for competitions. Boykins acknowledged that the teachers in the program did not appear very familiar with its goals but their responses about the program still remained positive. Teachers also frequently mentioned that JROTC cadets were preferred in their classes because of their achievement and that they were better disciplined than most of the other students on campus.

*The Effect Of Participation Or Non-Participation In A Junior Reserve Officers' Training Corps (JROTC) Program On Leadership Behavior, And Self Esteem Among JROTC And Non-JROTC High School Juniors.* (John E. Bachmann, 1994)

Bachmann (1994) partially replicated Robert's (1991) original study completed in the Washoe County School District in three public high schools in California. Leadership was evaluated using the Leader Behavior Description Questionnaire and self-reliance using the Self-Esteem Inventory. The sample was composed of matched pairs of 47 Army JROTC cadets and 47 non-JROTC students. All of the students were in the 11<sup>th</sup> grade. Gender, ethnicity, and academic achievement were used as mediating variables.

Bachmann (1994) concurred with Roberts (1991) findings that JROTC cadets had significantly higher mean scores than their non-JROTC counterparts in relation to leadership and self-esteem. The analysis of the mean scores reflected significant differences that may be attributed to being enrolled in a JROTC program.

*Development of Self Esteem and Learning Skills In Students Participating In The Army Junior Reserve Officers Training Corps (JROTC).* (Ruben O. Rivas, 1995)

Ruben (1995) completed his study in four high schools, two with established programs in the Chicago area and two with newly initiated programs in Michigan. Only

two variables were studied: the development of self-esteem and learning skills. The sample consisted of 117 matched pairs of juniors and seniors in advanced Army JROTC programs who were compared to students in all grade levels of introductory Army JROTC courses in the Michigan schools.

According to Rivas (1995), the data revealed that the Army JROTC program increased the self-esteem and learning skills of the cadets as they advanced through the program. Rivas found a greater significant difference on the effect of self-esteem in female cadets rather than male cadets. Rivas also concluded that the Army JROTC program was definitely meeting its stated goal of increasing self-esteem through participation in the program.

*Leadership, Self-Esteem, Average Daily Attendance, School Suspension: A Comparative Study Of Army junior Reserve Officers' Training Corps (JROTC) Sophomores And Non-ROTC Participating Sophomores.* (Chipman L. Flowers, 1999)

Flowers (1999) studied the effectiveness of JROTC programs among 57 pairs of matched non-JROTC and JROTC sophomores. The study measured the variables of leadership, self-esteem, average daily attendance, and out-of-school suspension. Students from three schools participated in the study, two in Central Alabama and one in Europe. The three survey instruments that were used by Flowers were the Self-Esteem Inventory, The Leadership Behavior Description Questionnaire and a self-authored Student Background Information Questionnaire.

Flowers (1999) concluded that there was a statistical significant difference between the JROTC cadets and the non-JROTC sophomores in the areas of leadership

and daily attendance. Whereas the differences between the two groups in terms of self-esteem and school suspension were not found to be statistically significant.

*The Effects of High School Junior Reserve Officers' Training Corps (JROTC) Programs On Students' Academic Achievement And Related School Outcomes.* (John L. Johnson, 1999).

Johnson (1999) studied the demographic characteristics of students most likely to enroll in JROTC programs. Johnson used two matched pairs of 408 seniors from high school and post high school groups. Johnson found students who participated in JROTC were more likely to be from lower socio-economic groups. He also found that African-Americans contributed to a larger enrollment population than their percentages in the general population would indicate while females on the other hand, were underrepresented.

Johnson (1999) claimed that the most significant finding in his study was that JROTC programs provide an organizational framework and structure that have the ability to indirectly influence the behavior and achievement performance of lower SES students (p. 43).

*The Influence of Army JROTC In Developing Citizenship Skills For Alabama Public High School Students.* (Harvey W. Hicks, 2000).

Hicks (2000) examined 171 Army JROTC senior cadets and a like number of non-cadets in six Alabama public high schools. The primary focus of the study was the measurement of citizenship. The title of the survey instrument was the JROTC Survey Questionnaire. The analysis of the data comparing mean citizenship scores between

senior class Army JROTC cadets and senior non-JROTC students found that the senior cadets had significantly higher citizenship scores.

*The Influence Of A 10-Week Exploratory Curriculum On The Career Maturity Of JROTC Students: Implications For The Transition From School-To-Work Process.*

(Reeda B. Hargrove, 2001)

Hargrove (2001) designed a study to examine the effects of an exploratory career curriculum on ninth grade students. Three classes of students enrolled in JROTC classes received the exploratory class for 10 weeks while four classes received only regular classroom instruction. Each student completed the Career Planning Questionnaire and the Cognitive Vocational Maturity Test.

The data showed that the students in the experimental group displayed higher career maturity on the posttest. There was no difference between the groups on the Cognitive Vocational Maturity Test.

#### *Category Two Studies*

*The Perceived Value Of JROTC.* (Christopher A. Bogden, 1984)

Bogden (1984) conducted semi-structured interviews of school administrators, teachers, guidance counselors, school committee members, and students in two JROTC programs in Massachusetts. One of the programs was an Air Force JROTC program and the other was a Marine Corps JROTC program. Bogden focused on the stated objectives of the JROTC program and Congress' reasons for legislating the program. Bogden also examined popular argument for and against the program that would typically be found in Category Three Studies. After the interviews were completed, the subjects were asked to rank the patterned results of the interviews in a survey format according to their

perceived value of importance. Bogden identified six specific attributes that were effects of the program. These were: self-esteem, responsibility, self-discipline, camaraderie, social group, and student discipline. Bodgen (1984) also identified three specific attributes as having caused these effects. These factors were: the instructors, leadership training, and personal counseling.

Many studies that have followed Bogden's (1984) work have referenced his conclusion that JROTC programs have been characterized as having changing goals and poorly defined processes (Logan 2000, Morris 2003, Perusse 1997). Because of this characteristic, Bodgen concluded that the best measure of a JROTC program's evaluation is the perception of those in the school community who are most responsible for the program and not goals derived from the military, or the school board. One participating instructor after being commended for the excellent repertoire that he provided for his students, was asked how this practice could be duplicated in other programs. The answer given by the instructor was that the Marine Corps could not reproduce the desired effect but that it could provide the kind of person who would want to do this kind of work (Bodgen,1984).

Bodgen (1984) was also the first researcher to propose the axiom that "Who the program serves has the greatest influence on how the program is perceived and why it is valued" (p. 56). As an example, college scholarships may not be the greatest benefit for a particular program whose greatest need is to prevent students from dropping out of school. Instead, for that program, the greatest benefit would be dropout prevention.

*Attitudes Held By Host Principals Toward Army JROTC In The Third Region.*

(James B Harrill, 1984).



Harrill's (1984) investigation focused on what was at that time, the largest Army JROTC Region in the country, the Third Region. The Third Region is comprised on the states of Alabama, Arkansas, Kansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. The survey instrument consisted of seven statements concerning the mission, and nine statements concerning the beliefs about Army JROTC. There was also a free-response portion added to the survey instrument for additional comments by the principals. Data for the study was obtained from 160 high school principals hosting Army JROTC programs. A combination questionnaire and attitude scale was administered to evaluate the attitudes of the high school principals. The results indicated that the principals were in general agreement with the stated objectives of the program. The principals also indicated a positive viewpoint concerning several aspects of the program including: development of self-discipline and self-concept, and the growth of patriotism and leadership ability. The principals also believed that JROTC served the community by acting as a bridge between the school and the community and that JROTC programs provided a distinct purpose in the school curriculum (Morris, 2003, p. 50).

*Perceptions of School Counselors Toward Junior Reserve Officers' Training Corps (JROTC) In Virginia Public Schools.* (Rachel Perusse, 1997)

Perusse (1997) studied the perceptions of high school counselors in 88 Virginia public schools in four specific areas: knowledge of JROTC, its benefit to students, the extent to which it is recommended to all students and its appropriateness for particular students.

Perusse (1997) showed that the data indicated that the counselors were knowledgeable about JROTC and its relationship to the military. School counselors

indicated that they were in general agreement about the benefits of the program. Counselors identified specific characteristics of students for whom they would recommend the program and those that they would not. At least 95% of the school counselors indicated that they would recommend JROTC to students who are: in a regular or advanced diploma program, female, have GPA's between 2.0 and 3.5, a member of a minority, interested in pursuing a technical career or not planning on attending any form of postsecondary education (p. 80). The counselors also indicated that they would not recommend JROTC to students who were physically disabled, not U.S. citizens, not interested in entering the military, or who have poor attendance.

Perusse (1997) cited in her literature review that most research studies on JROTC have focused on students and the effectiveness of JROTC on desired learning outcomes. The relationship between counselors and JROTC, she felt, had never really been documented. Yet the cooperation of JROTC instructors and school counselors was very important for the benefits that it provided for students.

*JROTC Program Earning Distinction in Commonwealth Of The Northern Mariana Islands.*( Stan Koki, 1997).

One of the more unusual profiles of a JROTC program is that of Rota High School which is located in the Commonwealth of the Northern Marianna Islands. Koki (1997), who studied the program, reported that the program currently has over 412 students enrolled which represents 56.7 per cent of the school's entire enrollment. This unusually high enrollment is one of largest units by size and percentage of any unit in the nation.

The program had achieved its success through its adherence to high standards in academic performance and leadership. The program has been described as being very “hands on” in the development and application of its many activities, many of which are planned by the cadets themselves. A high degree of parental support and community involvement are two other factors that contribute to the program’s success.

*Perceptions Held By Host Secondary School Principals Toward Marine Corps Junior Reserve Officers’ Training Corps (JROTC) Program.* (Rodney J. Logan, 2000).

Logan (2000) utilized a combination of questionnaire and attitude inventory for gathering data on beliefs. His sample was 100 secondary school principals in host schools supporting Marine Corps JROTC programs across the nation. Logan concluded, based on the data presented, that the respondents generally agreed that their JROTC programs should develop leadership skills, strengthen character, develop basic elements of national security, form habits of self-discipline, and the need for a constituted authority in a democratic society. However not all of the respondents were in agreement that their particular JROTC program were currently developing these given traits.

*JROTC: A Study Of Two St. Louis Schools.* (James P. Dohle, 2001).

Dohle (2001) followed the research of Bodgen (1984) in evaluating two separate JROTC programs. One program at Christian Brothers College High School was ultimately disestablished, while the other at Cleveland Naval Academy had grown and prospered. It was Bodgen(1984) who first proposed that the overriding factor to consider in evaluating JROTC programs is the type of student that is served. Bodgen (1984) also concluded that JROTC programs are characterized as having changing goals and poorly defined processes. Dohle (2001) applied these findings and concluded that JROTC

programs consisted of a new enrollment that was increasingly minority and increasingly female as opposed to the traditional enrollment pattern of White-upper class and male. Dohle (2001) also observed that the new mission of JROTC programs was a social one and not the traditional military one .

Dohle surmised that the trend in African-American parents enrolling their children in JROTC programs reflected their beliefs in the program's economic value after graduation. Dohle also observed that this belief translated to the fact that African-American students in the St. Louis program might better be described as being "at-promise" rather than being "at risk."

*North Carolina High School Principals' Perceptions of Junior Reserve Officer Training Corps (JROTC) Programs.* (Debra S. Morris, 2003).

Morris (2003) studied the perceptions of 184 high school principals in public schools with JROTC programs as well as those whose schools did not host a program. The purpose of Morris'(2003) study was to determine the perceptions of North Carolina principals' as to the benefits of JROTC programs for the school, the student, and for the community. The study also sought to evaluate whether the principal's perceptions were influenced by their personal attributes or a combination of other factors such as: the teaching effectiveness of the instructors, the branch of military service offering the program, or the student population.

Morris (2003) concluded that principals generally had positive perceptions of the JROTC programs in their schools. The three factors that had the greatest influence on their beliefs were their years working with a JROTC program, the quality of the instructors, and being associated with a school that hosted a JROTC program (as

opposed to a school that did not). One hundred percent of the respondents agreed on three benefits that the JROTC program provided: leadership skills in student cadets, the principles of good citizenship, and teamwork in students. The principals also felt that students with mid-range GPA's benefited most from the program and that the program positively affected school climate while being a source of good public relations between the school and the community.

*The Origins, Early Development and Present-Day Impact of The Junior Reserve Officers' Training Corps on The American Public Schools.* (Nathan Andrew Long, 2003).

Long's (2003) work represents an extensive exposé (124 pages) into the history and development of military training. The second part of the study examines the birth and origins of the Junior ROTC movement in American public schools. Lastly, Long analyzes the prerequisites necessary to the understanding of JROTC such as the concept of preparedness. Long outlined JROTC movement into disadvantaged schools that began in the nineties. And despite the contentions of its critics, these programs remain popular.

*Perceptions Of High School Principals And Senior Army Instructors Concerning The Impact Of JROTC On Rates Of Dropout and Transition To College.*( Lawrence N. Marks, 2004).

Marks (2004) studied dropout rates and transition-to-college rates in three high schools in Tennessee and North Carolina. The cost of each of three JROTC programs was evaluated by surveying the administrators and the Senior Army Instructors to determine the cost- effectiveness of the program. Marks used a data-gathering instrument, a 30-question survey and an interview protocol to assess the perceptions of his subjects. Marks identified the following 10 goals:

Academic Achievement

Military History Awareness

Citizenship

Transition to College

Military Bearing, Physical Fitness, and Drill

Completion of High School Degree

Recruiting for Military after High School

Developing Leadership Traits and Characteristics

Building Self-Esteem

The principals ranked citizenship, developing leadership traits and characteristics, and completion of high school degree as their most important three goals for the JROTC program, while the Senior Army Instructors ranked completion of high school degree, academic achievement, and building self-esteem as their most important three goals.

Marks (2004) concluded that the data indicated that there was a slight difference in favor of JROTC students when dropout rates were compared. However the transitioning rate for non-JROTC students was higher than the transition rate for JROTC students.

The data analysis also revealed that the principals and the Senior Army Instructors both shared the same positive perceptions about their JORTC programs. All the principals believed that the program added value to their schools and that the program was worth its cost. As one principal responded:

“We put a lot of money into high-risk programs with fewer benefits than we get from JROTC. And JROTC is also subsidized.” (Marks, 2004, p. 105).

*Category Three Studies*

“Making Soldiers in the Public Schools: An Analysis of the Army JROTC Curriculum.” (Catherine Lutz & Lesley Bartlett, 1995).

Lutz and Bartlett’s (1995) seminal study “Making Soldiers in the Public Schools,” is divided into two general areas of evaluation of JROTC programs, the accuracy of the program’s stated objectives and stated objective of the curriculum. The report is often cited in research studies involving JROTC programs (Logan 2000, Marks 2004, Morris 2003). Produced by the American Friends Service Committee, the report is highly critical of both areas that were studied. Among the significant findings that were raised by Lutz and Bartlett were:

Only a small minority of JROTC graduates receive military funding to pursue college as a direct result of participating in JROTC.

JROTC minority student participation is disproportionately high.

JROTC programs have not shown that they reduce dropout rates, increase minority college attendance, or raise earnings through better job placement in the civilian or military job market.

JROTC while attracting larger numbers of minority women, discriminates against them and marginalizes their job placement.

JROTC contributes significantly to service recruitment goals.

JROTC students spend at least three times as many hours in drill as in any other activity.

Poorer schools are attracted to JROTC as an attempt to gain resources but the program actually drains resources.

JROTC courses are not accountable to school boards or the public for the claims that they make.

The criticisms concerning JROTC's curriculum are based on the conclusion that the curriculum presents a one-sided view of the military's actions in all circumstances while downplaying alternate viewpoints.

“Disciplining Social Difference: Some Cultural Politics of Military Training in Public High Schools.” (Lesley Bartlett and Catherine Lutz, 1998)

In a follow-up study, Lutz and Bartlett (1998) challenged the origin of the military in the nation's schools beginning with the “Platoon School Movement” in Gary Indiana in 1908. Seen as a response to Taylorism, the concept is criticized as creating second class citizens of minorities and immigrant populations in an effort to control them through UMT or universal military training (p.122). Lutz and Bartlett identified the 1990's as the period when JROTC redefined its role to include social and cultural issues such as drug prevention and drop out prevention also later referenced by Dohle (2001). Lutz and Bartlett believe that the term, “at-risk” is a racially coded term that means students of color.

“Junior Reserve Officers' Training Corps: Contributing to America's Communities.” (William J. Taylor, Jr. Project Director, May 1999).

In a study that was almost as popularly-cited as that of Lutz and Bartlett (1995,1998). The Center for Strategic and International Studies(1999) examined JROTC programs in three large urban school systems, each with significant minority population. The sample was based on the fact that such schools have witnessed the greatest growth in JROTC enrollment in recent years. The three districts were the school systems of



Chicago, Washington D.C., and El Paso, Texas. Overall, the study found JROTC to be beneficial to its communities. It was concluded that JROTC's importance lies not in its ability to recruit but as an important bridge between the military and the civilian world. Another important conclusion was that a true evaluation of JROTC can only be developed through fieldwork including those who manage the program, and not through preconceived notions. The CSIS Report (1999) admitted that JROTC promotes a certain degree of "militaristic anti-individualism," but it saw individualism as being nurtured in JROTC for the good of a common cause (p. xiii).

"Evidence of Positive Student Outcome in JROTC Career Academies." (Marc N. Elliot, Lawrence M. Hanser, & Curtis L. Gilroy, n. d.).

Begun in 1992, JROTC Career Academies represent a new direction for JROTC programs. Modeled after a similar reform movement that began in Philadelphia in the 1960's, the career academy model frequently exhibits a school-within-a-school structure, block scheduling, and an occupational focus instead of the usual high school format. JROTC Career Academies differ from regular JROTC programs in that they also focus on dropout prevention, school restructuring, and school-to-work transition (Marks, 2004). This study by Elliot et al.(1999) represents one of the earliest evaluations of the success of such programs by reviewing the administrative records of two to three complete cohorts of students from eight pairs of urban high schools in the United States. Elliot et al. concluded that the data supported the belief that JROTC students enrolled in the Career Academies that were studied, had better performance outcomes in two areas – GPA and lower absenteeism – than their nonJROTC counterparts.

“JROTC Career Academies Guidebook.” (Abby E. Robyn, Lawrence M. Hanser California Partnership Academies Handbook: A Guide to Success, 1995).

As a companion to the work cited above, Robyn and Hanser (1995) outlined the components of the typical Academy Model:

Broad Occupational Focus

Designated Staff

Block Scheduling

Common planning period for teachers

Reduced class sizes

Integrated academic and vocational instruction

Business partnerships

The model has been incorporated into the JROTC model to form JROTC Career Academies. Robyn and Hanser (1995) claimed that the data supported a strong connection between education and work.

“The First Year Evaluation of the JROTC Career Academy at Worthing High School.” (Carla J. Stevens, Michael Schroder, Lucia Kwari, & Kathryn Sanchez, 1996).

Worthing High School, located in Houston, Texas, served as a prototype JROTC Career Academy. The program was started to address the needs of “at-risk” students who were identified as possibly dropping out of school, yet lacking in sufficient job skills to enter the work force. The program focused on academic and vocational education in the fields of health, biotechnology, and leadership. Stevens et al(1996) reported that of the original 59 students who entered in the program during its first year of operation, 54 had remained. The program was evaluated through a pretest-posttest survey administered to

students and teachers alike. The program was considered successful based the responses of the subjects in the areas of attendance and course grades.

“Implementing High School JROTC Academies.” National Defense Research Institute. (Lawrence M. Hanser & Abby E. Robyn, 2000).

Hanser and Robyn (2000) have provided the good deal of information regarding JROTC Career Academies which came into being during the 1990’s. This study followed a case study format that was designed to evaluate JROTC Career Academies found in nine high schools located across the United States. School administrators, academy teachers, business partners, and randomly students and even parents were interviewed either individually or in group focus sessions. The occupational focus of the nine schools varied to include aerospace, construction, media, computers, aviation, and performing arts.

Hanser and Robyn (2000) concluded that schools had their greatest success during their first year of implementation and less success during their second year with such requirements as establishing business advisory boards to guide the academic planning. Three key factors were identified in sometimes preventing the successful implementation of a program:

1. Lack of formal agreements between all involved parties spelling out the program’s goals and design.
2. Lack of committed and knowledgeable school leadership.
3. Local Pressure. (Hanser & Robyn,2000, p. 14-15)

### Summary of the Chapter

Studies concerning JROTC programs may be divided into one of three categories.

Category One Studies focus on student performance as an outcome of the stated goal of the JROTC program. Category Two Studies focus on the perceptions of the agents of the schools who sponsor the program, such as the principal, the instructors, or the guidance counselors. Category Three Studies view JROTC programs in a holistic way that tend to be overly supportive or overly critical of the program.

#### *Category One Studies*

Perusse (1997) noted that most of the research on JROTC has focused on students and their desired learning outcomes. The research classified as Category One Studies clearly focus on similar student outcomes such as leadership (Bachmann, 1994; Bogden, 1984; Flowers, 1999; Koki, 1997; Roberts, 1991; Seiverling, 1973), and citizenship (Morris, 2003; Marks, 2004; Roberts, 1991; Seiverling, 1973) although the researchers did not always agree on the effect of JROTC on leadership and citizenship. Seiverling (1973) concluded that there was no significant difference at the .05 level for leadership skills between cadets and non-cadets while Roberts (1991), Bachmann (1994), and Flowers (1999) found cadets to demonstrate higher scores in this area. Seiverling (1973) also found no difference in the scores of cadets and non-cadets in the area of citizenship while Roberts (1991) found scores to be higher for JROTC cadets.

Another trait of JROTC cadets that was frequently measured in Category One Studies was that of self-esteem or self reliance (Bogden, 1984; Boykins, 1992; Curtin, 1991; Flowers, 1999; Rivas, 1995; Roberts, 1991; Seiverling, 1973). Again the findings of

there was a higher demonstration of self-esteem or self reliance exhibited in cadets as compared to non-cadets. Boykins (1992) actually concluded that self-esteem along with peer influence were judged to be the most influential aspect of the program. Flowers in 1999 concluded from the evidence that the program produced a significant drop in attendance for cadets enrolled in the program. Elliot et al (1995) saw lower absenteeism as a benefit of JROTC Academies. In an opposing view, Lutz and Bartlett (1995) claimed that the program has not shown that it actually reduces dropout rates.

#### *Category Two Studies*

Numerous findings of the researchers tended to support the idea that school administrators and teachers all view the program positively (Bogden, 1984; Boykins, 1992; Curtin, 1991; Marks, 2004; Morris, 2003; Seiverling, 1973) Administrators and teachers also frequently mentioned that cadets tended to exhibit superior behavior or self discipline in comparison to non-cadets (Bogden, 1984; Johnson, 1999; Seiverling, 1973).

Another important finding of the researchers is the positive effect that the program has on the community (Bogden, 1984; Koki, 1997; Marks, 2004; Morris, 2003). Bogden (1984) referred to the JROTC program as a bridge between the school and the community. CSIS (1999) saw the role of JROTC as a bridge to the community of greater importance than its ability to perform as a recruiting agent. Bogden concluded that the best measure of a JROTC program is the perception of those in the school community who are most responsible for the goals of the program (Bogden 1984). Morris (2003) and Marks (2004) saw the role of the instructors as being a major contributor to the program's success.

Perusse (1997) felt that the relationship between guidance counselors and the JRTOC program has never been documented. Seiverling (1973) first concluded that guidance counselors generally were encouraged by the results of the program's outcomes on the cadet population and played an important role in its success. Seiverling (1973) noted that scheduling and facility planning continue to remain major concerns of most school administrators. When asked the type of students most likely to benefit from JROTC programs, several researchers (Marks, 2004; Morris, 2003; Perusse, 1997; Seiverling, 1973) cited "C" or "B" students, that is, students with mid-range GPA's as being the best choice. Perusse (1997) reported that citizens such as those who are physically handicapped or not interested in the military tend not to be recommended by guidance counselors.

Bodgen's (1984) observation that "who the program serves has the greatest influence on how the program is perceived and why it is valued," (p. 56) is still a good reference for evaluating the success of JROTC programs.

#### *Category Three Studies*

Lutz and Bartlett (1995) were very critical of the goals of JROTC programs in the nation's schools. They concluded that minority participation in JROTC programs is proportionately high while Curtin (1991), Dohle (2001), Perusse (1997) all agreed that JROTC programs tend to be located in urban schools with a high minority enrollment. Dohle concluded that this may be explained by the fact that JROTC's new mission is increasingly a social mission (dropout prevention, drug prevention) aimed at the enrollment of minorities, especially females (2001). Lutz and Bartlett (1995) Perusse (1997), Dohle (2001) all agreed that the program increasingly appealed to females.

However, Lutz and Bartlett (1995) claimed that program actually discriminates against women and marginalizes them in job placement.

As for the program's use as a recruitment tool, Lutz and Bartlett concluded that the program did not live up to its claims of better job placement in the civilian or military job market and that only a small minority of JROTC graduates actually receive military funding to pursue college as a direct result of participation in JROTC. They saw the program as significantly dedicated to serve its recruitment goals. Seiverling (1973) found about one third of the cadets studied planned to enlist in the military. Curtin (1991) found a lower enlistment percentage of 14%. However, Seiverling (1973), and Curtin (1991) also found that the majority of the cadets continue post-secondary education through college and not the military. Morris (2003) and Marks (2004) saw the program's strength as the concern and availability of its instructors. Lutz and Bartlett (1995) viewed the instructors as being poorly trained and JROTC's curriculum as one-sided in favor of the military's actions in all circumstances. Seiverling (1973), Curtin (1991) both reported that cadets enjoyed participation in parades, military drill, ceremonies, and special events. CSIS (1999) saw the program as being "militaristic and anti-individualistic" but also saw individualism as being nurtured for the good in JROTC programs.

## Chapter IV

### The Program

#### Narrative III

Lieutenant Sponder and the other members of the Naval Science Department had always been very patient about helping me to understand the NJROTC program at Passaic High School. My questions were always answered politely and thoroughly and I was always given the impression that I had the full cooperation of the entire staff. The first data that I requested was a copy of the NJROTC unit enrollment report (2004). Lieutenant Sponder took these reports out of a large gray filing cabinet and together we walked down to the copy room where he made copies of the documents for my use. Little did I know at the time that I would be making several visits to the copy room in the weeks to come while inadvertently meeting several members of the Passaic High School staff who used the copy room as a break room and a lunch room. By the end of the school year I would be spending the better part of 2 working days in the copy room making copies of over 600 documents. It all began sometime after the start of my third visit during the month of May.

Lieutenant Sponder and I were sitting in the Naval Science Office after I had just completed several interviews with members of the administration. I asked him if there were any additional documents he could share with me to help me to better understand the history and operation of the NJROTC program. He gave me a copy of the CNETINST Manual in addition to the Naval Science Curriculum Guide. I asked him if he did not mind if I made copies of both documents and he readily agreed. So I headed down to the copy room. When I returned about one hour later, we again began to talk about the



program and I once again asked him if he had any additional documents that he would be willing to share with me. At that time, he got up and opened the drawer to a large gray filing cabinet and said, “Here are the correspondence files.” Apparently, Lieutenant Sponder had kept nearly every piece of communication that he had ever sent or received since becoming Senior Naval Science Instructor in 1993. He also had additional correspondence going back to 1979 that he inherited from past Senior NSI’s. He advised me that the files were rather lengthy but if I was willing to copy them that I had his permission to do so. The result from copying of the correspondence and historical files is a unique and priceless chronology into the major milestones, highlights and low points of the NJROTC program and its development at Passaic High School. When I next spoke to Area 4 Manager, Commander Joseph Hankins, he told me that even he did not have information as thorough as the documents that had been stored by Lieutenant Sponder. PO Nuyen sitting across from both of us just shrugged it off and said, “Harry keeps everything. He’s got things even he doesn’t know he has.”

#### Description Of Data Collection Procedures

Having such a large amount of information was obviously a priceless find, but it also represented a mountain of data that needed to be read and assessed. The data collection process was initiated with a brief history of JROTC which included the current state of the program. Next, an examination of *The Naval JROTC Manual* (2004) and the Naval Science Curriculum Guide(2004) has been presented. The information used to prepare the history of the JROTC program was compiled from the Literature Review sections of several research dissertations and government publications that are further

examined in Chapter III of this study. *The Naval JROTC Manual* (2004) is the reference bible of the Naval Science program. It contains separate chapters on organization, enrollment, administration, instruction, equipment, and recognition. I felt that it was necessary to draw attention to parts of the Manual relevant to understanding and clarifying how the Naval JROTC program operates within a host school. The attention given to the information contained in the Naval JROTC Manual will also serve to explain key definitions of vocabulary that are not generally in use by members of the general public. In addition to the Naval JROTC Manual, *The Passaic High School Naval Science Education Course of Study* (Curriculum Guide) (2004) was also examined. The Curriculum Guide provides a brief overview of the four courses that compose the academic portion of the Naval Science curriculum. The four courses are in logical sequence: Naval Science I, Naval Science II, Naval Science III, and Naval Science IV. Each course is a full year course starting with Naval Science I which is typically taken during the freshmen year.

I then proceeded to collect data from the correspondence /historical files by reading each of the documents and highlighting useful quotations. The correspondence / historical files were then grouped by school year with a single cover page for each year. I made special notice of those documents that helped to establish the timeframe through the association of the administrators, guidance personnel, and especially Naval Science Instructors who were identified with the program over the years. The files were also useful in establishing timelines for the enrollment of the program including several probationary periods as well as the programs many awards and achievements. It was through the historical files that I also learned that the NJROTC program at Passaic High

School actually started as a part of an alternate education program located in an off-campus setting in Walpack, New Jersey along the Delaware and across the width of the State of New Jersey and away from the City of Passaic.

After reading the files and highlighting text, I next set about condensing the sheer number of documents to a working document file. The result of my editing appears in Appendix C. As stated earlier, my goals in using the documents was primarily to trace the history of the NJROTC program at Passaic High School. But I also used the documents to corroborate information about the program that would be recorded during the interviews with the school staff. I purposely eliminated duplicate entries. I also chose to eliminate internal memos that represented standard housekeeping chores or educational reminders. I felt obligated to eliminate any documents that were sensitive to student issues or purely personal in nature to Lieutenant Sponder, and therefore not within the parameters of this study.

Each entry from the files has been condensed. But the actual wording from the document appears in the form of a quotation since it has been transcribed from the original document without change. No attempt has been made to correct errors in spelling, punctuation, or in the alternate use of terminology. Each document has been identified according to its title, date sent, author, recipient, and quotation. If no title existed then I used the term "No Title" in parentheses. Similarly, if no date was given for any document, I used the term, "n. d." in parentheses to record that fact. Documents without a recipient were recorded as "To File" in parentheses, following the name of the author of the document where the name of the recipient would normally appear. In summation, all of the documents appear in their original format.

When referring to a document during its analysis, a prescribed format was followed for ease in locating a particular document and for the benefit of the reader. When referenced, each document has been identified by the name of the author and the month, day, and year that the correspondence was sent by the author. There is one break in the analysis of the data originally found in the correspondence / historical files. I felt it was necessary to explain the information found in the unit and school enrollment reports to help in the understanding of the growth of the Passaic Naval JROTC unit. The unit and school enrollment reports are annually completed by the Senior Naval Science Instructor and sent to the Area Manager. The unit and school enrollment reports contain data about cadet enrollment, gender, ethnicity and course enrollment for the Naval JROTC Unit and the host school as well. Finally, I have chosen to divide the history of the Passaic Naval JROTC program into three periods of study for ease of interpretation: Phase One: Off Campus, Phase Two: Transition, and Phase Three: Current Status.

#### A Brief History Of JROTC

Recognizing the need for qualified officers in the United States Military, Congress after the outbreak of the First World War, authorized the War Department to establish the Reserve Officers' Training Corps (ROTC). This was achieved with the passage of the National Defense Act in 1916 (as cited in CSIS, 1999). In addition, the National Defense Act also authorized the Secretaries of War and the Navy to establish and maintain Junior ROTC programs. The first Junior ROTC programs appeared in the nation's high schools shortly after that. The original program was associated solely with the United States Army. The program at that time, was primarily concerned with the diffusion of military values and military knowledge. The instructors at that time were

active-duty army officers. Schools that hosted JROTC programs were provided with rifles, small amounts of ammunition, field manuals, and uniforms in which to introduce the program (CSIS, 1999).

The success and expansion of the program was delayed over the next several decades, primarily because of the constraints imposed on the Department of Defense as a result of the ebb and flow of a peacetime economy and its obvious effects on military spending. Shortages in active-duty personnel and the inability of the program to receive adequate funding were the JROTC program's most pressing concerns. In 1963, Secretary of Defense Robert McNamara ordered (as cited in CSIS,1999) an evaluation of the program in light of further constraints that were placed upon it by military commitments, most notably those in Southeast Asia. The possibility of the program's suspension and the public protest that followed it, led to the creation of a congressional committee charged with studying the benefits of JROTC to the nation. It was due to the recommendation of the legislative committee that JROTC actually was expanded rather than eliminated. Solutions to problems imposed by military personnel shortages were addressed by the suggestion of the committee that JROTC should to be expanded to include all branches of the armed forces. It was further recommended that retired personnel be allowed to be used as instructors along side of active-duty personnel. The cost of the program would also be partly subsidized by the federal government in partnership with the local school district hosting the program. With these suggestions in mind, Congress passed Public Law 88-647 (the ROTC Vitalization Act of 1964) (as cited in Johnson,1999). From its point of strength in the southeastern United States adjacent to large military bases, JROTC was given a workable means to geographically distribute itself in an even pattern

across the nation (Dohle, 2001). In 1973, Public Law 93-165 expanded JROTC to include the participation of female students as cadets (as cited in Morris, 2003).

JROTC programs sponsored by the Navy, Air Force, and the Marine Corps began to quickly establish themselves based on the prototype Army program. The instructional program began to resemble those typically found in today's program, a mixture of classroom instruction, drill, and extracurricular activities that might include an optional "summer camp" instructional program. Service branches such as the Navy and the Air Force began to individualize their instruction to include curricula more suited to their needs such as Marine Science and Aviation, respectively. Army and Marine Corps programs tended to remain slightly more aligned to the traditional subject areas. Further refinement of the JROTC program occurred with the establishment of the U.S. Army's Cadet Command as the organizational wing of the program in 1986 (CSIS, 1999). Budget monitoring, regulations, and personnel requirements helped the program to expand not only across the United States, but also to several US possessions and military locations. Today, JROTC can be found in such places as Puerto Rico, American Samoa, American Virgin Islands, and the Commonwealth of the Northern Marinas as well as Department of Defense schools in Japan, Germany, Korea, and Panama (Rivas, 1995).

The further commitment to the establishment of JROTC program in states with large urban populations is said to have been given its greatest endorsement from none other than General Colin Powell (1998), who was himself a Senior ROTC graduate some years earlier. General Powell relates in his publication, *My American Journey*, that he was moved to harness the nation's new-found support for the military following Operation Desert Storm during his visit to the site of the Los Angeles riots in 1992.

General Powell, through the support of the Joint Chiefs of Staff, recommended the expansion of the program to provide stability and an alternative to gang membership for inner city youth. The idea quickly gained support from President Bush as well. President Bush's expansion of JROTC called, "Operation Young Citizen" called for the number of JROTC units to be doubled in the coming years. A special effort was made to include schools that typically serve educationally as well as economically disadvantaged students through a system of financial assistance. Operation Young Citizen did meet its goals of expanding across the under-represented northern states and the placement of a JROTC unit in every state; but it fell short of doubling the number of JROTC units. The actual number of JROTC units varies depending on the researcher who is doing the counting and the method used. In the 2000- 2003 school year, there were over 1,500 JROTC units in operation with 272,746 enrolled cadets (Long, 2003 p. 189).

#### Junior ROTC Today

Despite the obvious connection between JROTC and the military, JROTC is not a direct military recruitment program since there is no military obligation involved with participation in the program (Coumbe & Harrford, 1996). Over the years, the focus of instruction has shifted away from military training to include training in: leadership, self-esteem, goal setting, ethics/values, human relations, citizenship, life skills, American History, role of the armed forces, current events, communications, physical fitness, map reading, first aid, technology awareness, career opportunities, substance abuse prevention, and financial management and budgeting (Coumbe & Harford, 1996; Army JROTC Program, 1996, as cited in Perusse, 1997).

prevention, and financial management and budgeting (Coumbe & Harford, 1996; Army JROTC Program, 1996, as cited in Perusse, 1997).

CSIS (1999) points out the fact that most commentaries about JROTC programs reflect the strong opinions of their authors – even though little analysis of JROTC programs exists. Those with a positive opinion regarding the benefits of the program tend to be authors who also view the military in an equally positive light as a developer of character and leadership skills among the nation’s youth. These authors tend to view the program in the greater context as a federal program designed to negate those students who are largely considered to be “at-risk.” While not a specific aim of the JROTC program to target such students, JROTC programs have expanded into the nation’s inner city school systems where they have been welcomed. Today, 36% of all JROTC units are found in inner-city school districts with high concentrations of minority populations (CSIS, 1999, p. 3). Those authors that view JROTC programs in a negative light clearly express their concerns over the introduction of a military presence in the nation’s schools. Few authors are likely to occupy a middle ground of tolerance or express a lack of concern for the program’s presence.

Lutz and Bartlett (1995) in the publication, “Making Soldiers in the Public Schools,” researched JROTC programs at high schools around the county and examined claims made by JROTC officials, reviewed the program’s outcomes and analyzed its curriculum and textbooks. Lutz and Bartlett take issue with the fact that the Department of Defense (DOD) does not conduct research studies to evaluate their claims about program effectiveness. For example, JROTC literature claims to: prevent dropouts; prepare minorities and low income students for success, and benefit “at-risk” students.



attainment. Additionally, the benefits to “at-risk” students according to the authors are questionable, given that the JROTC programs may refuse students with behavior problems or low achievement histories. The cost of supporting a JROTC for a local school district – another common concern of the program’s critics – can be difficult to measure.

Nathan Long (2003) in his dissertation, *The Origins, Early Developments And Present-Day Impact Of The Junior Reserve Officers’ Training Corps On The American Public Schools*, addresses several of the criticisms first made public by Lutz and Bartlett in 1995. Long commented that JROTC enrollment increased by 38,275 between 1999 and 2002 and that enrollments surged over 101,000 in the prior 10 year period. This surge in JROTC enrollment is also marked by the fact that the growth in JROTC units are now concentrated in large, urban areas. Raw numbers and comparisons with median income and poverty levels within these same urban zones indicate that the focus of JROTC’s growth has been in minority-populated areas with lower socioeconomic areas. In 2001, the total minority enrollment in JROTC reached nearly 62% (Long, 2003). Long also cited the need for a more accurate statistical analysis of this representation, especially as it relates to the concerns of Lutz and Bartlett (1995,1998) that JROTC targets minority youth for recruitment.

Originally, one of the first studies of JROTC programs and its effects on American education was detailed in the landmark research by Seiverling (1973) who studied 194 male students from six Pennsylvania public schools that offered JROTC programs as the central concern of his investigation. Richard Seiverling completed his dissertation, *A Study to Measure The Effectiveness of Junior Reserve Officers’ Training*

*Corps (ROTC) Programs In Pennsylvania Public Secondary Schools* at The Pennsylvania State University in 1973. Seiverling was concerned with the measurement of student outcomes for leadership, citizenship, and self-reliance. To date, several studies have followed a similar path in evaluating student performance, expectations, and outcomes. Other more recent studies have also focused on the perceptions of educators who administer JROTC programs such as Senior Instructors, or on the perceptions of school administrators and counselors.

#### The Naval JROTC Manual And Curriculum Guide

It is necessary to examine the contents of the *Naval JROTC Manual* in order to better understand how the program is initiated, how it runs, and how it is maintained in a school system. In military-speak the official “Manual” is referenced by the designation, CNETINST 1533. 9K. The usual, more pronounceable title is the NJROTC Manual (2004), or “The Manual.”

The Naval JROTC program was established under the authority of Title 10 of the United States Code, Chapter 102. (2004, p.1). Under this legislation each of the Armed Forces through its appropriate Secretary has the authority to operate a JROTC program. In this case, it is the Secretary of Navy or SECNAV, since the JROTC program at Passaic High School is a Naval JROTC program. The Chief of Naval Education and Training (CNET) is the responsible agent of the Secretary of the Navy. Local Naval JROTC units such as the one found in Passaic High School are assisted by CNET through the Area Manager. According to the NJROTC website, [www.njrtoc.navy.mil](http://www.njrtoc.navy.mil), for purposes of the Naval JROTC program, the United States is divided in 11 geographic areas with programs supported in 44 states and the District of Columbia (See Appendix H). Included

with the 11 geographic areas are overseas programs located in Spain, Italy, Japan, and Guam. The current number of Naval JROTC units as of July 1, 2004 is 621 ([www.njrotc.navy.mil](http://www.njrotc.navy.mil), 2006).

According to the Navy, the Purposes and Objectives of the program are:

- a. Promote patriotism.
- b. Develop informed and responsible citizens.
- c. Promote habits of orderliness and precision.
- d. Promote a high degree of personal honor, self-reliance, individual discipline, and leadership.
- e. Promote an understanding of the basic elements and need for national security.
- f. Develop respect for and an understanding of the need for authority in a democratic society.
- g. Promote community service.
- h. Provide incentives to live healthy and drug free.
- i. Develop leadership potential.
- j. Provide alternative to gangs.
- k. Promote high school completion.
- l. Provide information on the military services as a possible career. (CNET, p.1-2)

It can be determined from the Purposes and Objectives listed above, that the program's objectives are subject to certain variations of opinion as to their inherent rationale. First, it can be stated that all of the objectives can be tied directly to the aims of the military itself, that is recruitment, including the more direct and obvious examples such as "Provide information on the military as a possible career" or "Promote an understanding of the basic elements and need for national security," to the less obvious, such as, "Develop respect for and an understanding of the need for authority in a democratic society." If one believes that the primary aim of the program is military recruitment, than one could certainly support this belief. But an alternate to this belief can also be supported. That is that the program exists not for military recruitment but instead to offer the potential cadet life-altering skills such as leadership and self-respect, and discipline that can be used to develop a better person instead of a better recruit. Examples

of this type of objective would be, “Develop leadership potential,” or “Develop a high degree of personal honor, self-reliance, individual discipline, and leadership.” It is interesting to note that the Naval Science Instructors at Passaic High School all seemed to share this alternative view of the program. The Senior Naval Science Instructor, Lt. Harry Sponder summed it up best when he said, “Recruitment to the military does not drive the program but it is the common currency used in teaching leadership, character, and self-respect. Teachers in the other subjects have their way of doing the same thing. The military is the currency but it is not the final purchase”(personal communication,2006). Finally, one could make the case for a third belief supported by the interests of the community that the program’s objective are aimed at the direct improvement of the community itself and not military recruitment or personal satisfaction. This belief can be supported in objectives such as, “Promote community service,” “Provide an alternative to gangs,” or “Promote high school completion.”

The instructors of the Naval JROTC program are exclusively qualified retired Naval officers and noncommissioned officers who have served on active duty for at least 20 years. Since Passaic’s JROTC program is a Naval program, the instructors assigned to the program may be from any of the “seaborne” services such as The Navy, The Coast Guard, or the Marine Corps,” (CNET, p.2). Currently, the Passaic Unit has Instructors representing both the Navy and the Coast Guard.

Article 103 (b) of the Manual (2004) places the responsibility for the operation of the program on the local school district which has a surprisingly large say over the direct administration of the program. For instance, all personnel hired for the program are employees of the school district which is responsible for their evaluation, employment,

and rate of pay. The Navy considers itself a cooperative partner that is responsible for the Naval Science instruction portion of the program. Again, as Lt. Sponder succinctly related this relationship to me in the following manner, “I have two bosses – the Navy and the School Administration”(personal communication,2006).

Chapter II of the Manual (2004) is entitled, “Organization of Units.” Once a school has been selected, it must agree to establish a Naval Science Department as a separate academic department. In return, the Navy agrees to a partial salary reimbursement for its instructors, and their administrative costs, in addition to supplying uniforms, equipment, and books for the cadets as well as paying a share of the program’s transportation costs for items such as field trips and competitions. The host school must commit itself to a 3 or 4 year program consisting of at least 7200 minutes of instruction per naval science course (CNET,2004, p.5). Units are required to also maintain a Color Guard and a Drill Team. A drum and bugle corps and a rifle team are optional. The Passaic Unit does not currently have a rifle team, although Lt. Sponder has requested one on at least two occasions that it is the administration’s position that the benefits of such a program would outweigh the costs (Sponder 6/28/1995).

Units must also agree to employ a minimum of one retired officer as the Senior Naval Science Instructor or SNSI and one retired enlisted person as the Naval Science Instructor or NSI. Additional NSI’s may be hired according to student enrollment, but there may only be one SNSI per unit. Currently, Passaic High School has one SNSI and 3 NSI. The minimum educational requirement of a SNSI is Instructor Certification and a baccalaureate degree. For NSI, the minimum requirement is Instructor Certification and a high school diploma. In speaking with Lt. Sponder, he told me that it used to be that an

NSI or SNSI did not have to have a college degree but with the new legislation each must either have a degree or work towards one with no less than 6 credit hours per year. SNSIs and NSIs must also maintain grooming and weight standards as outlined in the Naval Manual (2004). Salaries for Instructors are determined by calculating the difference between the Instructors' active duty pay minus retirement pay. However, in many cases the instructor negotiates his or her own salary with the Board of Education. The Navy reimburses the host school half of this amount and the host school is required to pay the remaining half.

Adequate office space, classroom space, and storage space must all be provided by the host school according to the number of cadets being served. Failure to do so may result in the unit being disestablished. The Passaic Unit has been placed on prohibition several times in the past due to lack of adequate storage space. Prohibition over the course of several years can lead to the disestablishment of a unit. Disestablishment will be handled in greater detail during the examination of the correspondence / historical files. The school must also agree to provide academic credit toward graduation for the successful completion of Naval Science courses. The school must also maintain a minimum enrollment of no less than 100 students or 10% of the school's enrollment. On the opposite side of the spectrum, the school has the authority to limit membership into the program for students who do not maintain acceptable academic standards or who do not maintain acceptable standards of conduct. Again, critics of JROTC programs sometimes fail to point out that it is the school, and not the military instructors who make the final determination to limit participation or remove a student from the program. The Naval JROTC program at Passaic has recently had to limit student enrollment in its Naval

**Science I classes** due to the large number of potential applicants. This has been accomplished through a lottery system instituted by the vice principal who oversees the program. The topic of high enrollment will be discussed in greater detail.

The Naval JROTC Unit is also required to reflect the demographic composition of the student body. The largest ethnic group in Passaic High School today is Hispanic and Latino which comprise 62 % of the school's population. The ethnic representation of Hispanics and Latinos in the Naval JROTC program while larger at 85 %, does reflect the Hispanic population. It is also apparent that in both Passaic High School and its Naval JROTC program there is a strong minority presence. Article 301 (b) (CNET, 2004) does require that students enrolled in the program be U.S. citizens or U.S. nationals, or a lawfully admitted alien seeking permanent residence. The citizenship of cadets that are enrolled in the program is not requested in the unit and school enrollment report. In a city with such a large foreign born population it would be up to school officials to determine the legal status of potential students. Judging from the silence on this subject in the correspondence and historical files, it can be concluded to not be a topic of great concern to the Naval Science Instructors.

Students must also be physically qualified to participate fully in the physical education program. Critics of the program sometimes point to the fact that the program does not accept all students. This probably is true for those with serious health needs. However, Article 302, "Special NJROTC Student Enrollment," (CNET,2004) does make provisions for the participation of students who would otherwise be ineligible for enrollment. Any additional equipment that is required for them is the responsibility of the school. When I asked Lt. Sponder about the enrollment of students with special needs, he

told me that there were several students with learning disabilities in the Passaic Unit but it would be impossible to know who they were. In fact, several had attained positions of leadership in the unit. Their status is known only to the Naval Instructors and counselors in the Guidance Department. In fact, students who are home-schooled and students who are cross enrolled in alternative schools are also eligible for the program. There is documentation in the correspondence / historical files confirming their presence by thanking the Naval Instructors for cooperating with the enrollment of special needs students who are also a part of the work study program (personal communication, John Malone, 6/5/1997). Again, my own impression from talking to Lt. Sponder and the members of his staff is that their main concern was helping their students and not whether the students had U.S. citizenship or learning disabilities.

Cadets are required to wear their uniform to school at least once a week and to maintain grooming standards that are set forth in the Manual (2004). The uniforms are financed by the Navy. Students who disregard the rules or fail to maintain academic standards necessary to be a part of the program may be placed on probation or even removed from the program for chronic offenses such academic failure, and a host of personal misbehaviors such as indifference to training, disciplinary actions, or undesirable character traits. According to Lt. Sponder, "Schools function and programs function when there is a general understanding of what is expected" (personal communication, 2006). The cadets in the program follow a system of ranks based on their leadership and responsibilities. According to Lt. Sponder, "Students are required to take a series of six tests to move up in rank. Anyone can move up in rank except of course, for



the rank of commander. There can only be one commander” (personal communication, 2006)

#### Passaic High School Naval Science Education Course Of Study

The Naval JROTC program at Passaic High School is a 4 year program. Naval Science courses are the academic component of the program. The Naval Science courses are designed for students to progress through four levels of instruction during the course of their high school career. While students are free to drop out of the program (or they may be asked to leave the program for academic reasons), it is generally agreed by both the instructors and the administration that the maximum effect of the program can best be gained through the longest exposure possible. Lt. Sponder has pointed to the fact that the close bond developed by the instructors and their charges is based on the fact that the instructors interact with their students for 4 years which enables them to form stronger bonds than the average teacher would after having a student in class for one year.

Officially, the philosophy of the Naval Science program is to teach cadets to: develop a concern for humanity by understanding the relevance of world affairs in their daily lives. This is accomplished by learning how history relates to the present, by seeing how current events affect Americans, and realizing how human strife anywhere affects each person everywhere (Passaic BOE, n.d.).

To accomplish this philosophy, the Naval Science curriculum stresses the ten subject areas that are listed below. A review of the scope and sequence section for each course was completed to locate the specific Naval Science course where each of the subject areas is mentioned.

NS I   NS II   NS III   NS IV: Social Science (including History Geography,

International Relations, and Psychology), Political Science (including Economics, Civilian Law, and Military Law), Physical Fitness, Health Education, Technology and the Internet.

NS II: Meteorology, Astronomy, Electricity, Electronics

NS II NS III: Oceanography

Unit activities that are featured in the program include physical fitness and drill which add to the goals of the physical education program. Cadets have a separate text for each of the Naval Science courses in addition to a Cadet Field Manual (2004). Outside of the classroom, cadets are also encouraged to voluntarily participate in extracurricular activities such as drill team, color guard, and other activities that frequently result in interscholastic competitions. Participation is also encouraged in community events such as sports contests and parades in addition to a commitment to community service. Students are encouraged to accept greater positions in the hierarchy of the program's cadet corps and are reminded that they will have an equal opportunity to do so. Finally, it is stated that while the focus of the course is the role of the U.S. Navy in the world, the broader goal of the program is the development of "well-informed well-versed youth." (CNET, 2004, p.7)

#### The Correspondence / Historical Files

##### *Phase One: Off-Campus*

The oldest document found in the correspondence / historical file is a Donation Agreement between the federal government and the City of Passaic. It is originally dated, August 24, 1971 and issued by Paul S. Riley who was then Assistant Secretary of Defense for Supply, Maintenance and Services. This document was also signed by Marjorie G.

Brunnel who was listed as Passaic High School's Educational Officer at the time and who would later become the principal at Passaic High School. The document grants Passaic High School the right to receive "Department of Defense surplus personal property which is usable and necessary for its JROTC unit training program." The use of the term "originally dated" is in reference to the fact that this same document was redated by the insertion of an additional date typed below the original one. The second date appearing on the document is that of November 11, 1983. Also, a clear reference to "Passaic High School, Paulison Avenue, Passaic, New Jersey 07881" has been retyped onto the document where a location would normally be found.. The relevance of this particular document is found in the fact that the NJROTC program at Passaic High School was originally a part of an alternative school program run by the Passaic Board of Education from an off-campus location simply known as "Walpack" which consisted of a facility at the Silver Spray Lake Farm and an alternative high school facility known as the Lake Long Pine Alternate High School (personal communication, Puckowitz, 9/15/1982). The Donation Agreement attests to both the existence of the off-campus program and its subsequent relocation in the high school in 1983. In essence the document is a kind of dual birth certificate for Passaic's Naval JROTC program.

Little documentation exists in the correspondence/ historical files about the program as it once existed at Lake Long Pond. Lieutenant Sponder and Petty Officer Nuyen were both aware of the program's one time existence close to the Delaware River. Both instructors mentioned the program's relocation back close to the Passaic River in the city of Passaic where it has remained ever since. What little I was able to learn about the program from the time when it was located at the Silver Spray Farm at Lake Long

Pond, I learned quite by accident. In a conversation following my interview with Vice Principal Ciuppa, I learned that back in the 1970's he was one of a half dozen instructors who helped to run the program. Mr. Ciuppa stated that when he first started teaching in Passaic in 1978, he was part of the alternate program. Mr. Ciuppa stated that the Navy has been involved with the program since at least 1976 or 1977. The program was designed for what would today be referred to as "at risk" students. Mr. Ciuppa informed me that the students who were a part of the program would have their academic classes in addition to Naval Science and Physical Education in the morning. In the afternoon, they were heavily instructed in the trades – electricity, carpentry, and plumbing – and they would go to work and receive a paycheck. The program also supported its own farm. Instructors and the students both lived at the facility year round. The students arrived on Sunday nights and came back to Passaic on Friday afternoons. The Navy provided work clothing and uniforms for the students who were in the program. In fact, according to Mr. Ciuppa, a lot of the original equipment in the kitchen had "United States Navy" stamped on it.

The winters in the mountainous western part of the state are far more severe than those experienced by people living in the eastern part of New Jersey. While hardships no doubt abounded at the camp due to climate and the surrounding wildlife, the students were quickly made aware that they were no longer living in the comfort of their city environs. No one I spoke to at Passaic High School knew or cared to share with me exactly why the program was relocated to the High School in 1983. Mr. Ciuppa believed that the per-pupil cost of the program may have been the reason why the program was relocated back in Passaic. Mr. Ciuppa also mentioned that the Navy was separated from

the program shortly before the whole program was shut down at Walpack. But everyone who knew about the program when it was administered from Lake Long Pond agreed that it was a wonderful and very worthwhile program. All expressed a wish that the City of Passaic and the Board of Education had continued to maintain the facility today. Quite prophetically, the Navy itself actually decided in 1988 to eliminate all off-campus NJROTC programs which it referred to as “satellite programs” (personal communication, Vice Admiral Thunman, 8/17/1988). Apparently other schools had also initiated such programs. The Navy stated at that time that its philosophy concerning its JROTC curriculum was to reflect what it called a “well-rounded program” that was defined to include classroom instruction, extracurricular activities, and field trips. The Navy stated that such a program could not be a reasonable expectation for a cadet who was instructed apart from the host campus. Thus off-campus NJROTC programs would be phased out by 1989 (personal communication, 1988).

While the evidence suggests that the Alternate High School was established in the 1970's, the JROTC program traces its authorization at the Walpack site with a pronouncement of the following declaration by J. A. Doyle, (personal communication, February 28, 1980) Assistant Secretary of the Navy to Seymour Puckowitz, Superintendent of Passaic City Schools:

Under the provisions of Section 2031, Title 10, United States Code, ‘Junior Reserve Officers’ Training Corps,’ I have today approved the recommendation of the Chief of Naval Operations that the Passaic High School, Passaic, New Jersey, be established as the site of a Naval Junior Reserve Officers’ Training Corps (NJROTC) Unit.

It is from a memo by Superintendent Puckowitz that the confirmation of the Passaic Board of Education's decision to close the facility at Silver Spray Lake and the Long Pine Lake Alternate High School facilities is memorialized. In fact students were directed by the Board of Education to return to the main campus of Passaic High School on Wednesday, September 15, 1982 ( Puckowitz, personal communication, 9/15/1982). It is from this same document that we also learn that the program was under the direction of Captain Richard Cunningham who served as its first Naval Science Instructor or NSI. (Note: in 2001, the Navy changed the title of Naval Science Instructor to Senior Naval Science Instructor). The title of Associate Naval science Instructor (ANSI) was changed to Naval Science Instructor (NSI). According to the memo, (Puckowitz, personal communication, 9/15/1982), Captain Cunningham was in charge of the Alternative High School which seems to indicate that the alternative high school program and the NJROTC were one in the same by the commencement of the Naval JROTC program in 1980. There is no documentation to counter the fact that Captain Cunningham was the first Senior NSI for the Passaic program. The name of the Associate NSI who assisted Captain Cunningham is not mentioned in the files. However, there is documentation to confirm that there was an Associate NSI at the Walpack site.

#### *Phase Two: Transition*

What I will call the second phase of the Naval JROTC program at Passaic High School takes place during the time period when the off-campus program was re-established and transferred to the campus of Passaic High School. During this reestablishment period, documentation exists from reports known as the "Annual NJROTC Unit Activities Report" which were completed by the new Senior NSI for the

program – LtCol Jacques L. Miller USN (Ret). Another historical source is the “NJROTC Inspection Reports” which were completed by the Area Manager. It should be noted that the NJROTC program at Passaic High School is one of several schools that currently comprise one of 11 national administrative units known as Area 4. Area 4 comprises the northeastern part of the United States. While the overall program is under the direction of the Secretary of the Navy (SECNAV), the administration of the program is the direct responsibility of The Chief of Naval Education and Training (CNET). The Area 4 Manager is the equivalent of the regional director of the program.

From Lt.Col. Miller’s Activities Report for 1983, we learn that prior to the NJROTC program transferring back to Passaic High School and being reestablished, that both Senior NSI Captain Cunningham and his Associate NSI resigned. Lt. Col. Miller was hired in 1983 to be the Senior NSI and Chief Chester Nitkowski, USN (Ret) was hired as the new Associate NSI. While the Board of Education authorized that the program be returned to the Passaic campus in the fall of school year 1982, both the Senior NSI and the Associate NSI were not hired by the beginning of the new school year. Instead they were hired during the second semester of the school year, namely in March and February respectively. It was up to Lt. Col. Miller and Chief Nitkowski to reinvent the program in its new setting when the program was actually reactivated in February of 1983 (Miller, personal communication, 7/19/1983). Lt. Col. Miller describes in his report a proud moment in the founding of a Passaic High School tradition when the American flag was raised at the flagpole in front of the school for the first time with the assistance of the entire Naval JROTC unit and Passaic High School Band. The event was also attended by the school administration and the Mayor of Passaic, Robert C.

Hare, who proclaimed every Wednesday to be NJROTC Day in Passaic (Miller, personal communication, 7/19/1983). Thus from its first days having recently been relocated in the City of Passaic, the Naval JROTC program was celebrated by an alliance of school administration, Naval Science Instructors, their cadets, and officials from the City of Passaic. Symbolically, the flag raising ceremony and the subsequent proclamation of NJROTC Day in Passaic provides a good indication for a successful NJROTC program. School administration, the Naval Science Instructors, and the community leaders must all believe that the NJROTC program benefits not just themselves but each other.

While Lt. Col. Miller brought the unit in line with several activities that would remain as permanent features of the program including attendance at local parades, attendance at a mini-boot camp (in Parris Island, SC), and organizing an annual NJROTC awards banquet. Lt. Col. Miller chose to resign as Senior NSI from the program at the end of the 1983 school year for personal reasons. Lt. Col. Miller was replaced by Major Robert Yost USMC (Ret) who served as Senior NSI in time for the upcoming 1983- 1984 school year. Major Yost left in the Fall of 1984 and returned again in the Spring of 1985. His NSI, Chief Nitkowski, also left the unit in June of 1984. His position as Associate NSI was filled by HM1 Villaflor who served alone during Major Yost's absence during the first term of the 1984 school year (Youst, personal communication, 5/13/1985). HM1 Villaflor left the Unit at the end of the 1986 school year.

It was becoming painfully clear that the reactivation of the Naval JROTC program at Passaic High School was not going well throughout its second phase. Three Senior NSI's (Cunningham, Miller, and Yost), and 3 NSI's (unnamed, Nitkowski, Villaflor) left the program. Half of the 1982 school year, had been lost without any Senior NSI or



Associate NSI, and part of 1984 had been spent with only one instructor (Villaflor) who was not a Senior SNI. A Naval JROTC program must have a continuous and orderly change of command. Too many instructors in too short a time (or not enough instructors at all) is not a good omen for a successful program. In fact, frequent transition of leadership about the Naval instructors took its toll on the Passaic Unit as enrollment dropped to 77 cadets in the Fall of 1984 from a high of 102 cadets when the program was reinstated back at the Passaic High School ( Pendleton, personal communication, 11/16/1984). This drop in cadet enrollment was of great concern to the Navy JROTC Program Manager. Article 203 ( J) of the NJROTC Manual (2004), officially known as CNETINST 1593.9J, clearly states that NJROTC Units are required to: “Maintain a minimum NJROTC enrollment of no less than 100 students, or 10 percent of the number of students enrolled in the institution, whichever is less...” Failure to maintain this minimum enrollment resulted in the NJROTC unit at Passaic being placed on probation for a period of one year until enrollment reached over 100 cadets again in 1985. The program would struggle with a lower than minimum enrollment again in 1986 (99 cadets), 1989 (83 cadets), 1991, (92 cadets) and 1992 (94 cadets) ( Pendleton, personal communication, 12/16/1985; Miller, personal communication, 1/23/1990; Brandt, personal communication, 12/2/1993). During each of the intervening years between 1986 and 1992, when the program enrollment was over the established minimum of 100 cadets, it did so with barely a cadet to spare. Thus until 1992, the program wavered in and out of probation for low enrollment. Probation for low enrollment always leaves open the possibility that a unit may be disestablished. Article 505 (b) (1) of the CNET Manual (2004) clearly states that “Units placed on probation will be evaluated during the school

year as to their potential to attain the minimum enrollment by 1 October of the following school year.” The evidence of minimum enrollment must be provided through a pre-enrollment report submitted on or before April 1<sup>st</sup> during which time corrective action has been taken to increase enrollment. Failure to do so could result in the disestablishment of the unit by the end of the academic year on June 30<sup>th</sup>.

By 1986, Captain Carlton Meredith, USCG, (Ret) became the new Senior Naval Science Instructor. Captain Meredith was to serve in that capacity until 1993. He was assisted by QMCM (SS) Francis Baldwin USN (Ret) who served as Associate NSI. The 7 year employment of Captain Meredith was instrumental in creating a chain of command necessary to provide continuity to the program. However, low enrollment continued to be an issue during his tenure. Since relocating back at Passaic High School, the Naval Science Instructors and the administration have sought ways to increase cadet enrollment, usually through the additional efforts of the Guidance Department. The desperation of the situation is perhaps best summed up with a memo from Major Yost (personal communication, n.d.) which was not dated, but judging from his reference to the unit being “left instructorless in the fall” and due to the fact that the unit was facing probation, was probably written in the spring of 1984. In that memo, Major Yost states, “I must ask you to assist in saving the program.”

The program was saved through the coordinated efforts of several administrators and NSI’s in addition to the cooperation of the Guidance Department. Naval instructors and cadets visited two middle schools – one public and one private – to introduce the program to potential eighth grade cadets. Parents were reassured that the program was strictly elective in nature and that there was no obligation by students who completed the

program to ~~enlist~~ or be enlisted in the military (Bunnell, personal communication, 2/21/1992). The assignment of students into the program by the Guidance Department was clarified to move away from students who expressed a singular interest in the military to a broader vision of Naval JROTC as a service organization and citizenship training program (Yost, personal communication, 6/19/1984). As Major Yost clearly stated, "JROTC should be viewed as a service organization and should attract students of all academic levels without regard to any screening based on future military service... Any unit wearing the Navy uniform should be representative of the population it draws from." Four years later, Captain R. E. Shaw, the Head of the NJROTC Program expressed the same sentiment about the type of student assigned to the program to Captain Meredith. He said at that time, "I believe the program at Passaic must reflect the composition of the student body. This may require restructuring or adaptation of some of the current program to attract the new type of student now enrolling" (Shaw, personal communication, 12/13/1988). That restructuring was to finally take place four years later.

In 1992, the Passaic Board of Education received permission for its students to receive graduation credit in physical education through the Naval JROTC's drill and physical fitness component as an alternative program. This had the overall effect of enhancing the program's appeal by making it part of a graduation requirement instead of simply an elective choice. Administrative red tape at the county superintendent level prevented the change from effecting pre-enrollment numbers submitted in April of 1992 but the recruiting plan submitted by Captain Meredith was accepted and program continued on probationary status until December of 1993 (Brandt, personal communication, 12/2/1993). Emphasis was placed on a recruitment plan that would

carefully survey returning cadets for their re-enrollment intentions, arrange visitations to Lincoln Middle School and four parochial schools in the City of Passaic instead of two, discuss strategies for recruiting with the freshmen class guidance counselors, send follow-up letters to parents, sponsor school assemblies about NJROTC, and host open enrollment during the first week of school. Despite many positive steps, Captain Meredith resigned as Senior NSI at the start of the 1993 school year.. He was replaced by Lieutenant Harry Sponder, USCG, (Ret). QMCM Francis Baldwin continued to serve as Associate NSI.

### *Phase Three: Current Status*

Lieutenant Sponder is the current Senior NSI for the Passaic Naval JROTC unit. The program would once again vacillate between periods of probationary status with possible disestablishment and reinstatement throughout the 1990's. Only the source of the probation was not low enrollment. Instead, as a result of high enrollment, the program faced probationary status for lack of adequate storage space for the number of cadets enrolled in the program. The CNETINST Manual (2004) states in Article 203 (e) that the average-sized units of 100 to 150 cadets need 1,750 square feet of space for uniform storage, book storage, an armory, and office space in addition to “dedicated classroom” space for instruction. The square footage for each storage element is actually broken down in the manual. From 1993 to 2006 the program enrollment for the Passaic unit would grow from 94 cadets in 1993 to 375 in 2006. For several years, the number of new cadets entering the program has had to be held in check to keep the program - already facing a severe shortage of storage space – from growing to even larger numbers. The program now requires four Naval Science Instructors and has requested permission to

hire a fifth instructor. As Lieutenant Sponder so clearly assessed of the situation, “We have become a victim of our own success”(Sponder, personal communication, 1997). Obviously, there is a need to examine how a program that faced disestablishment during its first two decades of existence became, during its second two decades of existence, one of the largest NJROTC programs in the nation. And in enjoying such phenomenal growth, has won many awards, including the Distinguished Unit Award. The program at Passaic has been measured by its school, students, and community to be an unqualified success. Before continuing with the evaluation of the program’s growth and success as revealed in the correspondence/ historical files, it is worth a brief departure to examine the NJROTC unit and school enrollment reports.

#### NJROTC Unit And School Enrollment Reports

According to Article 901 (b), unit and school enrollment reports are required to be submitted to CNET by the Senior NSI semi-annually on October 1<sup>st</sup> and February 1<sup>st</sup>. The enrollment reports that I accessed are October reports with the exception of 1989 and 2005 which are February reports, there are three important parts of the enrollment reports that provide a snapshot into the NJROTC unit. These three areas are total population (including gender), minority enrollment, and course enrollment. The unit statistics contained in the enrollment reports are compared to the totals found in the host school. The first enrollment report is from 1986. Table 2 has been designed to show the total enrollment of the unit and the total population of the school. Both populations have been separated to show gender composition as well. In Table 2, it can be determined that the total population of Passaic High School increased 12% from 2478 students in 1986 to 2783 students in 2005. However during the same time period, it can also be determined

that the NJROTC unit's population increased 273% from 99 cadets in 1986 to 370 cadets in 2005.

The 1993 school year also represents the first time that the unit enrollment exceeded the minimum number of cadets needed to establish a unit or 100 and remained above that minimum up to the present day. Just 4 years later in 1997, the enrollment crossed the 200 threshold with 221 cadets and 3 years after that in the year 2000, the enrollment reached the 300 watermark with 356 cadets.

In 1986, males constituted about 59% and females constituted about 41% of the total Naval JROTC unit enrollment. But by 2005, male enrollment in the unit had dropped to 37% while female enrollment in the unit had risen to 63%. The 1994 school year represents the first time it was noted that the majority of the cadets or 50.7% were female. And since 1994, females have continued to represent the majority of all cadets in the Passaic unit.

In summation, cadet enrollment in the Passaic unit has continued to grow at a phenomenal rate with females greatly outnumbering males. In fact, attracting females to the Passaic unit has been instrumental to the growth of the program's enrollment. This trend mirrors a national trend that has also witnessed the growth of the enrollment of females in JROTC programs.

Table 2 Unit and School Enrollment Including Gender

Year	NJROTC Male	Passaic High School Male	NJROTC Female	Passaic High School Female	NJROTC Total	Passaic High School Total
1986	59	1242	40	1236	99	2478
1987a	59	1242	43	1236	102	2478
1988	61	1112	41	1124	102	2236
1989b	51	1047	32	1053	83	2072
1990	71	1080	36	1020	107	2100
1991	67	1017	36	1055	103	2072
1992	57	1104	37	1074	94	2178
1993	71	1220	58	1118	129	2338
1994	69	1174	71	1189	140	2363
1995	62	1162	103	1209	165	2371
1996c	58		99		157	
1997	107	1172	152	1264	221	1768
1998	87	1315	169	1378	215	1932
1999	107	1315	161	1369	270	2684
2000	161	1342	195	1403	356	2745
2001	156	1342	185	1403	341	2745
2002	157	1423	219	1489	376	2912
2003	149	1269	220	1271	369	2540
2004	120	1289	224	1290	344	2579
2005b	137	1251	233	1532	370	2783

a) 1986 figures have been used for host school data. b) February Reports c) No host school data recorded.

The Table 2 provides the various ethnic and racial groups that are part of Passaic NJROTC unit. The classifications used to identify racial and ethnic groups have changed since first recorded in 1986. The Navy continuously updates its reporting system for racial and ethnic groups to reflect the official terminology recommended by The U.S. Census Bureau. All classifications used in Table 2 have been converted to reflect the ethnic and racial categories that are currently in use by the U. S. Government. While not a part of the unit enrollment report, it should be noted that Passaic High School has continued during the time period of 1986 to 2005 to reflect a strong ethnic presence. The

2003-2004 N.J. School Report Card lists English as the first language spoken at home in only 17.7% of households of the students who attend Passaic High School. Spanish continues to remain the most widely spoken language at home with a 75.4% preference. Other languages listed are: Gujarati (4.7%), Arabic (0.4%), Polish (0.4%), Urdu (0.3%), Pilipino (0.3%), and Others (0.8%) (NJ DOE, 2004).

Table 3 Unit and School Ethnic Minority Enrollment

Year	African-American	Native American	Asian/Pacific Islander	Hispanic	Other	Caucasian
1986	27/679	0/0	1/198	69/1325	-	-
1987a	26/679	0/0	5/198	66/1325	-	-
1988	22/552	0/0	11/224	58/1254	-	-
1989b	15/464	0/0	1/237	58/1184	-	-
1990	22/393	0/0	2/218	65/1330	-	-
1991c	23	0	2	69	-	-
1992a	16/410	0/0	2/179	67/1442	-	-
1993	10/360	0/2	0/148	94/1738	-	-
1994	13/452	0/3	0/189	109/1615	-	-
1995	15/395	0/3	3/166	132/1703	-	-
1996c	9/390	0/1	5/167	132/1703	-	-
1997	20/389	0/1	1/165	221/1768	-	-
1998	17/422	0/0	4/211	215/1932	-	-
1999c					-	-
2000c	38/420	0/1	4/230	280/2308	15/30	-
2001bc	32/420	0/0	3/230	275/2308	14/30	-
2002	19/407	0/3	7/267	310/2359	23/48	-
2003	16/370	0/0	4/202	314/1831	20/70	15/67
2004	18/406	0/2	6/234	288/1825	19/45	11/69
2005bc	19/354	0/0	10/256	313/1843	27	10

a) Previous year used for host school data only b) February Report data c) some data not available.

In Table 3 shows that the African – American population in the unit has declined in proportion to its same level of decline in Passaic High School. In 1986, African-Americans composed about 28% of the total enrollment of the Passaic unit. African-



Americans in 1986 also composed about 27% of the total population of Passaic High School. By 2005, African-American enrollment was down to about 5% of the Passaic unit and about 12% of the population of Passaic High School as a whole. The Asian-Pacific Islander population has slowly made gains. In 1986, the Asian-Pacific Islander population of the Passaic unit was about 1% of the total while by the year 2005 while this population now represents about 3%.

The dominant ethnic group in the Passaic NJROTC unit and Passaic High School is obviously Hispanic. In 1986, the Hispanic composition of the Passaic unit was about 71%. It has continued to grow as a percent of the total unit enrollment and today it represents about 85% of the total unit population. In fact students of Hispanic heritage represent about 66% of the total population of Passaic High School.

In summation, Table 3 shows that the Passaic unit has continued to grow and to reflect the population of the City of Passaic. Hispanics have always been strongly represented in the Naval JROTC program and their percentage has continued to increase. The African-American population in the unit has declined as it has in Passaic High School although the rate of decline is greater in the Passaic NJROTC unit. Together both Tables 2 and 3 reflect the fact that the Passaic unit is best described as being most representative as being Hispanic and female.

Table 4 shows the enrollment pattern found in the four Naval Science courses. Article 204 (a) of the CNETINST (2004) requires that NJROTC units must be established through the offering of a 3 or 4 year Naval Science curriculum consisting of at least 7200 minutes of instruction per naval science course. The Naval Science Department at Passaic High School has been designed to offer a 4 year program of instruction. Since

Passaic High School has been designed to offer a 4 year program of instruction. Since 1987, cadets taking Naval Science One have comprised over 50% of the total cadet enrollment. A good indication of the success of a Naval Science program is not the number of cadets who are initially attracted to the program, but instead is the number of cadets who achieve the maximum benefit from the program by their completion of 4 years of study. The Passaic unit has seen a large growth in the number of cadets who enroll in Naval Science Four classes. In 1986, only 8% of all cadets were enrolled in Naval Science Four. Today 14% of all cadets are enrolled in Naval Science Four classes. Table 4 shows the complete 4 year enrollment pattern for 17 cadet classes starting with the class of 1989 and concluding with the class of 2005. The mean graduation rate for cadets graduating as part of the class of 1986 to the class of 2005 is 31.2%. Whether this percentage is high or low for NJROTC programs as a whole is, of course, not available by using the information available in Table 4.

Table 4 Unit and School Course Enrollment

Year	Naval Science One	Naval Science Two	Naval Science Three	Naval Science Four	NJROTC Cadet Graduation Rate
1986	27	41	23	8	-
1987	53	22	19	8	-
1988	47	22	14	19	-
1989	45	23	8	7	25.9%
1990	50	29	14	14	26.4%
1991	42	32	15	14	29.7%
1992	43	26	12	13	28.8%
1993	74	33	16	6	12.0%
1994	57	38	21	24	57.0%
1995	89	36	20	20	46.5%
1996	48	52	34	23	31.0%
1997	165	36	37	21	36.8%
1998	134	70	26	26	29.2%
1999	119	80	49	20	41.6%

2002	173	102	51	50	42.0%
2003	153	104	66	47	24.2%
2004	129	88	77	50	27.0%
2005	180	76	62	52	30.0%

As demonstrated through the examination of the unit enrollment reports, the Passaic unit continued to experience exceptional growing pains under Lt. Sponder's residency as Senior NSI. In many ways the correspondence/ historical files are more than just a archive of a Naval JROTC unit. With the employment of Lt. Sponder in 1993, the files represent the personal diary of one person's thoughts about his career, his coworkers, and most of all his cadets. The overwhelming number of entries contained in the files are directed from and to Lt. Sponder. They represent his triumphs, his battles, his successes, and his losses. But most of all, they represent he and his staff's continual devotion to the Naval Science program and their sincere belief that it is a program worth saving and worth selling when circumstances dictated. In my conversation with Lt. Sponder, he summarized the situation best when he said, "Students want to belong. They need to belong to something. There are gangs and there is the NJROTC. One is positive and the other isn't. If given the chance, students will always gravitate toward the positive. But students need to belong to something."

Still in recounting the history of the NJROTC unit at Passaic through the personal files of Lt. Sponder, there are several general themes that do emerge from the many documents. The concept of a successful triangle suggests that for an NJROTC program to be successful, it must be perceived as being successful by the school, the Navy, and the community. The school is represented by the two groups that have the strongest direct influence on the program, the administration and the guidance department. The Navy is

represented by the Naval Science Instructors. The community is represented by the cadets and the people who support them. Each group must believe that the program is successful for itself and for the other two groups. It is only in this way that the triangle can be successfully completed.

The number one problem that faced Lt. Sponder during the program's rapid expansion was the subsequent threat of probation (and possible disestablishment) due to the lack of adequate classroom and storage space. As Lt. Sponder predicted when enrollment in the program reached 165 during school year 1995, "we will probably grow to over 200 cadets by 1996 (Sponder, personal communication, 10/31/1995). He wasn't far off. According to the unit and school enrollment report the number of cadets in the program topped 221 in 1997. A third Naval Science Instructor was added to the program as a result of the increased enrollment. QMCM Francis Baldwin left the program due to personal reasons in 1995 and was replaced by Petty Officer Jim Nuyen USN (Ret) and Chief Petty Officer John Robinson USN (Ret). PO Nuyen is still a NSI with the program and shares an office with Lt. Sponder. CPO Robinson resigned before reporting to work at the start of SY 97 (Sponder, personal communication, 2/3/1998). The position of the third Naval Instructor was eventually filled by Senior Chief Dennis Yule USN (Ret) who is also currently an instructor with the program. In fact with enrollment soaring to over 300 cadets in school year 2000, the position of a fourth instructor was added in 2000. Chief Jose Garcia USGC (Ret) became the fourth Naval Science Instructor. He too is presently an instructor with the program. With a current enrollment of 370, Lt. Sponder has requested a fifth Instructor should the number of cadets in the program top the 400 plateau (Sponder, personal communication, 3/15/2003). The retention of a dedicated staff

of four added greatly to the stability of the program and no doubt has contributed to the growth in the cadet enrollment. That growth contributed to the perpetual need for adequate space to house the program at Passaic High School. The question of adequate space offered two long term “solutions”: find more space or limit the number of cadets who are enrolled in the program. The search for adequate space will be discussed first.

Passaic High School is a large urban high school whose student population has grown steadily in the last three decades. The present high school was constructed in 1957 and has also reached the limit of available space. The City of Passaic itself already has a severe shortage of available space and suitable room for the expansion of its many schools in addition to the high school. The Board of Education is constantly seeking new locations for the construction of school facilities. Finding more space was not going to be easy in a high school like Passaic with close to 3,000 students. In 1995, Lt. Sponder requested more space for cadets to practice their drill as well as for uniform storage space (Sponder, personal communication, 10/31/1995). The Navy agreed that more space was essential and placed the unit on probationary for three years in row starting in 1996 due to a lack of adequate storage. Disestablishment loomed on the horizon for the end of school year 1999 (Peck, personal communication, 5/15/1998). Several solutions, as they evolved, were presented to Superintendent Robert Holster. Lieutenant Sponder suggested to Assistant Superintendent David McLean about utilizing additional classroom space and a gymnasium at a local YMCA (Sponder, personal communication, 9/11/1998). Assistant Superintendent David McLean suggested the increased use of the auxiliary gym for the program. He cited the program currently involved over 260 students with another 100 students on a waiting list. It is interesting to note that in light of early problems with

low enrollment, that the waiting list for the Naval Science program alone contained 100 students. David McLean reported to the Superintendent that “the program has a significant positive effect on the student drop out rate. And in my opinion is the most effective alternative program in which the district has been involved in recent years (McLean, personal communication, 1/6/1999). The above statement is a typical response found in the files in the form of an endorsement for the merits of the NJROTC program. Principal Carlist Creech recommended to the Superintendent that space could be obtained through the relocation of the current weight conditioning room to a different location (Creech, personal communication, n.d.). The current weight conditioning room was in fact, located in a section of the school referred to as “The Little Theater.” The Little Theater had once been used as a lecture hall and for small assemblies. In the end, a solution was found through the combined efforts of the school’s administration and the Naval Science Instructors. Like the important change in the elective status of the program that generated a higher enrollment in 1992; a similar cure was found. A “Change of Use Permit” was requested to the County Superintendent that allowed the weight conditioning room or The Little Theater to be converted into available space for the NJROTC program. For the time being, the problem of a lack of adequate space was solved (McLean, personal communication, 4/7/99).

The second option to the program’s lack of adequate space was a bit more complicated. Limiting the number of cadets in the program was something that went against the grain of the Naval Science Instructors – especially Lt. Sponder. The Naval Science Instructors and their predecessors had worked hard to generate enrollment into the program. Under Lt. Sponder’s guidance, the program was now flourishing. It would

be a difficult personal decision to be required to change in the Lieutenant's mindset. But a limiting of the number of cadets was a resolution that had to be considered. Since the guidance department actually had a large part of the responsibility for the placement of students into Naval Science classes, their cooperation was essential. Lt. Sponder struggled with the need to limit the number of new cadets and the need to restore equilibrium to the program. He told the principal, Mr. Creech in 1997:

The purpose of this memo is to let those who wish to come into the program to do so. As you know, we are overcrowded, but I do not wish to deprive any student of the opportunity to better him or herself. This program can, and does, make a difference in people's lives and I really hate to tell anyone that the door is closed. I realize that by putting anyone into the program means extra work for many but the extra work might change someone's life.

Similarly, Lt. Sponder directed the Director of Guidance – Ms Pat Williams – to allow the Naval Science Instructors to select the cadets that were to return to the program while limiting the incoming freshmen class to only 110 students. This request was made 1 year later in 1998 in an effort to reduce the size of the program to about 200 students. However, the following appeal was also requested:

Pat this is extremely hard for me to ask, as I really have no choice. I hate to deprive any one of the opportunity to better him or her. So, as a personal favor, even after we close enrollment, if a student really wants to be a part of the program, please do what is necessary to make it happen. (Sponder, personal communication, 3/12/1998)

Out of desperation, Lt. Sponder continued to make his position very clear. The program did not want to turn anyone away but without adequate facilities, the program

faced the possibility of disestablishment. In 1998, he informed Principal Creech, “Do we close enrollment at 220 cadets? Or do we take all? (Sponder, personal communication, 5/21/1998). And again in 1998, this time to the Naval Science Department, “we have increased to where this year we have over 300 cadets that is after we refused admission to over 100 students” (Sponder, personal communication, 9/5/1998). In 1999, to the Superintendent, Robert Holster, “We currently have 275 students enrolled in our Naval Science Program. If we do not find additional space, we will loose the program.” (Sponder, personal communication, 1/7/1999). And finally to Principal Creech again in 2002, “Based on past year’s numbers, I predict that the Naval Science will consist again of over 370 cadets, most likely 400.” (Sponder, personal communication, 3/15/2002). Throughout the requests the message has remained the same. Adequate space is needed to host a program that continues to grow. The only part that changes is the number of cadets. Today the program that once struggled to carve out a life for itself along the Delaware River has grown into one of the largest Naval JROTC programs in the nation. Its growth has been restricted only by the physical constraints of the building in which it is located.

One final source of several entries in the correspondence files is best described as a combination of pride and accomplishment. The Naval Science Instructors and especially Lt. Sponder have always seen the need to untiringly promote the accomplishments of the program and in so doing to make the program very visible to the community. The Passaic unit has gone a long way in projecting itself into the community and as a result it enjoys a high level of support in exchange. This is important to the completion of the success triangle that the program, the school, and the community all



appreciate the value of the program for themselves and each other. One of the first indications recognizing student success occurred in 1995 shortly after Lt. Sponder became Senior NSI. The unit was recognized as being the “Most Improved Unit for Area 4.” This was an accomplishment for the students and for the program as well. In the ensuing years, the cadets in the program would continue to reach out into the community through availability of the NJROTC color guard and highly decorated drill team. Both seemed to have never refused a call when their presence was requested. Beyond the parades, field trips, and drill competitions, there are also numerous examples of service to the community whether it involved fixing wheelchairs at Passaic General Hospital, helping at homeless shelters during Thanksgiving, painting fire hydrants, feeding the poor, or collecting toys or used clothing at Christmas. Recognition of the Passaic unit’s role in community service led to the City of Passaic honoring the unit with its Spirit of Volunteerism Award in 2005. Other accolades would follow.

In 1998, the Passaic unit received the “School-To-Work Equity Achievement Award.” Lieutenant Sponder, true to form, was quick to proclaim that “The award should not be exclusively the program’s but should belong to all vice Principals, all Guidance Counselors, and to our Principal, Mr. Creech” (Sponder, personal communication, 4/15/1998). Individual cadets have been assigned to the Presidential Guard, chosen to be New Jersey’s Outstanding JROTC Cadet, and accepted into the Naval Academy at Annapolis. The Drill Team has hosted its own drill meet for the last 9 years and has attended several neighboring drill meets. For the past 6 years, the Drill Team has been invited to participate in the National Drill Meet held in Daytona Beach, Florida. The trophies that are found throughout the Naval Science classroom attest to

**their skill and dedication.** In 2005, the team finished 9<sup>th</sup> overall. In 2006, The Armed Color Guard earned first place in the JROTC National Competition beating out 40 other teams from around the nation while overall the armed and unarmed teams placed 12<sup>th</sup> nationally.

Since 1995, Lt. Sponder had strived for Passaic's NJROTC unit to earn, "The Distinguished Unit Award." Besides bringing notoriety to the program, the Distinguished Unit Award would allow him to nominate three cadets to three different Service Academies. Lieutenant Sponder observed, "Success is always marked by the success of the students first and not by any other measure" (Sponder, personal communication, 5/15/2000) In 2005, the unit won the Unit Achievement Award, second highest award. LT Sponder promptly thanked his staff – Senior Chief Yule, Chief Garcia, and Petty Officer Nuyen for making the award possible (Sponder, personal communication, 5/27/2005). In 2006, the Unit was awarded the Navy's highest NJROTC honor, The Distinguished Unit Award. Considering all that the program had been through and all that it had accomplished, it had been long overdue.

#### Summary Of The Chapter

The Naval JROTC program sponsored by Passaic High School has seen its share of highs and lows over the last 30 odd years. Originally started as an off-campus program, the program was moved on campus in the early 1980's and suffered through several years of low enrollment and a lack of Naval Science Instructors who remained with the program long enough to generate lasting reform. The Navy threatened to close or "disestablish" the program if the minimum number of cadets could not be found.

Success came to the unit in the 1990's with the employment of Lt. Harry Sponder

whose enthusiastic vision turned the program around. He and his current staff have brought stability to the program while achieving noticeable success in the eyes of the school, the community, and the Navy. But with success and the increasing enrollment that followed, the unit - now one of the largest in the nation - has faced a new challenge. The unit had become a victim of its own success. Lack of adequate space had resulted in the program being placed on probation – a first step toward disestablishment – several times by the Navy. The resulting struggle to find and secure adequate space while moving the program toward even higher standards of perfection has resulted in a meaningful dialogue between the administrators of the school and the Naval Science instructors. While not always seeing eye-to-eye on all issues concerning the program, the fact remains that the program enjoys the full support of the school’s administrators and the full cooperation of the school’s guidance department and the respect of the community in assisting the program through issues of scheduling and placement. The instructors have done a great job in recruiting new cadets into the program and in maintaining the high standards that have resulted in the unit receiving the Distinguished Unit Award in 2006.

The official instruction guidebook for the program is the CNET Manual (2004) which in conjunction with the school’s Curriculum Guide (Passaic BOE, n.d.) provide the framework for the operation of the program. Beyond these official publications are the unit and school enrollment reports and the vast correspondence /historical files which provide an in-depth look at the issues facing the Senior Naval Instructors on a personal level, of which enrollment and adequate storage are but two issues. The evolution of the Unit can be traced through its development of higher academic standards in the

classroom, its successful participation in drill competitions, and its commitment to community service which have resulted in a tradition of pride for the unit and a sense of respect for its instructors. That pride and respect have permeated the Passaic High School and have transcended to the community of the City of Passaic.

## Chapter Five

### The Interviews

#### Description Of Data Collection Procedures

During the spring of the 2006 school year, nine people were interviewed for this part of the Interview Protocol. Patton (1990) confirmed the belief of this researcher that all of the documentation would not have made sense without the added value of the interviews since taken together, diverse sources of information and data give a complete picture ( p. 307). Each of the subjects was given a Letter of Introduction and a Letter of Solicitation and Informed Consent prior to any of the interviews taking place. Both the Letter of Introduction and the Letter of Solicitation and Informed Consent appear in Appendix E. CSIS (1999) mentions that a true evaluation of a JROTC program can only be developed through fieldwork that includes those who actually manage the program. It was the decision of the researcher to interview as many people as possible who were administrators, guidance counselors, or Naval instructors since they are the people who actually manage the program. As a result, three of the subjects who were interviewed were administrators at Passaic High School, Principal Carlist Creech, Vice Principal James Farrell, and Vice Principal John Cuippa. Two of the subjects who were interviewed were guidance counselors at Passaic High School, Brian Kleinman and Carol Miscia. All four of the Naval Science Instructors at Passaic High School were also interviewed. They were Lieutenant Harry Sponder USCG (Ret.) who is the Senior Naval Instructor, Petty Officer Jim Nuyen USN (Ret.), Chief Petty Officer Jose Garcia USCG (Ret.), and Senior Chief Dennis Yule USN (Ret.). All of the subjects who were

interviewed were given a copy of the Interview Questions prior to the commencement of the actual interviews for review purposes.

The Interview Questions went through several revisions while being reviewed for clarity and content validity. The Interview Protocol was reviewed on two occasions by Naval JROTC instructors and on four occasions by members of the dissertation committee. The final version of the Interview Protocol Questions appears in the Appendix F.

The interviews were taped during regular school hours in the offices of the subjects. The researcher was accommodated by the subjects during the times and locations of their choosing. As a result, several modifications had to be made during the interview process at the request of the subjects. Both Brian Kleinman and Carol Miscia, who are guidance counselors at the high school, preferred to be interviewed together. Lt. Sponder also chose to be interviewed along with Principal Carlist Creech. Lt. Sponder was also present during the interview of Vice Principal Jim Farrell and contributed further information at that time. It was discovered several days after the interviews of Brian Kleinman and Carol Miscia that both of their responses to Interview Questions 6 and 7 were not recorded due to the resumption of the interview after a fire drill. The responses of the subjects to the Interview Questions were taped by the researcher. The contents of each subject's responses was then transcribed by the researcher. The unedited results of the taped interviews are available in the Appendix.

For purposes of analysis, the transcribed data of each of the subjects was separated according to Interview Question, so that each Interview Question is followed by the responses of all of the available subjects. Patton (1990) points out that the first step

in the analysis of data is the development of some manageable classification or coding scheme ( p. 463). This practice resulted in each question being followed by the sum total of available responses to that question. This separation of the data was the first treatment of the data adopted by the researcher to better facilitate the examination of the data. The second treatment of the data resulted in the responses of the subjects being separated into two general classifications: responses that addressed observations made concerning the cadets in the program and responses that addressed observations made concerning the program in general. As a result, four general traits concerning the cadets in the program and three general traits concerning the program itself were identified as “NJROTC Traits.” The four NJROTC Traits that referred specifically to the cadets were identified, according to their rate of frequency as:

1. Self-Esteem, Respect, Pride – references by the subjects to the ability of cadets to demonstrate a positive perception of themselves and all aspects of their environment including family, school, community

2. Self-Discipline – references by the subjects to the ability of cadets to demonstrate goal setting, goal achievement, time management skills, and commendable behavior.

3. Leadership Skills - references by the subjects to the ability of cadets to influence, guide or direct themselves and others with a desired purpose. Lt. Sponder has stated that, “You can only teach leadership by allowing students to have the opportunity to lead.”

4. Attendance - references by the subjects to the ability of the cadets be present at school, participate in school, contribute to their classes, and to regularly attend all of their classes while in school.

The three NJROTC Traits that referred to the program in general were identified, according to their rate of frequency as:

1. Program Goals – references made by the subjects to the Naval Science program’s ability to meet the needs of the students that it serves. Bogden (1984) defined the preferred means to evaluate a JROTC program with the statement, “who the program serves has the greatest influence on how the program is perceived and why it is valued” (p. 56).

2. The Role of the Instructor – references made by the subjects to what Bogden (1984) described as the “personality, accessibility and attitudes” of the Naval Science Instructors toward the development of the program.

3. The Role of the Administrators and Guidance Counselors – references made by the subjects to the cooperation, support, and shared vision of the Administrators and the Guidance Counselors toward the development of the program.

The seven Interview Questions will be analyzed separately in the section that follows.

*Interview Question 1. How would you describe the type of student most attracted to the JROTC program at this school?*

The Administrators and the Naval Science Instructors both responded to this question in the same manner. That is, they both used the question almost exclusively to describe the NJRTOC trait of Program Goals. One vice principal spoke about self-



discipline. Conversely, the guidance counselors while mentioning **Program Goals**, spoke mainly of the NJROTC traits of cadet self-esteem and cadet self-discipline.

*The administrators and the program goals.* Principal Creech described the “beauty of the program is the fact that it attracts students from all academic tracks.” “We purposely developed the philosophy around that concept,” he added. He also pointed to the fact the program is not an “at-risk program” but was instead, a program that attracts students who want to go into the regular military but was just as likely to appeal to students from the top ten of the class list as it is to appeal to those who are in the bottom ten.

Principal Creech pointed out that, “We have to stop (limit) the enrollment because so many students want to become involved because they see the pride, they see students who are in leadership roles.” He was referring to the school’s practice of limiting the enrollment of the freshmen class to one in four students. This is because the school does not have the facilities to accommodate all of the students who want to participate. The principal cited that the program had become a recognized success in the school, in the community, and in the surrounding communities to the extent that others wanted to model their programs around it.

Vice Principal Farrell felt that the program appealed more to students who were “middle of the road or upper echelon academically,” but he did echo the universal appeal of the program. The Vice Principal felt that the program does not attract “disinterested kids” but instead draws on students who are “accustomed to doing the right thing and fit right into what they have been taught.” The program, he said, “does not attract losers,” instead all students are welcomed into the program and are free to leave if they feel that the program is not for them.

Vice Principal Ciuppa believed that it was the parents who were a motivating force behind the high student enrollment. “Parents get very upset when they are told that the program is full for the class coming in and there’s not enough room.” In discussing the program’s ability to instill discipline, the Vice Principal saw the parents in the community as valuing discipline in their children because they were not always able to consistently offer it at home. He believed that single parent households and even double parent households where parents work long hours, both valued self-discipline in their children. They supported the program because the program also valued self-discipline. *The naval science instructors and the program goals.* Lieutenant Sponder who was present during the interview with Principal Creech also spoke about the program’s appeal to all types of students. He mentioned the fact that students in the program were in special education classes and that they also comprised a large percentage of National Honor Society members. “We integrate them together,” he said, “no matter what you are; there is something for you to excel in.”

Petty Officer Nuyen was in agreement with the opinions expressed by Vice Principal Ciuppa concerning the value placed on the program by the parents in the community. “The needs of the students in the school are because a lot of the families are two-parent or single-parent and are always working. I think they are looking for guidance and that (is how the program) meets the needs of a high percentage of the kids.”

Chief Petty Officer Garcia cited the program’s appeal to a greater number of students from different backgrounds. He saw the program as providing a viable option for students who do not necessarily want to go to college. “It meets the needs of the kids mostly in that it gives them an alternative, an option.”

Senior Chief Yule agreed with the opinions expressed by the other administrators. He also mentioned that the program had grown by word of mouth from the students to their families. He also saw the program as universally appealing to students with “good grades as well as those who received lower grades – and a lot of students in between.”

*The guidance counselors and the program goals.* Both Mr. Kleinman and Ms. Carol Miscia agreed that the program appealed to all types of students. Ms. Carol Miscia perhaps said it best when she stated that “there is no prototype for Naval Science.” Her assessment agreed with Principal Creech. “Our kids range from the academically brilliant to the academically deprived.” Ms. Carol Miscia pointed out that the students at Passaic were not just from different backgrounds academically, but that they were just as likely to come from different backgrounds as they were to come from different countries. Mr. Kleinman also cited that the guidance counselors had tremendous “perimeters” in which to select students who they felt would benefit from the program. He referred to the program as a valuable program for an urban district.

*The guidance counselors and self-esteem and self-discipline.* Mr. Kleinman described the type of student who is attracted to the program as being “a bit more focused with a bit more understanding.” The typical student, he related was “more acceptable to trying to follow through in order to be more successful.” Ms. Carol Miscia stated that there was a noticeable change in the students who move through the program. She pointed out that the transition was not always noticeable at the beginning of the freshmen year but by the end of the freshmen year, the students in the program exercised more self-discipline and were identifiable by the respect that they generated. Lt. Sponder in a separate conversation explained the noticeable increase in discipline that was noticed in the cadets

by saying, “Discipline to self equals courtesy to all.” Both counselors would probably agree. Both counselors also noticed a marked increase in eye contact from the cadets.

*Summary of Interview Question 1 How would you describe the type of student most attracted to the JROTC program at this school?*

There is a general sense of agreement among all of the subjects that the program is unique in that it appeals to all types of students for all types of reasons. Meeting the needs of so many students is an important component of the program’s success which can be demonstrated by its burgeoning enrollment. The ability of the program to instill the values of self-discipline and self-esteem has been acknowledged by the subjects through their observations. It has also been suggested that these same traits are a source of the support by many of the parents in the community who also value the program for the same reasons.

*Interview Question 2. What particular qualities or characteristics do you feel a student should possess in order to successfully participate in the JROTC program in this school?*

All of the subjects mentioned the identified NJROTC trait of self-discipline as the primary characteristic needed for a student to successfully participate in the Naval JORTC program. One of the guidance counselors and one of the Naval Science Instructors also described additional aspects of the program when they answered this question.

*The guidance counselors and self-discipline.* Mr. Kleinman defined self-discipline as the most important trait needed by a student to participate in the Naval JROTC program. He further defined self-discipline as the ability of a student to be responsible for their school work, including the ability to approach their teachers for extra help when they felt that it

was needed and to contribute positively in the classroom. Mr. Kleinman reported on the connection between the type of self-discipline that is stressed in the Naval JROTC program and how that training is transferred by cadets into their other studies. Both guidance counselors believed that the longer a student remained in the Naval JROTC program, the greater the chances that such skills would be practiced.

Ms. Carol Miscia also revealed that for some students the choice of the Naval Science program was based on the student not wanting to get dressed everyday for physical education. Students who are in Naval Science are only required to dress in the cadet uniform once a week instead of dressing for physical education everyday. While some students may be attracted to the program for this reason, they soon realize that the program requires more commitment than simply wearing a uniform once a week. Both counselors expressed the opinion that students who do not want to be involved in the program usually are not. And that those students who become committed to the program, usually do very well. Ms. Miscia went on to describe that the type of self-discipline that was stressed in the program was a type of time-management skill, which she stated, “were excellent skills that they need in everyday life.”

*The administrators and self-discipline.* Vice Principal Ciuppa also cited discipline as the characteristic most needed by students wanting to be successful in the program.

According to Mr. Ciuppa, the Naval Science Instructors, to use the Vice Principal’s own phrase, “are big on discipline.” In speaking of the role played by the instructors in managing the program, Mr. Ciuppa congratulated the instructors for the excellent qualities that they instill in the in students that encouraged them to want to remain in the program.

Vice Principal Jim Farrell believed that those students who were successful in the program needed to understand that the program was a “quasi-military organization.” That is to say, that self-discipline was required of perspective students because the program revolved around the concept of teamwork. Students are taught to accept what is beneficial to the team, and not to think primarily of themselves. To the students who join the program and are looking for a place to belong, the concept of teamwork means that they must be willing to follow the rules of the program, such as wearing the uniform once a week. They need to be able to understand that there are no exceptions to the rule.

Principal Carlist Creech also mentioned that for students to be successful in the program, they must have a desire and a willingness to work. “The program,” he explained, “stresses work. Students who are willing to work soon realize that they will achieve results in exchange.”

*The naval science instructors and self-discipline.* Lt. Sponder agreed with Mr. Creech that the students are primarily asked to commit themselves to the program in exchange for the benefits that the program can generate for them. Both Senior Chief Yule and Petty Officer Nuyen in speaking of the program in general, commented that any student could be successful in the program. The extent of their commitment to the program would determine their resulting benefit. Petty Officer Nuyen went on to say that most of the students who join the program are actually looking for accountability and to have some responsibilities. This is similar to the observation made previously by Vice Principal Jim Farrell who noted that the program attracts students who have the characteristics to be in the program and are looking to develop those characteristics through the program. Petty

Officer Jim Nuyen described it as “looking for something more, not necessarily to go into the services, but to better themselves.”

Chief Petty Officer Jose Garcia described the program in general as appealing to all types of students yet expecting the same out of each of them. “The Instructors,” he noted, “do not even necessarily know which students are classified as being special needs students.” Mr. Garcia indicated that he knows that special needs students are out there but he does know which ones they are. The program, he believes, allows all students to be successful.

*Summary of Interview Question 2 What particular qualities or characteristics do you feel a student should possess in order to successfully participate in the JROTC program in this school?*

All of the subjects were in agreement that the primary characteristic needed for a student to be successful in the Naval Science program was self-discipline. The type of discipline that was stressed by the instructors of the program was described as a time-management skill. It was noted that students developed a strong sense of self-discipline the longer that they remained in the program. The skills that they learned were life skills regardless of their post-secondary plans.

*Interview Question 3. How has the JROTC program at this school been effective in meeting the needs of its students both during school and after graduation?*

The guidance counselors responded to this question by focusing on the NJROTC trait of Instructor Role. They mentioned that the program was effective largely because of the efforts of the Instructors. The Naval Science Instructors also responded by giving an account of their efforts to make the program successful. The Administrators focused

instead on the four cadet Naval JROTC traits, self-discipline, self-esteem, leadership and attendance. They tended to validate their beliefs in the program's success by the observed behaviors of the cadets.

*The guidance counselors and role of the instructors.* The guidance counselors responded to this question by describing the relationship of the Naval Science Instructors and their former students. Both guidance counselors mentioned the fact that students who returned to the Guidance Department were always asking for permission to be able to visit "Lieutenant," or "Chief." This practice was also mentioned by the Naval Science Instructors themselves. Ms. Miscia summed up the situation by saying, "I will say that we are counselors for life and I tell my kids that no matter where you are, I'll always be your counselor. I believe that's the philosophy of the Naval Science men also." The Naval Science Instructors do not drop their kids after they graduate, instead she believed, they maintain close personal bonds with them. Ms. Miscia repeated a comment that Lt. Sponder had also made in a private conversation. Part of the reason that the instructors bond so closely with their students and are able to maintain a close connection is that they work with their students in and out of school for four years.

Mr. Kleinman agreed that the Naval Science Instructors were very compassionate about their students and they always seemed willing to bend over backward to help the students with their problems. Many of the students sense this and believe that the Naval instructors are sincere in their concern for their well being. Mr. Kleinman also spoke briefly about the Military Ball which is held annually. The students in addition to planning the entire catered affair, also attend the formal dinner-dance with post-graduates who return to visit their former Naval Science Instructors.



*The instructors and their role.* Petty Officer Jim Nuyen further explained the role of the instructors outside of the classroom. The Naval Science Instructors have an open-door policy where they encourage students who are having any problems to come in and talk to them. He reported that many times when students were having trouble in the classroom that their teachers will send them to their instructors rather than sending them to the vice principal's office or requesting that they be suspended. Petty Officer Nuyen also stated that the Naval instructors frequently guide students who are planning on entering the military after graduation by verifying what they are being told by the recruiters. In some respects, the loyalty of the Naval Science Instructors was aligned with the students rather than with the recruiters.

Chief Petty Officer Garcia talked about the role of the Naval Science Instructors and the students who graduate. He explains that the instructors are always happy to meet with returning students. And the students are also happy to meet with them. Chief Petty Officer Garcia described this process as being, "a support structure for them." Many students return because they are proud of their accomplishments whether it is in the military or not.

*The administrators and self-esteem, self-discipline, leadership, and attendance.* Vice Principal Ciuppa claimed that many students are under a lot of pressure to enter the work force because their parents may be pushing them to get a job. He cited the Naval Science program as showing students the importance of a good education. This, he explained, was accomplished by instilling pride in the students and helping them to realize that school is their job. Mr. Ciuppa described the typical Naval Science student by the way they act and the way that they are groomed. And they seldom cut classes. These examples were listed

as ways in which the program develops a sense of self-respect in the students that carries over into their lives.

The Principal, Carlist Creech, also described how the typical student is likely to be affected by the program. Mr. Creech noted that the program builds character and develops leadership. Cadets typically are not involved in disruptive behavior and they come to school on a regular basis. "As leaders, they are a role model for other students to follow," he stated.

Vice Principal Jim Farrell claimed that the teamwork that is created by the program carries into life. Teamwork is established through the closeness that the students have with one another. Mr. Farrell saw the idea of being a team carrying over, "whether it's stocking shelves in the Shop Rite and it has to be done by 11'o clock or going through Iraq,"

*Summary of Interview Question 3 How has the JROTC program at this school has been effective in meeting the needs of its students both during school and after graduation?*

One of the strongest observations made by the majority of the subjects was that a bond exists between the instructors and the cadets that extends past graduation. Students frequently want to impress their former Instructors with their accomplishments and take great pride in what they have achieved. Cadets learn life skills such as teamwork, and leadership that continue to have an impact on their lives.

*Interview Question 4. How do Administrators support the JROTC program in this school?*

As would be expected by the format of this question, all of the subjects described the NJROTC trait of Role of the Administrator in describing how the administrators support the program.

*The administrators and their role.* Vice Principal Ciuppa defined his role as relying heavily on the Naval Science Program. Cadets were frequently asked to help with school functions such as acting as an Honor Guard at graduation or escorting parents at Parent's Night. "The students," he stated, "are usually the first ones to volunteer to help the school in any way they can."

Mr. Ciuppa also stated that the cadets who enter his office for disciplinary reasons are more worried about Lt. Sponder finding out that they have been to the vice principal's office than they are about the possibility of being suspended. He explained the reason for this as being that there is a heightened level of respect for the Instructors in the program, especially Lieutenant Sponder, and they do not want to let him down.

Mr. Creech referred to the program as a "win-win" situation. He also pointed to the fact the students are always willing to support the school which was a winning situation for the students, the parents, and the community. Mr. Creech also mentioned the program's earlier days and he admitted that he had doubts that the program would be able to gain the trust and support of the students at Passaic. However, he was also the first to admit that he was wrong about his earlier assessment and now wished that all of the students in the school could be required to be a part of the JROTC program.

Jim Farrell who is the vice principal with the position of overseeing the Naval Science program, talked about his role in balancing the needs of the program with the available space in the building. While disagreeing at times with Lieutenant Sponder over

the growth of the program, Mr. Farrell found his job to be tied into the availability of space in the building, sometimes a difficult tightrope to walk when supporting a program but being realistic about its development.

*The naval science instructors and the role of the administrators.* All of the Naval Science Instructors expressed their gratitude to the administration for the support that they gave to the program. This included the support given by the Board of Education and the Superintendent, Robert Holster. Lieutenant Sponder, and Senior Chief Yule both asserted that the program could not exist without the support that it receives from the building administrators and the Superintendent. Petty Officer Jim Nuyen and Senior Chief Garcia both agreed and claimed that the program is “110%” or “100%” (depending on who you talk to) supported by the administration from the vice principals to the Superintendent and the Board of Education.

*The guidance counselors and the role of the administrators.* Mr. Kleinman affirmed that the Administration supports the program by allowing the program to do what it needs to do. He said that from the perspective of the Guidance Department, there was a certain freedom between the counselors and the Instructors. He believed that the administration was very pleased about the program and the positive reflection that the program cast upon the school. Ms. Miscia also believed that the program was fully backed by the administration and that included all aspects of the program including the Drill Team.

*Summary of Interview Question 4 How do Administrators support the JROTC program in this school?*

It is clear that a strong positive relationship exists between the administrators of the school and the Naval Science program. The administrators expressed a general sense

of trust in the Naval Science Instructors and a level of confidence in how they have managed the program. The primary issue confronting the program is the availability of adequate space in the building for the program to develop. Both the administration and the Naval Science Instructors believe that this problem can be satisfactorily addressed. The administrators support the program and are appreciative of the cadets and their high level of volunteerism in the school. The instructors are well aware of this relationship and are happy to comply.

*Interview Question 5. How do the JROTC Instructors support the JROTC program in this school?*

As would be expected by the format of this question, all of the subjects described the role that the instructors played in supporting the Naval JROTC program. Some of the subjects also referenced the NJROTC Program Goals.

*The administrators and the role of the instructors.* The principal, Carlist Creech, described the Naval Instructors as being very dedicated and especially giving of their time. He cited the Naval Science Instructors as being available to help students during times that would be considered “off times,” that is during the summer, before school, and after school. He also mentioned that the Naval Science Instructors frequently worked with students in the setting of the community. During competitions, it was common for a large contingency of parents to be present in support of the program. As Mr. Creech stated, “It is really amazing that a lot of people are beginning to recognize and realize that what we have here is something very special.”

Mr. Farrell confirmed that the instructors give above and beyond their contracted time and frequently are the first to arrive at the school and the last to leave. Mr. Ciuppa

stated that several of Naval Science Instructors lived in Pennsylvania which is over an hour away from the school, yet they were still present whenever they were needed. Mr. Farrell again stated that while the program serves a segment of the school population, it also serves the school quite a bit. He stated, that the program “has been a good representation of the school.”

*The guidance counselors and the role of the instructors.* Ms. Miscia recalled that the program was not very successful before Lieutenant Sponder took over as Senior Naval Science Instructor. Today the program has a large number of students, some of whom have won commissions to attend the Naval Academy at Annapolis. She cited the fact that the Naval Science Instructors are very supportive of the program.

Mr. Kleinman stated that the instructors were just as concerned about the grades that their students were receiving in other classes as they were about the students wearing their uniforms or completing their drill practice. He saw the program as instilling teamwork among the students that helped them to support one another while having fun and getting better grades at the same time.

Mr. Kleinman told a story about one young man with special needs that required him to be in a self-contained classroom for 80% of the school day. The student wanted to participate in the Naval JROTC program. Lieutenant Sponder agreed to give the student a chance to be in the program. He has since especially taken to wearing the cadet uniform and to being a part of the program. Mr. Kleinman credited the Naval Science Instructors for allowing the student to have a chance to be a in the program and for wanting him to be there as creating a big difference in the student’s life.

*The instructors and their role.* Lieutenant Sponder described the role of the Naval Science Instructors as looking upon those kids who do not have fathers, uncles, brothers, or male figures in their lives. He believed that the role of the instructors was to serve as role models for their students. He again stated that the program enabled the instructors to develop a special relationship with the students over a period of 4 years of working with them.

Jim Nuyen, Naval Science Instructor, put the situation in perspective. He stated that the program services almost 400 students which has resulted in each of the instructors being responsible for specific additional duties such as the drill competitions, and uniform disbursement. He said that in the Navy, such duties are called “collateral duties.” Each of the Naval Science Instructors was expected to complete one or more collateral duties.

Chief Petty Officer Garcia also cited the commitment of the Naval Science staff to giving freely of its time. He saw the leadership that was stressed in the program resulting in the students accepting a larger and larger share of the responsibilities of running the program with the role of the Instructors being to support them.

*Summary of Interview Question 5 How do the Instructors support the JROTC program in this school?*

The subjects were in general agreement that all of the Naval Science Instructors spend a great deal of time in support of the program. This time usually amounts to time that is beyond their contractual time. The instructors see themselves as role models and male figures for many of their students. Many students with different needs were welcomed into the program including students with special needs.

*Interview Question 6. What other factors do you believe have played an important role in supporting the JROTC program in this school?*

The responses to this question were varied with no discernable pattern. Also, the responses of the guidance counselors were not recorded, so they do not appear.

*The administrators and the other factors supporting the program.* Carlist Creech, the Principal of Passaic High School, summarized the administration's viewpoint. He said, "One of the things we say is, Good is not good enough when better is possible. When things stop getting better, they stop being better." The Principal went on to mention that the "other factor" that played an important role in the program's success was the leadership ability of the instructors. The Principal went on to say that because the positive image projected by the Naval Science Instructors was so pronounced, students tended to want to gravitate even more toward the program. John Ciuppa, one of the Vice Principals at Passaic High School commented that the Board of Education deserved some mention as an "other factor" since it has contributed to the success of the program. He also affirmed that the program has generated "a sense of pride, a sense of belonging, a sense of discipline, and a sense of respect." He repeated what he had said earlier, "You can always tell a kid that comes out of Naval Science."

*The naval science instructors and the other factors supporting the program.* Petty Officer Jim Nuyen felt that it was the kids themselves that had contributed to the success of the program. The students in the program, he felt, generally wanted to be there. Petty Officer Nuyen briefly described the recruitment process for the program. He mentioned that the Naval Science Instructors do visit the middle schools to give them an opportunity to



participate in the program. One of the contributing factors to the continued enrollment in the program was the fact that some of the students have had brothers and sisters who were in the program and so they were already familiar with the program.

Chief Petty Officer Jose Garcia focused first on the support of the school board and the acceptance of the community for assisting with the success of the program. He cited that students frequently are seen walking to and from school in their uniforms and these same students work in the downtown section of Passaic. Chief Garcia's comment, "I don't think that there are too many people in Passaic that don't know that Passaic High School has a very successful JROTC program," is a good indication of what the Chief Petty Officer referred to as a "connectivity between the community and the school." The Chief also mentioned that the program has been appreciated by the community because of the many opportunities that it has provided. "For the last 2 or 3 years," the Chief noted, "A female has been the student leader of the program." He used the term, "unique community" in describing the City of Passaic.

Finally Mr. Garcia lauded the efforts of Lieutenant Sponder and the other Naval Science Instructors. Mr. Garcia concluded that the support for the program was not always in place. "The difference," he cited, "had a lot to do with efforts of Lieutenant Sponder's efforts in working with the administration and the school board.

*Summary of Interview Question 6 What other factors do you believe have played an important role in supporting the JROTC program in this school?*

Several factors have been mentioned as contributing factors to the success of the program. The instructors were praised for their positive outlook and continuing efforts to make the program successful. The notoriety of the program has helped the program to

sell itself to perspective students who want to enroll, and the program's connection to the community. Finally, the efforts of Lieutenant Sponder and the other members of the Naval Science Department and their close working relationship with the administration and the Board of Education has resulted in their continual support of the program.

*Interview Question 7. And finally, what particular features or aspects of the JROTC program in this school make you feel most proud about your association with this program?*

Again, each of the subjects responded to the question in a different way.

*The administrators and why they are most proud of the program.* The aspect of the program that made Principal Carlist Creech most proud was the faces of the cadets in uniform. Vice Principal Jim Farrell mentioned the teamwork. The cadets are always willing to volunteer and to help in any way that they can. Vice Principal John Ciuppa mentioned that the program gives the cadets a sense of belonging and purpose that makes them want to be successful. Mr. Ciuppa stated that the program turns lives around by showing the cadets that there are options in their lives besides the streets and gangs. He stated, "it shows them that there are people who are willing to help and are always there to give you a hand if you need it."

*The naval science instructors and why they are most proud of the program.* Petty Officer Jim Nuyen stated that he was proud about the acceptance that the program enjoyed in the community. He stated that one of his greatest joys is being recognized in the community and knowing that the students who are in the program serve as its "good ambassadors."

Senior Chief Dennis Yule stated it was the students who had gone on to college or the military returning back to visit and knowing that you had helped them turn their lives

in the right direction. Chief Petty Officer Garcia claimed that he was most proud of the increased responsibility and leadership that the program builds for the students. The students have steadily been given a greater role in running the program.

*Summary of Interview Question 7 And finally, what particular features or aspects of the JROTC program in this school make you feel most proud about your association with this program?*

The question of what makes you most proud to be associated with the program is of course, a personal choice. Each of the subjects gave a different response but actually their responses were all very similar. Each gave as an answer, a reflection on how the program had affected the lives of the students. Whether the students were given the opportunity to take on greater responsibilities, become better leaders, run their own program, or turn their lives around; the subjects all mentioned that it was the success of the students that made them most proud to be associated with the program.

#### Summary of the Chapter

Seven questions were asked of nine different subjects who are associated with the Naval JROTC program at Passaic High School. From the 37 pages of taped conversations that resulted, seven general themes or Naval JROTC traits were identified. Four of the traits identified characteristics of the cadets themselves, self-esteem, self-discipline, leadership, and attendance. The remaining three traits identified characteristics of the Naval JROTC program, program goals, the role of the instructor, and the role of the administrators.

The administrators, Naval Science Instructors, and guidance counselors were all in agreement about many aspects of their Naval Science program. The points of agreement are:

The program is highly regarded by all of the subjects because of the effect that it has on the cadets in the areas of self-discipline, self-esteem, leadership, teamwork, and attendance.

The program enjoys a high level of support from all levels of the administration from the vice principals, the principal, the superintendent, and the Board of Education.

The program enjoys a high level of support in the community where it is widely known and highly respected. It provides a connection to the community.

The program is open to all types of students from all different levels of academic standing from members of the National Honor Society to students in Special Education.

The program provides an option for students who are looking for discipline and more responsibility in their lives.

The program provides an option for students who were considering the work world rather than staying in school or were considering work rather than college or the military after graduation.

The program accepts the support that it receives from the school administration and it willingly provides a very visible presence in return for that support.

The subjects agree that the Naval Instructors are very dedicated to the cadets and to the success of the program and that they are positive role models.

The Naval Instructors are instructors for life and take great pride in meeting with their former students.

The students who are affected most by the program are those who remain in the program the longest.

The subjects agree that recruiting for the military is not a major part of the program.

## Chapter Six

### Conclusions And Recommendations

It was Christopher Bogden who first mentioned in his 1984 study, *The Perceived Value of JROTC*, that the best measure of evaluating JROTC programs is “the perception of those in the school community who are most responsible for the program and not the goals derived from the military, or the school board” (p. 56). Following Bogden’s advice, the research for this study was organized as a case study to evaluate the Naval JROTC program hosted by Passaic High School in Passaic, New Jersey. Several people who are most responsible for the Naval JROTC program were interviewed and their perceptions were recorded and transcribed into print as part of this study. This group of subjects consisted of the high school principal, two vice principals, two guidance counselors, and all four Naval Science Instructors associated with the program. In addition, the extensive correspondence/ historical files maintained by the Senior Naval Science Instructor were also reviewed, as were several official enrollment reports, the Naval Science Manual (2004), and the Naval Science Curriculum Guide (n.d.). Previous research concerning JROTC programs and studies related to JROTC were also examined. Historical documents concerning the City of Passaic, its high school, and the history of its Naval Science program were inspected.

At the beginning of this study six Guiding Questions were developed:

1. What role has the City of Passaic played in the current growth of the NJROTC program?[Community Influence]

2. How has the Hispanic community contributed to the NJROTC program's growth and success? [Hispanic Influence]
3. What factors have contributed to the transformation of the Passaic Unit from being "under populated" to being "overpopulated?" [Population Shift]
4. What other factors have contributed to the enormous growth and popularity of the NJROTC program? [Growth Influence]
5. Why is the NJROTC program held in such high regard by the Administrators of Passaic High School? [School Recognition]
6. Why is the NJROTC program held in such high regard by the Area Four Manager? [Area Recognition]

It is the purpose of this chapter to address each of these questions by analyzing the data derived from the direct observation of the program, the literature and documents about the program; and the interviews with the members of the school community who are most responsible for managing the program.

Evaluation of Guiding Question 1 [ Community Influence] :What role has the City of Passaic played in the current growth of its NJROTC program ?

The research studies of JROTC programs indicate that successful JROTC programs are characterized by a high degree of parental support and community involvement (Koki, 1997). Debra Morris (2003) concluded that JROTC programs positively affect school climate while being a good source of public relations between the school and the community. *The Final Report of the CSIS Political-Military Project on*

*JROTC (CSIS, 1999)*, notes that overall, JROTC was beneficial to its communities. In fact, it was concluded that, JROTC's that importance lies not in its ability to recruit but as a bridge between the military world and the civilian world. In formulating an answer to Guiding Question 1 and attempting to evaluate the role that the City of Passaic plays in supporting the Naval JROTC program, it is necessary to evaluate whether or not the program enjoys a high level of support from the community. The evidence indicates that the Naval JROTC program at Passaic High School is supported by its community and is in fact, widely known and highly respected.

From the correspondence/ historical files, we learn from Lt. Col. Miller, who was the Senior Naval Science Instructor at the time, that the program's first day after being relocated to the City of Passaic was marked by a dedication ceremony attended by members of the school administration and the Mayor of Passaic. In fact, Mayor Robert C. Hare proclaimed every Wednesday since that first Wednesday in 1983 to be NJROTC Day in the City of Passaic. The mayor's proclamation is significant because symbolically, it represents the beginning of the spirit of cooperation between the Naval Science program and the community. From the start, the program in Passaic was not going to be a program that existed solely within the walls of the school. The relationship between school and community would grow stronger in the years to come. As Chief Petty Officer Jose Garcia remarked when asked, were there any other factors that you believe have played an important role in supporting the JROTC program, he responded by mentioning two factors. First, he cited the support that the program enjoyed from the school board. Second, he mentioned the acceptance of the program by the community. The Chief went



on to comment, “I don’t think that there are too many people in Passaic that don’t know that Passaic High School has a very successful JROTC program.”

The reasons for the program’s support and acceptance by the School Board and the community are many. Certainly, among these reasons is the fact that the Naval Science program, to paraphrase Bogden (1984), is meeting the needs of the students that it attracts. Principal Carlist Creech and Lt. Harry Sponder when interviewed both commented that the program accepts all types of students. Based on the large enrollment in the program, students have accepted the program in return. The administrators and the Naval Science Instructors were in agreement that the program provides discipline to the students who enroll. However, it also provides another type of discipline in the form of stability to the parents of those same students. Correspondence between Lieutenant Sponder and parents in the community indicate that single-parent households and two-parent households where both parents work, value the consistency of the program’s commitment to higher academic standards and increased responsibilities. It is these parents who agree with the positive values that the instructors bring to the students. And it is these parents who want their children to be a part of the program accordingly.

Johnson (1999) claimed that the most significant finding in his study was that JROTC programs provide an organizational framework and structure that have the ability to indirectly influence the behavior and achievement of lower socio-economic students. Three hundred and seventy students are currently enrolled in the Naval Science program at Passaic and it is very unlikely that many of them will seek a career in the military. In fact in past years, less than 10% of the school’s population actually enlists in the military after graduation. The attraction to the program is not military recruitment. The program’s

success is a result of its ability to positively motivate students while offering them a chance to be a part of something special.

Lieutenant Sponder and the other Naval Science Instructors are tireless in their efforts to promote the program and its many accomplishments. The program has been visible in the community in the form of honor guards, escorts, and color guards; at Parent Nights, football games, and almost all types of community celebrations. The program has won awards and has been recognized for the excellence of its competition teams and the notoriety that they have generated. When the Color Guard, members of the drill team, or an honor guard are present to represent Passaic High School, the entire program is symbolically represented. Throughout the interviews, members of the school's administration felt proud to be represented by the highly decorated cadets. The Naval Science Instructors have always responded in a gesture of thanks for the support offered by the administration by proudly representing the school in return.

Still another reason for the program's support and acceptance by the community is its emphasis on volunteerism. Cadets spend a great deal of time performing community service. They run clothing drives, toy drives, visit the sick in local hospitals, feed the hungry at local food pantries, march in parades, and perform numerous other civil duties as a way of giving back to the community. As Principal Carlist Creech noted during the interviews, it was common for a large contingency of parents to be present in support of the program's many activities. ( I witnessed firsthand a large number of parents in attendance during the Drill Competition that was sponsored by the Passaic Unit on a Saturday.)

Finally to return to the City of Passaic itself, it is important to note as Chief Garcia mentioned in the Interviews, that the city “is unique.” Passaic is not just a city for immigrants who arrived there to work in textile mills at the turn of the century. It is a city of immigrants. The immigrant experience is central to understanding the heart of the city. The immigrants who came to Passaic, came here to work and to better the lives of their children. When they looked around, they felt a comfort in knowing that most of their neighbors felt the same way. So while there was a pattern of diversity in culture, religion, and language, there was also a homogeneity in the sharing of a vision and a dream. Parents support the NJROTC program because they perceive its value in assimilating their children who, as Ms. Carol Miscia noted in the Interviews, were as likely to be in the program from different academic backgrounds as they were likely to come from different countries.

One can not help but wonder that this city which is still home to over 65,000 people, is not much more than a series of small towns. Cadets in their JROTC uniforms and their instructors, are quite likely to be recognized on the street and appreciated for making the program so successful. The instructors of the program are constantly visited by their former students during school hours and after school hours, as well as at various activities. Several former cadets have moved on to fill local roles in the community as teachers in the schools, cafeteria workers, or city policemen while others are proudly serving in the military or attending the Naval Academy. They will all tell you before you can ask them that they are proud to have been a part of the program.

Evaluation of Guiding Question 2 [Hispanic Influence]:How has the Hispanic community contributed to the NJROTC program's growth and success?

For 50 years, the major source of immigration to the City of Passaic had been from the continent of Europe. But the city experienced a remarkable change during the 1970's when the first immigrants began to arrive from Puerto Rico. They were followed by others from Mexico, Central America, the Caribbean, and South America. Today, as of the U.S. Census for the year 2000, the population of Passaic is officially classified as being 62.5% Hispanic or Latino origin.

Lisa Curtin (1991) found that three-fourths of the enrollment of JROTC programs was students of color, African-American or Hispanic primarily. Ronald Boykins (1992) outlined the federal government's efforts as a result of Operation Desert Storm's recreation of the military's image, in launching "Operation Young Citizen." This initiative called for the number of JROTC units to be doubled in the coming years with a particular emphasis to be placed on the inclusion of high schools with educationally or economically disadvantaged youth. CSIS (1999) reported that as a result of these efforts, 36% of today's JROTC units are located in inner-city schools with large concentrations of minority populations. Dohle (1997) recognized that the new enrollment pattern of JROTC was increasingly minority and increasingly female as opposed to the traditional enrollment pattern which was white and male. Catherine Lutz and Lesley Bartlett (1995) criticized the program for disproportionately enrolling large numbers of minorities while redefining its role to include such concerns as drug prevention, gang prevention, and

dropout prevention. They also criticized JROTC for not providing substantial proof of the its effectiveness in addressing these problems.

Today, Passaic High School is a reflection of the concentration of Hispanics and Latinos that have chosen to make the city their own. This is especially true of the Naval JROTC unit hosted by the high school. The ethnic representation of Hispanics in the Naval JROTC program (85%) exceeds the percentage of Hispanics in the city (66%) (NJDOE, 2005). When the program was relocated back into the City of Passaic, it was Major Yost who stated in the correspondence/ historical files, “Any Unit wearing the Navy uniform should be representative of the population that it draws from.” Yost (personal communication, n.d.) made his comments as the Naval Science program at Passaic was on the verge of disestablishment due to declining enrollment. Today the enrollment reflects not only a strong Hispanic presence but also represents a strong female presence (63%). Far from viewing its enrollment as part of a pattern of discrimination due to its high minority status, the program has actually grown and witnessed its greatest success under its present enrollment pattern.

Evaluation of Guiding Question 3 [Population Shift] : What factors have contributed to the transformation of the Passaic Unit from being “under populated” to being “overpopulated?”

The original Naval Science program at Passaic High School was an off-site program located over an hour away from the school in western New Jersey. While the program was associated with the Navy, the nature of the program was developed around the concept of an alternative school for at-risk students. Both students and the staff members lived at the facility and returned home only on weekends. The students received

academic instruction and Naval Science training in the morning session and then were paid as part of a vocational program in the afternoon session. The enrollment in the program never topped 100 students. After a period of less than 10 years, the program was relocated to its present location at the high school in 1983. The rationale for the relocation of the program was probably based on the per-pupil costs associated with the running of the program at the remote facility. As a footnote, the Navy itself actually terminated all off-site programs which it referred to as “satellite programs” by 1988. The Navy based its decision on the fact that such satellite programs did not offer the full advantages of on-site programs which offered extra-curricular activities, field trips, and community service in addition to classroom instruction.

The transition of the Naval Science program back to the Passaic High School location was not easy. One of the requirements of hosting a Naval JROTC program is that the school district must agree to employ a minimum of one retired officer, known as the Senior Naval Science Instructor, and one retired enlisted person, known as a Naval Science Instructor. The Naval JROTC unit at Passaic High School went through a difficult transition during its first 2 years of its relocation with three different Senior Naval Science Instructors, 3 different Naval Science Instructors, and one semester without any Senior Naval Science Instructor at all.

A second requirement in hosting a Naval Science program is a guarantee of 100 cadets or 10% of the school’s population, whichever is smaller. The lack of stability in the employment of the Naval Science Instructors and their orderly progression was one of the key factors in the decline of the program’s enrollment. This led the Navy to possibly disestablish the program if the total number of cadets did not increase. Seiverling

mentioned in 1973, that several JROTC programs were having difficulty in meeting the 100-cadet minimum but this situation was expected to be corrected with the introduction of the first female cadets shortly after 1974 (Seiverling, 1973). The introduction of female cadets did not correct the low enrollment experienced by the Passaic Unit in 1984. Today the Naval Science program at Passaic High School has over 370 cadets where the average JROTC unit nationwide has between 100 and 150 cadets enrolled. In answering Guiding Question 3, it is necessary to identify those factors that have contributed to the transformation of the program from being classified as “under populated” to “overpopulated.” Three important trends probably account for the program’s demographic change: program type, student type, and the role of the instructors.

First, when the program moved from its off-site location at Walpack to Passaic High School, it did more than simply change its venue. As previously mentioned, the Navy eliminated its satellite programs because it believed that they failed to provide a truly well-rounded JROTC program with all of the advantages that were available to traditional on-site programs. Certainly, the opportunity to participate in extracurricular activities such as Color Guard and Drill Team, and the opportunity to participate in field trips probably encouraged additional students to enroll in the program. But more than the added opportunities that an on-site location could make available was the fact that the program changed its very mission. When it relocated in the City of Passaic, the Naval Science program also changed from an “at-risk” program for a small group of male students to a “full service” type of program that attracted larger numbers of both males and females. Principal Creech mentioned during the interviews, that “The beauty of the program is the fact that it attracts students from all academic tracks. We purposely

developed the philosophy around that concept.” he added. He also pointed to the fact the program is not an “at-risk program.”

It was Bogden (1984) who characterized JROTC programs as having “changing goals and poorly defined processes.” The Passaic unit had changed its mission and it now needed to make that fact known to its students and the members of the community. The program was now being centered around four years of academic instruction with a greater number of students progressing through the 4 Naval Science courses than ever before. (Today the number of students who complete four years of Naval Science instruction, according to the unit and school enrollment reports has almost doubled to 14%.) The memo found in the correspondence/ historical files from the principal at the time, Marjorie Bunnell, (personal communication, 1989) was sent to assure the parents that the program was an elective course and that there was no obligation by the students who selected it to enlist or be enlisted in the military. The memo of the principal at the time goes a long way in supporting the concept that the nature of JROTC was not really understood at that time by the students or their parents.

The type of program changed in another way in 1992 when the Passaic Board of Education received permission for the students who were enrolled in the program to receive graduation credit for physical education classes through participation in NJROTC’s drill and physical fitness component. Ms. Miscia, a guidance counselor at the school, cited that wearing the JROTC uniform was preferable to some students rather than dressing 5 times a week for physical education. She believed that the JROTC option to physical education might be reason for some students to be attracted to the program although both she and the vice principal, Jim Farrell commented that students who enter



the program for this reason soon discover that the program is much more than “walking around in a uniform” once a week. (It is interesting to note that Seiverling in 1973 concluded that wearing the military uniform is generally found to be distasteful to cadets while participation in military drills, ceremonies, parades and special events appeals to them.) The Naval Science Instructors and the guidance counselors both stated during the Interviews that the program had the greatest effect on students who remained in the program the longest. So the successful completion of 4 years of Naval Science courses is still a good indication of which students have been affected the most by participating in the program.

Second, the changing nature of the type of program precipitated a general change in the enrollment in ways that reflected a pattern greater than simply increasing the total number of students. The entire demographic composition of the program changed as well. From the Unit and School Enrollment Reports, it was revealed that the total enrollment of Passaic High School increased 14% from 1986 to 2005. However the total enrollment in the Naval JROTC program during the same period increased 273%. The source of that enrollment was Hispanic students, especially female Hispanic students. As Curtin (1991), Dohle (1997), and CSIS (1999) all reported, the national trend in JROTC enrollment was increasingly minority and female as opposed to the traditional enrollment which was white and male. Since 1994 females have continued to represent the majority of the students enrolled in the Passaic Unit. This trends mirrors and magnifies the national trend.

Thirdly, the enrollment in the program also changed because of the role played by the Naval Science Instructors – especially Lieutenant Sponder. When Bogden (1984)

asked the Marine Corps Instructor who participated in his study, *The Perceived Value of JROTC* how he could duplicate the excellent repertoire that existed between the Instructor and his students; the Instructor's reply was, "The Marine Corps could not reproduce the desired effect of the program but it could provide the kind of person who would want to do this kind of work" (p. 133). All three administrators that were interviewed echoed the fact that their Instructors were the type who were dedicated to their students before, after, and during school. Their relationship with their students frequently extended beyond graduation and it reflected a close working relationship for 4 years. The Naval Instructors have made a difference to the success that is enjoyed by the program which may only begin to be measured by the extraordinarily large enrollment of students who participate in the program. Many others want to participate but are prevented from doing so due to the limitations of the school's facilities. It is also not a coincidence that the enrollment of cadets into the program began to grow rapidly with the tenure of Lieutenant Harry Sponder as Senior Naval Science Instructor. Lieutenant Sponder started with 94 cadets in 1994, passed the 200-cadet threshold in 1997, the 300-cadet threshold in 2000, and has guided the program's growth to 375 cadets in 2006. The Lieutenant has been recognized by his administrators, the guidance personnel, and his Naval Science Instructors as tirelessly working to provide the best program possible.

Evaluation of Guiding Question 4 [ Growth Influence ]: What other factors have contributed to the enormous growth and popularity of the NJROTC program?

Much of the research concerning JROTC supports the contention that administrators and guidance counselors continue to view JROTC in a positive light (Harrill, 1984; Marks, 2004; Morris, 2003; Seiverling, 1973). Bogden concluded (1984) that the best measure of a JROTC program's evaluation is the perception of those in the school community who are most responsible for the maintenance of the program. The support of Administrators and role of the Naval Science Instructors are the best explanation for the concept of "other factors" that have contributed to the enormous growth and popularity of the program in response to Guiding Question 4.

Morris (2003) also concluded that three factors had the greatest influence of the positive beliefs held by principals: their years working with a JROTC program, the quality of the instructors in their schools, and being associated with a school that hosted a JROTC program as opposed to a school that did not. In supporting the JROTC program, Bogden identified six specific attributes that were effects of the program. These were: self-esteem, responsibility, self-discipline, camaraderie, social group, and student discipline. Bogden also identified three specific attributes as having caused these effects. These attributes were: the instructors, leadership training, and personal counseling (Bogden, 1984). Pattern-matching of the responses recorded during the interviews revealed 4 traits associated with the cadet outcome behavior in Passaic's program: self-esteem, respect, and pride; self-discipline; leadership skills; and attendance. The interviews also revealed three traits associated with the program in general. These three traits were: program goals, the role of the instructor, and the role of the administrators and guidance counselors. It can be determined that Bogden's six traits were all similar to the traits identified during the interviews since the subjects actually mentioned

camaraderie and social group as “teamwork.” Bodgen’s three outcome-attributes were also similar to the 4 identified traits identified in the interviews as: role of the instructor and the role of the administrator/ guidance counselor, since both included personal counseling and leadership as part of those positions. Interview Question 4 directly addressed the means in which the administrators supported the Naval Science program. The administrators themselves, answered the question by responding that they relied heavily on the program for improving student behavior and for the volunteer work completed by the cadets to support the school and its many functions, including community service. All of the Naval Science Instructors reported during the Interviews that the administration also supported the program wholeheartedly. Each Instructor mentioned that that support was extended from the vice principal’s level to that of the Superintendent and the Board of Education. Thus both sides were in agreement that the program has the full support of the administration which has directly contributed to its growth and popularity.

Interview Question 5 was designed to specifically ask for an identification of the role played by the Instructors in supporting the program. From the interviews we learn that the principal, Carlist Creech, described the instructors as being very dedicated and especially giving of their time. Mr. Creech noted that an important factor in the success of the program was the leadership ability of the instructors which aligns with the attribute of leadership training identified by Bogden (1984). Ms. Miscia from the Guidance Department claimed that the program was not very successful before Lieutenant Sponder took over as the Senior Naval Science Instructor. She also cited the current group of Naval Science Instructors are all very supportive of the program. Lieutenant Sponder

answered Interview Question 5 by stating that he saw the role of the instructors as being role models for their students, especially those without male figures in their life. The Lieutenant also mentioned that the personal relationship that existed between the instructors and the cadets had been strengthened over the 4 years that the cadets are in the program. Bogden (1984) identified this relationship between student and instructors as being one of the three effects that he identified as an outcome of the program, namely personal counseling.

From the correspondence /historical files, we learn that the program was able to expand its enrollment through a combination of cooperation from the administration and the expanded role of the Naval Science Instructors. The administration facilitated the change that allowed the program to count as a graduation requirement for physical education instead of being solely an elective choice. The administration also worked closely with the guidance department as did the instructors in broadening the program's recommendation of a larger pool of students. Both groups also supported a recruitment plan that included visitations to middle schools in the district – both public and private – in addition to follow-up letters to parents, school assemblies, and open-enrollment during the first week of school. These supplementary efforts helped the program's enrollment to grow in the 1980's. The increase in enrollment created an additional, and potentially program-ending situation that involved adequate space for the program. The availability of adequate space is a requirement of any school district that selects to host a JROTC program. The program's enrollment would reach crisis stage shortly after the arrival of Lieutenant Sponder in the early 1990's, whose presence marked the phenomenal growth of the program.

As documented in the correspondence/ historical files, Lt. Spender worked hard to maintain the program's growing enrollment. Through the cooperation of the administration, additional space was transferred to the program through the rededication of the weight training room. This change-of-use arrangement solved the program's need for additional space for the immediate future. The limitation of incoming freshmen cadets through a lottery system that would accept only one-fourth of those seeking enrollment was also put into place through the efforts of Vice Principal Jim Farrell. While the arrangement is not wholly to the liking of the Naval Science Instructors, the limiting of freshmen in the program has provided a temporary solution to the enrollment problem until further space can be located.

Evaluation of Guiding Question 5 [School Recognition]: Why is the NJROTC program held in such high regard by the Administrators of Passaic High School?

The administrators, when asked during the interviews, were most concerned about the ability of the program to effect student outcomes. There are presently a number of research studies that have focused on the ability of JROTC programs to effect student learning and behavior outcomes, even through the research is sometimes contradictory. In this case study, those studies that focus mainly on student outcomes have been described as Category One Studies where a survey, questionnaire, or inventory is usually administered to a group of cadets and a group of non-cadets to evaluate student outcomes. Seiverling (1973) and Hawkins (1988) found no significant difference between cadets and non-cadets in the areas of leadership, citizenship, and self-reliance. Machir

(1991) found no significant difference between cadets and non-cadets in areas of dogmatism, personality type, and self-esteem except in the areas of happiness and satisfaction. Roberts (1991) concluded that all mean scores for leadership, citizenship, and self-reliance were higher for cadets than for non-cadets. Boykins (1992) suggested that patterns for peer-influence, self-discipline, and self-esteem were judged to be the most influential aspect of the program. Bachman (1994) concurred with Roberts that JROTC students had higher mean scores than their non-JROTC counterparts in the areas of leadership and self-esteem. Rivas (1995) revealed that the JROTC cadets in his study increased their self-esteem and learning skills as they advanced through the program. Flowers (1999) concluded that there was a statistical significantly difference between the JROTC cadets and the non-cadets in the areas of leadership and attendance. Hicks (2000) concluded that cadets had significantly higher citizenship scores than non-cadets. Based on the findings of the Category One studies listed above it is difficult to draw a positive conclusion about the differences in student behavior between cadets and non-cadets. The Category Two Studies which primarily interviewed principals were generally in greater agreement .

Four studies specifically focused on the perceptions of principals rather than providing a comparison of cadets to non-cadets. Harrill (1984) completed what was at that time one of the largest JROTC studies in the Army JROTC's Third Region involving 160 high school principals. The principals were in general agreement with the stated objectives of the JROTC program. The principals also believed that the program positively affected the development of self-discipline and self-concept; and the growth of leadership ability and patriotism. The principals also valued the role that the program

played as a bridge between the school and the community. Logan (2000) surveyed 100 principals and found that the respondents generally agreed that their JROTC programs should develop leadership skills, build character, and develop certain other personal traits but were not all in agreement that it actually succeeded. Morris (2003) found that 184 North Carolina principals agreed that the program provided positive outcomes in leadership, citizenship, and teamwork while positively affecting school climate and acted as a bridge between school and community. Marks (2004) identified 10 goals after surveying principals and Senior Army Instructors. The principals ranked citizenship, developing leadership traits, and completion of a High School degree as their three most important goals for the program. The Senior Army Instructors named completion of a high school degree, academic achievement, and building self-esteem, as their three most important goals for the program. Both the principals and the Senior Army Instructors had positive perceptions about the program and its value to their schools. According to the CNET Manual (2004), the goals of the Naval JROTC program were listed in Article 102, page 1 -2 as:

- a. Promote patriotism.
- b. Develop informed and responsible citizens.
- c. Promote habits of orderliness and precision.
- d. Promote a high degree of personal honor, self-reliance, individual discipline, and leadership.
- e. Promote an understanding of the basic elements and need for national security.
- f. Develop respect for and an understanding of the need for authority in a democratic society.



- g. Promote community service.
- h. Provide incentives to live healthy and drug free.
- i. Develop leadership potential.
- j. Provide alternative to gangs.
- k. Promote high school completion.
- l. Provide information on the military services as a possible career.

The three Passaic administrators valued the three cadet traits: (a) self-esteem,( b) respect, and (c) pride. Self-discipline, leadership skills, and improved attendance were the four attributes most frequently mentioned. They saw these traits being made possible due to the three program characteristics of program goals, instructor role, and administration role. The administrators during their interviews mentioned all of the program goals listed in the CNET Manual(2004) except for “ Provide incentives to live healthy and drug free.” Whether or not they believed that the JROTC program contributed to this goal or not was not determined since it was never mentioned.

Principal Creech mentioned during the interviews that it was necessary to limit the enrollment in the program because so many students recognized pride in the program being shown by those students who are in leadership roles. He also mentioned that the program builds character and develops leadership. He further stated that cadets are less likely to be involved in disruptive behavior as a result of being in the program. He mentioned that the program was a “winning situation” for the students, the school, and the community.

Vice Principal Jim Farrell added that the program builds teamwork skills for life, and self-discipline for those students who are willing to work hard and obey the rules. Mr. Farrell also believed that the program instills a spirit of volunteerism. Vice Principal John Ciuppa added that the students are frequently likely to volunteer to be in service to the school and the community and that the program provides a positive option to a life in the streets or in gangs. Mr. Ciuppa believed that the program is as highly valued by the parents of the students as it is by the students themselves because it teaches self-discipline and self-respect.

Evaluation of Guiding Question 6 [Area Recognition]: Why is the NJROTC program held in such high regard by the Area Four Manager?

Providing an answer to Guiding Question 6 was probably the most difficult of the six questions to evaluate since Commander Joseph Hankins, the Area Four Manager was not interviewed during this study. However a comparison between the information contained in the Naval Science Manual (2004) and information contained in the correspondence/ historical files can be evaluated to define the Commander's recommendation that the unit be awarded the Distinguished Unit Award. The following is a brief summary of a few of the major successes that the unit has received in the last few years. Each accomplishment has been brought to the attention of the Area Manager or has been the result of his decision.

According to Article 1105 of the CNETINST Manual (2004) for the Naval Science program, the NJROTC Distinguished Unit Award is an annual competition

among units in each of the 11 administrative areas of Naval JROTC. Recognition for achieving the Distinguished Unit Award includes a “yellow flag streamer for the unit guidon with the year of the achievement in blue numerals.” Cadets are also eligible to wear a Distinguished Unit Ribbon. Beyond the visible forms of identification, 2/3rds of the Distinguished Units are selected by the Area Manager for their submission of three eligible JROTC cadets to each of three Service Academies, giving the award an additional value for the participating cadets beyond the immediate recognition that they receive

To be eligible to receive the Distinguished Unit Award, a school must first have participated in JROTC for the last 3 years and be in full compliance with the regulations that govern the program. Thus the Passaic unit needed to be free of its probationary status for lack of adequate space to be eligible for the award. The unit must also be demographically representative of the host school and visited at least one military facility as a field trip. The unit must have been satisfactorily rated by the Area Manager and participated in one or more of the following competitions: regional meets, regional field meets, or regional air rifle meets; and one or more of the following programs: Basic Leadership Training, Leadership Academy, the NJROTC National Academic Competition, or a community service project.

Shortly after Lieutenant Sponder signed on as the Senior Naval Science Instructor, the Passaic unit was recognized as the “Most Improved Unit for District 4.” From the correspondence /historical files, we can trace the Unit’s dedication and involvement in many activities that allowed the unit to be eligible to receive the Distinguished Unit Award. Lieutenant Sponder pointed out to his principal, Carlisle

Creech, on more than one occasion that the unit would like to sponsor an Air Rifle Team. This request has so far been denied by the school's administration. One of the reasons cited for having an Air Rifle Team was that without one, the unit was at a disadvantage over those units that received additional points for sponsoring a team. Critics such as Lutz and Bartlett (1995) point to the inclusion of Air Rifle Teams as being an example of the program's worst aspects in promoting militarism in the nation's schools. Their condemnation is based on the high level of gun violence in the nation's cities and the promotion of firearms that they feel is associated with the gun lobby, especially the National Rifle Association. In balancing the decision to include an Air Rifle Team in a school's JROTC program, CSIS (1999) mentions that Air Rifle Teams are more about teaching proper procedure and training rather than promoting a connection to gun violence or the gun culture. CSIS compared the program to an Olympic shooting team rather than to the type of gun violence attributed to street crime. However, it is easy to see how the program could carry a negative connotation and could supply "ammunition" to the program's critics. CSIS (1999) and Long (2003) both stated that the inclusion of Air Rifle teams is one area that JROTC should reassess in determining its goals and objectives as opposed to its costs in harmful publicity.

In 1998, the Passaic unit received the "School-To-Work Equity Achievement Award." Individual cadets have been assigned to the Presidential Guard, chosen to be New Jersey's Outstanding JROTC Cadet, and accepted into the Naval Academy at Annapolis. The Drill Team has hosted its own Drill Meet for the last 9 years and has attended several neighboring drill meets. For the past 6 years, the Drill Team has been invited to participate in the National Drill Meet held in Daytona Beach, Florida. The

trophies that are found throughout the Naval Science classroom attest to their skill and dedication. In 2005, the team finished 9<sup>th</sup> overall. In 2006, The Armed Color Guard earned first place in the JROTC National Competition beating out 40 other teams from around the nation while overall the armed and unarmed teams placed 12<sup>th</sup> nationally. In 2005, the unit won the Unit Achievement Award – second highest award. In 2006, the Unit was awarded the Navy’s highest NJROTC honor – The Distinguished Unit Award.

### Summary of the Research

#### *1. What role has the City of Passaic played in the current growth of the program? [Community Influence]*

Successful JROTC programs, according to Koki (1997), are characterized by a high degree of parental support and community involvement. Successful JROTC programs are also able to avoid the trap first analyzed by Bogden (1984) of being “characterized as having changing goals and poorly defined processes”(p. 56). The program at Passaic almost fell victim to this deception. Instead, through an understanding among the administrators, the Naval Science Instructors, and members of the community, the program has enjoyed unparalleled growth and has achieved a level of fame that has transcended the high school. The key to the program’s success has been in meeting the needs of its students, and consequently earning the respect of their parents by defining the program as one that seeks the participation of all types of students. It has also helped the program immensely in having a dedicated group of administrators, instructors, and guidance counselors to champion its cause. The secret to the program’s success which is perhaps no secret at all, is that in the City of Passaic there is a long tradition of immigrants who value employment for themselves as much as they value

education for their children. The Naval JROTC program is an important component of that education.

*2. How has the Hispanic community contributed to the program's growth and success?*

*[Hispanic Influence]*

Passaic is a city of immigrants whose latest stewards happen to be from Latin America. When the program was facing disestablishment in the 1980's due a failure to enroll the minimum number of cadets needed to support the program, it was the Hispanic community that provided the cadets needed to guarantee the program's success. Their timing could not have been better. Initiatives such as Operation Young Citizen refocused the mission of JROTC to look inward toward the nation's cities. As Dohle (1997) has pointed out, the 1990's marked the recognition of a new JROTC that was increasingly minority and female as opposed to being traditionally white and male. Critics have found fault with the program's rededication as disproportionately minority but their message has not always enjoyed the same reception by those who actually live in the nation's poorer cities or attend its poorer high schools. In Passaic, the program has been a source of respect more than a source of recruitment.

*3. What factors have contributed to the transformation of the Passaic Unit from*

*being "under populated" to being "overpopulated?" [Population Shift]*

The Interviews and the correspondence / historical files revealed that several factors contributed to the transformation of the enrollment of the Passaic unit from being classified as "under populated" to being one of the largest Naval JROTC programs. As Lieutenant Harry Sponder so eloquently phrased the situation, "We have become a victim of our own success." Four factors contributed to the program's overpopulation.

First, the program was able to attract a potentially larger group of students when it was relocated back to its present location at the high school. The program was no longer designated as an “at-risk” program for selected male students but became instead, what would be described as a “full service program,” with the possibility of cadets being able to participate in extracurricular activities, field trips, and selected training opportunities. It was also able to establish a presence in the community through its many service activities.

Second, the program’s repopulation was increased as a result of the agreement by the Board of Education to receive permission for those who enrolled in the program to receive graduation credit for physical education classes through participation in the NJROTC’s drill and fitness programs.

Third, the program’s growth was related to the source of the enrollment as opposed to simply the number of students enrolled. As previously mentioned, the source of the new enrollment would continue to reflect a trend in the increase in cadets who were increasingly Hispanic and female. Hispanic students today are represented in the Passaic Unit in numbers that are greater than their percentage of the high school’s general population (85% versus 66%).

Fourth, the employment of current Naval Science Instructors- especially Lieutenant Harry Sponder has - definitely contributed to the program’s growth. The steady increase in enrollment from 100 cadets to close to 400 cadets with several hundred on a waiting list, actually began at the same time as the employment of Lieutenant Sponder. The Naval Science Instructors who have joined Lt. Sponder along the way are all solidly committed to the welfare of the students. They frequently give of their time

beyond any contractual obligation and they provide a source of personal counseling that extends beyond a cadet's graduation. One quickly senses that the Naval Science Instructors exemplify a spirit of caring and understanding that is beyond anything that has been outlined in the CNET Manual.(2004). As Lt. Sponder is so fond of saying, "Everyone wants to belong to something. That is why there are gangs. We are like a gang in that we have a style of clothing that shows we belong, we have leaders, and we have a common set of beliefs. If you want to join a gang, you should join our gang." Through the correspondence/ historical files, it is revealed that the Naval Science Instructors are proud of the fact that they are one of a few faculty members who have the opportunity to work with the same students for 4 years. This relationship includes time spent with the cadets before, during, and after school. In addition, there are Saturday practices, class trips – several of which are over the course of several days – as well as home visitations that contribute to an extended sense of caring by the Naval Science Instructors. The student response to the nurturing that they receive has been equally positive. Students eagerly want to visit their former instructors after they graduate just to let them know that they feel a sense of gratitude for the personal attention that they received while they were a part of the program. In turn, the Instructors have frequently mentioned that remaining in contact with the former cadets and sharing with their success is the aspect of the program that makes them most proud.

*4. What other factors have contributed to the enormous growth and popularity of the program?[Growth Influence ]*



JROTC is a very personal program. Personal because its success often depends on the cooperation of the administration, the Naval Science Instructors, and members of the community in sharing a vision about whom the program serves best.

It would be inaccurate to judge the merits of a JROTC program solely by the content of its curriculum, just as it would be inaccurate to try to duplicate the success of a program by simply following the CNET Manual (2004). Research has demonstrated the effect that the program has on cadets when they are compared to non-cadets. It has also classified the desirable traits that principals, guidance counselors, and senior instructors have identified as being associated with the program. Critics have vilified the program and supporters have endorsed the program on principle alone.

From the interviews with the administrators and the guidance counselors, the “other factors” have been identified as the dedication of the Naval Science Instructors, especially Lieutenant Sponder in working to make the program a success. From the Lieutenant himself, we learn that the instructors are role models for their many cadets, especially those who are without a male figure in their lives.

*5. Why is the program held in such high regard by the Administrators of Passaic High School? [School Recognition]*

Several studies have identified the ability of JROTC programs to affect the student outcomes by measuring those outcomes against non-cadets. Four studies in particular have focused on the perceptions of principals (Harrill, 1984; Logan, 2000; Marks, 2004; Morris, 2003). In each study, principals cited JROTC’s ability to meet its goals or to change student behaviors. The administrators who were interviewed at Passaic High School hold the same beliefs. The three administrators all identified the same four

cadet traits of self-esteem, self-discipline, leadership, and attendance as positive outcomes from NJROTC. They further praised the program's ability to instill teamwork, volunteerism, and life skills. They also agreed in the identification of the same three program traits of: meeting student needs, the importance of the Naval Instructors to the success of the program, and their own role as one of supporting the program in exchange for the benefits that were derived from the program's impact on its cadets.

*6. Why is the program held in such high regard by the Area Four Manager?*

*[Area Recognition]*

The most difficult question to answer was Guiding Question 6, since the Area Manger Commander Joseph Hankins was not directly interviewed. As a result there was no direct answer to the question, only an indirect one. The Passaic Naval Science Program has exceeded the requirements for nomination by Commander Hankins. Among the highlights of the last few years were: the Drill Team has hosted its own drill meet for the last 9 years and has attended several neighboring drill meets; for the past 6 years, the Drill Team has been invited to participate in the National Drill Meet held in Daytona Beach, Florida and in 2005, the team finished 9<sup>th</sup> overall. In 2006, The Armed Color Guard earned first place in the JROTC National Competition beating out 40 other teams from around the nation while overall the armed and unarmed teams placed 12<sup>th</sup> nationally. In 2005, the unit won the Unit Achievement Award, the second highest award. In 2006, the unit was awarded the Navy's highest NJROTC honor, The Distinguished Unit Award.

Summary of the Factors Contributing to the Success of the Naval NJOTC Program at

Passaic High School

*Community support :* The Naval JROTC program at Passaic High School is supported by its community and is in fact, widely known and highly respected. Correspondence between Lieutenant Sponder and parents in the community indicate that single-parent households and two-parent households where both parents work, value the consistency of the program's commitment to higher academic standards and increased responsibilities. It is these parents who agree with the positive values that the Instructors bring to the students. The city of Passaic has proven to be the perfect nurturing location for the program to grow. Still another reason for the program's support and acceptance by the community is its emphasis on volunteerism and community service.

*Enrollment pattern:* The enrollment of the NJROTC program at Passaic High School reflects not only a strong Hispanic presence but also represents a strong female presence (63%) that is representative of the type of student found at Passaic High School. This demographic trend is compatible to the growing concept of JROTC's new "social mission."

*Defined mission:* When it relocated in the City of Passaic, the Naval Science program also changed from an "at-risk" program for a small group of male students to a "full service" type of program that attracted larger numbers of both males and females. The program also centered itself around 4 years of academic instruction with a greater number of students progressing through the four Naval Science courses then ever before.

*Role of the instructor:* The enrollment in the program also changed because of the role played by the Naval Science Instructors, especially Lieutenant Sponder. On a

personal level, the program today is characterized by a concept of sharing and belonging that defines its success.

*Cooperation between the administration and the program:* The support of Administrators and role of the Naval Science Instructors are the best explanation for the concept of “other factors” that have contributed to the enormous growth and popularity of the program. The administration facilitated the change that allowed the program to count as a graduation requirement for physical education instead of being solely an elective choice. The administration also worked closely with the Guidance Department as did the instructors in broadening the program’s recommendation of a larger pool of students. Both groups also supported a recruitment plan that included visitations to middle schools in the district – both public and private – in addition to follow-up letters to parents, school assemblies, and open-enrollment during the first week of school. These supplementary efforts helped the program’s enrollment to grow. Through the cooperation of the administration, additional space was transferred to the program through the rededication of the weight training room. This change-of-use arrangement solved the program’s need for additional space for the immediate future. The limitation of incoming freshmen cadets through a lottery system that would accept only one-fourth of those seeking enrollment

#### Recommendations For Further Research

The Naval JROTC program at Passaic High School is unique in the sense that it does not claim to be something that it is not. Critics of JROTC cite the program’s disguise as a recruiting program for the military. This case study evaluated the thoughts and the perceptions of those who are closest to a particular program located in Passaic,

New Jersey. The administrators, guidance counselors, and the Naval Science Instructors were asked a series of questions about the program and were also given the opportunity to speak what is in their hearts about the program. The study went further in evaluating a number of documents in the form of memos and reports to corroborate their impressions. Lastly, the literature about JROTC programs was assessed along with the history of Passaic to provide a foundation from which to approach this study. Two cautions remain as conditions for further research. First, the JROTC program at Passaic has several unique characteristics that may not be transferable to other JROTC programs, and second, given the lack of a standard measure of assessment for JROTC programs in general, this study may be able to help in the development an assessment tool in the future.

In response to the first assertion that the NJROTC program at Passaic has certain unique elements, it would be prudent to identify what those unique elements are. Noticeably, in Passaic there is a mutual understanding and a resulting spirit of cooperation between the administrators and the Naval Science Instructors. The program is valued for the transformation of student behaviors that it provides and the visual confirmation that it delivers publicly. The program is also unique in that the program's administrators and Naval Science Instructors have determined that the program was to be available for everyone. It was not to be a dropout prevention program, a military recruitment program, or a character education program, although it has elements of all of those programs as well. And lastly, the program is unique because of the chemistry provided by the instructors, especially Lieutenant Sponder, the Senior Naval Science Instructor. It is the instructors who have used the program to further their personal mission of providing a meaningful program to the people of Passaic. They are the ones

who truly feel that what they are doing is making a difference in the lives of young people. One of the most noticeable observations about the NJROTC program at Passaic High School is the role of the instructors who are the very defining element of the program. It remains to be seen whether the program will exist as successfully with a different group of Naval Instructors. But the odds are that a program that only accepts twenty-year veterans from the seaborne services will have a reasonably good supply of quality personnel.

In response to the second assertion, it is remarkable that a national program that instructs hundreds of thousands of students, in thousands of high schools, has not developed a standardized assessment instrument. Currently, the Department of Defense has done very little to coordinate the program across the lines of the individual branches of the Armed Forces and no longitudinal study exists to determine the program's extended impact. In short, the program needs to help itself, not to silent its critics but to evaluate the merits and misconceptions of their concerns and emerge more critically acclaimed instead of merely criticized. The military has chosen to be a contributor in the education of America's youth and they have been welcomed in a variety of settings from career academies, wealthy suburban districts, to a large number of the nation's poorest schools. Whether or not we agree that their motivation is self-serving or not, the fact remains that the program provides an option where in some cases no other option currently exists. While the education debates rages on how to correct what is causing our failing schools to fail, JROTC programs to continue as an agent of change.

#### *Policy Recommendations*

1. It is recommended that a nationwide assessment of JROTC programs be initiated to gather information about the program. It is suggested that administrators, guidance counselors, and JROTC Instructors continue to be the source of the information that is acquired. A standardized instrument for data collection and a standardized evaluation model should be developed.

2. It is recommended that JROTC continue to expand and to supplement educational programs in areas of urban and rural poverty. Congress through the Department of Defense should consider committing the funding that is necessary to the program's expansion. Existing schools that wish to host a JROTC program should be accommodated.

3. It is recommended that JROTC continue to duplicate its success in promoting such student behaviors such as self-discipline, self-esteem, leadership, and citizenship while downplaying its role as a recruitment program. The JROTC curriculum of the four branches of the Armed Forces should also be examined, coordinated, and evaluated against national standards. Similar types of federal youth programs and private sector programs should be coordinated with JROTC.

#### *Educational Practice Recommendations*

1. It is recommended that Service Learning should be an expanded part of the program and it should be expanded through the coordination and partnership with existing community service organizations.

2. It is recommended that the Department of Defense investigate the unique role that instructors play in the success of the program. Additional incentives and training should be provided for retired military personnel who wish to participate in the program

such as the removal of retirement pay from the pay formula, and the introduction of additional high cost-of-living incentives.

#### *Recommendations For Future Research*

1. The interview portion of the case study should be expanded to include all members of the Guidance Department, Department Chairpersons and input from community members. The case study should be expanded to include an interviews portion of former administrators and former Naval Science Instructors. The case study should be expanded to include Interviews of administrators, guidance counselors, and Naval Science Instructors in as many of the remaining high schools as possible with Naval Science programs in Area 4.

2. The case study should be expanded to more closely examine the Naval Science curriculum and the role that it plays in the development of the four cadet traits of self-esteem, self-discipline, leadership, and attendance that were identified during the study.

3. The case study should be expanded from a single-case study format a to multiple-case format through the replication of the case study to another Naval JROTC program with a similar socio-economic profile. The multiple- case study could also be expanded to include Naval Science programs in rural or suburban settings as well.

4. The case study should be expanded to revisit Morris' 2003 study. Morris studied the perceptions principals' had as to the benefits of JROTC programs for their school, their students, and their community. The study also sought to evaluate whether the principal's perceptions were influenced by their personal attributes or a combination of other factors such as: the teaching effectiveness of the instructors, the branch of military service offering the program, or the student population.



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**DEPARTMENT OF THE NAVY**  
NJROTC AREA MANAGER, AREA FOUR  
NAVAL AIR STATION  
JOINT RESERVE BASE BOX 34  
WILLOW GROVE, PA 19090-5034

1000  
Ser AM4/044  
26 Jun 06

From: NJROTC Area Manager, Area FOUR  
To: Joe Santora  
64 Possaghi Road  
Newton, NJ 07860

Subj: DISSERTATION FOR NJROTC UNITS

1. Permission granted to conduct your dissertation study at consenting NJROTC units as requested during school year 2006 - 2007.

  
J. W. HANKINS





Children, Community, Commitment

*Dr. Robert H. Holster, Superintendent of Schools*

*101 Passaic Avenue  
Post Office Box 388  
Passaic, New Jersey 07055*

**Office of the Superintendent**

December 1, 2005

Mr. Joseph A. Santora, Jr.  
High Point Regional High School  
299 Pigeon Hill Road  
Sussex, NJ 07461

Dear Mr. Santora:

This letter is in reference to your request for our district to participate in a research study, *From Abbott to Academy: A Case Study of How NJROTC is Able to Navigate Successfully in Two Diverse High Schools*. Please be advised that your request has been approved.

When you are ready to proceed with your study, contact Mr. Lawrence Everett, Assistant Superintendent of Schools, 973-470-5520, to assist you in completing all arrangements.

Please accept my best wishes as you continue your educational journey.

Sincerely,

  
Robert H. Holster, Ed.D.  
Superintendent of Schools

C. Mr. Everett, Assistant Superintendent  
/mb

Voice: (973) 470-5201 Fax (973) 470-8984  
Email: rholster@passaic-city.k12.nj.us

## Correspondence / Historical File

<u>Title</u>	<u>Date</u>	<u>Author and Recipient</u>	<u>Quotes</u>
<u>Recruiting Plan (No Date)</u>		<u>Major Robert C. Yost USMC Naval Science Instructor (To File)</u>	<p>“The unit is pursuing an active recruiting program at the feeding schools, both public and parochial. I have asked the current students to suggest NJROTC as an elective option for other current students. Now I must ask you to assist in saving the program.”</p> <p>“The unit was left instructorless when school opened in the fall.”</p>
<u>Donation Agreement</u>	<u>8/24/71 (redated) 11/14/83</u>	<u>Paul S. Riley Deputy Assistant Secretary of Defense (Supply, Maintenance &amp; Services) to Marjorie G. Bunnell, Principal</u>	<p>“In accordance with delegated authority pursuant to Section 203(j)(2) of the Federal Property Administration Services Act of 1949, as amended (40 U.S.G. 484(j)(2), NJROTC, Passaic High School, Paulison Avenue, Passaic, NJ 07881 hereafter referred to as the School has been designated a service Educational Activity of special interests to the Armed Services. As a result of this designation, the School is eligible to receive donations of Department of Defense surplus personal property which is usable and necessary for its JROTC unit training program in accordance with procedures and conditions prescribed by the Assistant Secretary of Defense (Installations and Logistics).”</p>
<u>(No Title)</u>	<u>2/28/80</u>	<u>J. A. Doyle Assistant Secretary of the Navy, Manpower, Reserve Affairs, and Logistics to Seymour Puckowitz (CSA)</u>	<p>“Under the provisions of Section 2031, Title 10, United States Code, ‘Junior Reserve Officers’ Training Corps,’ I have today approved the recommendation of the Chief of Naval Operations that the Passaic High School, Passaic, New Jersey, be established as the site of a Naval Junior Reserve Officers’ Training Corps (NJROTC) Unit.”</p>
<u>(No Title)</u>	<u>9/15/82</u>	<u>Seymour Puckowitz (CSA) to Commander J. E. Foust, Area Manager N.J.R.O.T.C. Area 4</u>	<p>“At our Board of Education meeting, Monday, September 13, 1982, our Board of Education voted to close our Silver Spray Lake Farm referred to as Walpack, and our Long Pine Lake Alternate High School facilities.</p> <p>Our students have been directed to return for entry into Passaic High School, effective Wednesday, September 15, 1982.</p> <p>As you know, we have been operating an N.J.R.O.T.C. Program at our Alternate High School under the supervision of Captain Richard Cunningham. We would like to make a sincere request to have the N.J.R.O.T.C. program transferred to our Passaic High School under the direction of Mr. Samuel Jarkesy High School Principal. In an effort to continue with this worthwhile program.”</p>
<u>Annual NJROTC Unit Activities Report</u>	<u>7/19/83</u>	<u>J. L. Miller Lt. Col. USN</u>	

(Ret) to Chief of Naval Education and Training

“1. Enrollment at end of school year            70 male            32 female            102 total

## 3. Chronology of significant activities during the year:

1 Sep 82 – Jan 83: NJROTC program for Passaic H.S. which had been conducted at the school’s Walpack annex, Lake Long Pine, NJ is closed. Both NSI and ANSI resign.

1 Feb 83: Chief Chester J. Nitkowski USN (Ret) is hired as the ANSI. He immediately takes steps to have uniforms cleaned and issued, assign student leadership billets, and begins classroom instruction.

15 Mar 83: Lt. Col. Jacques L. Miller USN (Ret) is hired as NSI. Assesses situation and takes over classroom instruction of all upper classmen (NS II and above), and begins classroom instruction.

30 Mar 83: Entire NJROTC unit participates in raising the American flag in front of Passaic High School – a duty which would be performed each Wednesday morning at 0800 by the NJROTC unit henceforth. The Mayor of Passaic, Robert C. Hare, attended and issued a proclamation making every Wednesday NJROTC Day in Passaic. All school officials attended this inaugural event and witnessed the flag raised to the National Anthem played by a portion of the Passaic H.S. Band.

Events attended: recruitment at junior high school, Community Parade, Paterson, NJ, Mini-Boot Camp, Parris Island, SC, Sweet Sixteen Party with Navy League, Passaic Memorial Day Parade, and NJROTC Awards Banquet.

5. The NJROTC program at Passaic H. S. was severely hampered by its relocation from Walpack annex to the main campus in downtown Passaic, and the resignation of the NSI and the ANSI. Since 1 February 1983 with the hiring of Chief Nitkowski, and 15 March 1983 with the hiring of LtCol Miller, instruction was intense and giant steps were made to bring the program on line and iron out any problems that would impact upon getting the program off to a good start the next school year. Problems encountered were related to affecting a sound property inventory, and evaluating enrollees. As of now, officially there are 109 students enrolled for next year, with more anticipated after school begins and scheduling changes can better be accommodated. Overall, the program is in excellent shape for next year with the exception of replacing the NSI, Lt. Col. Miller, who will not be renewing his contract due to personal reasons. Lt.Col. Miller served formal notice of his not going to renew his contract with the Passaic School District on 23 June 1983.”

NJROTC Unit Inspection Report    2/22/84            J. E. Foust, NJROTC Area Manager,  
Area Four to Chief of Naval Operations and Training

“NJROTC Passaic was re-activated in February 1983 having been transferred months earlier from a remote campus location. The shift in locations included a complete turnover of instructor staff and cadets; consequently the unit effectively started anew at the Passaic campus. NSI, Major Robert Yost, has been with the unit since the beginning of the current school year (SY 83-84); and ANSI Chief Nitkowski joined the unit upon its reactivation in February 1983. Passaic High School enrollment is approximately 2,300 and projected to increase over the next few years. Current NJROTC enrollment is 97 down only slightly from a beginning enrollment of 106. The unit recruits from two middle schools (1 public and 1 private) in Passaic.”

Affirmative Action Planning 6/19/84      Robert C. Yost Major USMC (Ret) to  
Department Head, Guidance

“It seems to me that students are assigned, in part, based on an expressed interest in future service in the military. We believe, as does the Navy, that JROTC as a leadership development and citizenship training program using the Navy (in this case) only as a model. Finally, JROTC should be viewed as a service organization and should attract students of all academic levels without regard to any screening based on professed future military service... Any unit wearing the Navy uniform should be representative of the population it draws from.”

Unit Activities Report 6/27/84      Maj Robert C. Yost (USMC Ret) to Chief of  
Naval Education and Training

“2. Enrollment for next year    Male 75      Female 30

4 (a) I have been offered a position within the Marine Corps JROTC program and I have resigned the position effective 31 July 1984. Identification of a replacement is essential.

(No Title) 11/16/84      B. L. Pendleton Captain, U.S. Navy Head NJROTC  
Program to Mr. Seymour Puckowitz (CSA)

“The NJROTC unit at Passaic High School is hereby placed on low enrollment probation, based on a unit enrollment of only 77 cadets as reported on 1 October 1984.”

NJROTC Inspection Report 5/13/85      J. E. Youst, NJROTC Area Manager, Area 4  
to Chief of Naval Education and Training

“Major Yost (NSI) rejoined the unit on 13 February 1985 having resigned at the end of SY 83-84. Consequently the unit operated with only one instructor from September 1984 until February 1985 (HM1 Villaflor).”

(No Title) 9/3/85      R. C. Yost to Principal, Vice Principals, Guidance  
Counselors of Passaic High School and School No. 4

“as we enter this new year, there are 110 students enrolled as Cadets... We made some other progress as well. We sent our first EVER Cadet to a leadership program at Officer Candidate School, Newport R.I.”

(No Title) 12/16/85      B. L. Pendleton, Captain U.S. Navy, Head, JROTC  
Program to Mr. Allison McCoy (CSA)

“It is a pleasure to inform you that the NJROTC Unit at Passaic High School is hereby removed from probationary status for low enrollment.”

NJROTC Unit Inspection Report 3/5/86      E. L. Simpkins NJROTC Area Manager,  
Area 4 to Mr. A. S. McCoy (CSA), Ms M. G. Brunnell (Prin), NSI Maj Robert Yost,  
ANSI HM1 M. R. Villaflor

“NJROTC Passaic was established at its present location in 1983. Major Yost NSI has been the unit since February 1985. HM1 Villaflor ANSI has been with the unit since

September 1984 but has recently submitted his resignation... The unit was removed from probationary status due to increased cadet enrollment of 117 as of 1 October 1985.”

Minimum Standards for Officers and Members of Special Units 1/22/87 C. F. Meredith NSI to Commanding Officer, Passaic NJROTC

“1. The privileges of high rank and participation in special activities must be earned and maintained. Therefore, commencing 1 February 1987, all officers and all members of Drill Team, Trick Team, and Color Guard, and cadets participating in Mini-Boot Camps or similar activities must meet the following minimum standards:

A. Commencing with the 3<sup>rd</sup> quarter grade report (April 1987), maintenance of a C average or better in Naval Science and no failing grade in any other subject.

B. Uniform must always be worn when required unless excused by the Commanding Officer for a legitimate reason.

C. No absences from drill unless excused by the Commanding Officer for a legitimate reason.

D. No more than 6 absences from school.

E. No more than one period of suspension within a semester.”

(No Title) 8/17/88 N. R. Thunman, Vice Admiral. S. Navy to Principal

“Recent reviews of NJROTC units indicate that many ‘satellite’ programs have been established at other schools within the school district.”

Cadets who enroll in the Naval Science classes at other than host schools usually do not receive the total benefits of the NJROTC program since they are only exposed to the classroom instruction and not the entire NJROTC curriculum which includes extensive extracurricular involvement.”

“The strongest NJROTC units are those which have a well-rounded program of classroom instruction, extracurricular activities, field trips, and cadets comprised solely from the host school student body.”

“I have decided that instruction of cadets at other than the host school should be phased out.”

(No Title) 12/13/88 R.E Shaw Captain, U.S. Navy, Head, NJROTC Program to Carlton Meredith, USCG (Ret) Naval Science Instructor

“I believe that the program at Passaic must reflect the composition of the student body. This may require restructuring or adaptation of some of the current program to attract the new type of student now enrolling.”

(No Title) 1/23/90 J. M. Miller, Captain U.S. Navy, NJROTC Program Manager to Beryl Zankel (CSA)

“Title 10, United States Code, Chapter 102, Section 2031, and Department of Defense Directives require schools with a total enrollment off 1000; the minimum figure is 100... Based on unit enrollment of only 83 cadets as reported on October 1, 1989, the NJROTC unit Passaic High School is placed on probation for low enrollment.”

(No Title) 10/3/90 C. F. Meredith, Captain USCG (Ret) to J. Farrell (AP) and Guidance Staff

“Master Chief Baldwin, the Passaic High School Corps of Cadets, and I thank you all most heartily for your outstanding support in helping us reach our goal of 100 cadets enrolled by October 1<sup>st</sup>.”

Enrollment 2/21/1992 Principal Marjorie Bunnell to Parents

“We are proud to be one of only seven high schools in New Jersey to offer an NJROTC program.”

“NJOTC cadets are not members of the armed forces of the United States, nor is there any obligation for cadets who complete the program to enlist in any one of the services.”

(No Title) 6/16/92 Maria Nuccetelli, Acting County Superintendent of Schools to Ms Beryl Zankel CSA

“As a result of this review, please be advised that according to N.J.A.C. 6:29-3.2 the Board of Education may adopt a policy to permit pupils to receive graduation credit in physical education for alternative programs in physical education activities that meet the requirements of N.J.A.C. 6:8-4.2.”

Presidential Announcement of JROTC Expansion 8/25/92 R. E. Shaw by direction to Distribution

“I am pleased to forward enclosure (1) which announces the planned nationwide expansion of the JROTC program. Initial indications are that the Navy JROTC program will expand to 435 units by FY96.”

(No Title) 1/7/93 J. S. Boyd, Captain U. S. Navy, NJROTC Program Manager to Beryl Zankel (CSA)

“Correspondence dated 12 November 1991 placed the NJROTC unit at Passaic High School on probation for failure to meet the minimum enrollment requirement to maintain an NJROTC unit, which for a school the size of Passaic, is 100 cadets. Although Passaic High School has a large student body from which to draw, the unit has failed to meet the minimum enrollment criteria for two consecutive years.

“It is never our desire to close an NJROTC unit, and each case is given careful, individual consideration before a final recommendation is made. We have been advised by the NJROTC Area Manager that substantive charges such as offering physical education credit for NJROTC have been made and that the program enjoys your complete support.”

NJROTC 8/5/93 Commander Naval Operations to Naval Administrators

“The program is currently in 226 selected high schools with 96 new units scheduled to come on-line in the school year 93-94. 2) NJROTC is a partnership between selected secondary schools and the Navy. This dynamic youth citizenship program promotes leadership skills, self-discipline, personal responsibility, pride, self-esteem, and human relations skills. NJROTC classroom instruction emphasizes citizenship, leadership, basic naval orientation and history, sea power, seamanship, navigation, and

meteorology. Classroom academics are augmented throughout the year by rifle drill teams, community service activities, orientation field trips, flights, and visits to naval activities, marksmanship training, and other military training activities.”

(No Title) 12/2/93 D. J. Brandt, Captain U.S. Navy, NJROTC Program  
Manager to Beryl Zankel (CSA)

“This is to inform you that the Naval Junior ROTC unit at Passaic High School has been removed from probationary status for low enrollment.”

(No Title) 5/8/95 LT Sponder to C. Creech (Prin)

“As per our conversation of April 20<sup>th</sup>, I’d like permission to include practice with shooting a BB rifle as a part of our program.”

(No Title) 5/12/95 Robert Holster (CSA) to LT Sponder

“Congratulations! I was so happy to receive your letter with the good news that Passaic High School’s NJROTC was selected as the Most Improved Unit for District 4. Both you and Chief Baldwin have done an exceptional job with our Passaic students.”

(No Title) 6/28/95 Carlist Creech Acting Principal to LT Harry Sponder

“Please be advised, after much consideration, I must deny your request of May 8<sup>th</sup>, 1995 regarding the use of B.B. rifle as part of our Naval Science Program.”

NJROTC Program Development 10/31/95 LT H. Sponder to C. Creech (Act.  
Prin)

“Sir, in 1993 this program had 100 cadets. In 1994 we grew to 125 cadets. This year (1995) we are at 165. I envision that in 1996 we probably will grow to over 200... at this time we qualify for a third instructor... We need more space for our cadets to practice and for our uniform room.”

Career Days 9/25/96 Gwen Eckstein, Chairperson College Day to LT Sponder

“Once again, the Guidance Department would like to call upon your help for College Days which will be held on Thursday, Oct. 28, 1996.”

Requirements to become an NSI or ANSI 9/25/96 LT H. Sponder to Ms S  
Gamble

“Ma’am, as per your request the following is provided. The applicant-

1. Must be a retired sea service person. Sea services are Navy, Coast Guard, and Marine Corps.
2. Must be in compliance with personal appearance standards.
3. Minimum education requirement for NSI is a baccalaureate degree. May be waived if the applicant is actively pursuing a baccalaureate degree. The ANSI must have a high school diploma or equivalent. “

(No Title) 11/1/96 Thomas H. Watkins, Publisher to Educators

“In our efforts of keeping the Black community informed concerning positive influences and information, we at the Paterson-Passaic Daily Challenge would be

interested in knowing about the many success stories that usually go unnoticed in the major media

Various 12/3/96 LT H. Sponder to C. Creech (Prin)

“b. According to the Navy the man in charge of the Naval Science Department is the Naval Science Instructor. Each school has only one NSI and as many as necessary ANSI. I am the NSI, Petty Officer Nuyen and Chief Petty Officer Robinson are ANSI’s. As such, I feel I should be the Naval Science Department Head. I have a Master’s Degree and have been in supervisory positions as an officer in the military for most of my life.”

School Insurance 1/17/97 LT H. Sponder to Robert Holster (CSA)

“The Passaic High School Navy Junior Recruit Officer Training Corps will be attending a ‘mini boot camp’ at Fort Dix in Wrightstown, N.J. on May 18-23, 1997...The cadets are scheduled to visit McGuire Air Force Base, Naval Station Lakehurst, Army/Navy Guard at Fort Dix, and the new Coast Guard Station.”

Recruiting for NJROTC 2/6/97 LT H. Sponder to P. Williams (Guidance)

“On Feb. 4<sup>th</sup> and 5<sup>th</sup>, the cadets visited school number 4 for recruiting purposes. We came away with a list of 475 students who indicated a desire to take Naval Science...If possible, have your counselors ask students if they really have a strong desire to join us and if they know the requirement to wear a uniform at least once a week.”

(No Title) 6/5/97 John Malone to LT. Sponder

“Thank you for your participation in the Work Study Program for students with special needs.”

New Cadets 10/1/97 LT H. Sponder to Mr. C. Creech

“The purpose of this memo is to ask you to let those who wish to come into the program do so. As you know we are overcrowded, and we are working much harder than ever before, but I do not wish to deprive any student of an opportunity to better him or herself. This program can, and does, make a difference in people’s lives and I really hate to tell anyone that the door is closed. I realize that by putting anyone into the program means extra work for many but the extra work might change someone’s life.”

Naval Science Program 12/8/97 LT H. Sponder to C. Creech (Prin)

“Let me show you how this program has done from 1986 to the present:  
 1988 – 86    1989 – 78    1990 – 71    1991 – 96    1992 – 83    1993 – 94  
 1994 – 129    1995 – 133    1996 – 165    1997 – 261

When I started working here in 1994, I felt that this program had a lot of potential for this community. We, the instructors in the program, worked hard to recruit and we have been successful. We have now become the victims of our own success.”

Request for pink slip 2/3/98 LT H. Sponder to Ms Carmen Colon

“Dear Carmen, one of the requirements to work as an Associate Naval Science Instructor is to attend New Instructor Orientation Training (NIOT). John W. Robinson



attended such training but, he resigned before reporting to work this year (1997-1998 school year).”

Naval Science Program 3/12/98 LT H. Sponder to Ms P. Williams (Guid)

“Ma’am, due to the lack of space we will need to reduce the number of students in the Naval Science Program... Therefore, I respectfully request you take the following action:

- a. Allow us to select the students returning next year.
- b. Limit the incoming freshmen class to only 110 students.

I anticipate when all is said and done to have about 200 students in the program. Pat this is extremely hard for me to ask, I really have no choice. I hate to deprive any one of the opportunity to better him or her self. So, as a personal favor, even after we close enrollment, if a student really wants to be a part of the program, please do what is necessary to make it happen.”

Equity Achievement Award 4/15/98 LT Sponder to All V.P. & All Guidance

“A few days ago I received notification that the Naval Junior Reserve Officer Training Corps (NJROTC) has been selected to receive the ‘School-To-Work Equity Achievement Award’

As I was contemplating this honor I realized that the award should not be explosively the program’s but it should belong to All vice Principals, all Guidance Counselors, and our Principal Mr. Creech.”

Probation 5/13/98 D. L. Peck, Captain, U. S. Navy, Director of Officer Training and Education to Robert Holster (CSA)

The purpose of this letter is to advise you of our concerns with the continued unsatisfactory evaluations of the Naval Junior Officers Training Corps (NJROTC) unit at Passaic High School. The Area Manager has graded the unit as satisfactory in the school system program for the third consecutive year. Passaic High School has been unable to provide the NJROTC program with adequate storage space... For the reason stated above, the NJROTC Unit at Passaic High School is placed on probationary status. I must advise you that if the cited deficiency is not significantly improved by October 1, 1998, the unit may be disestablished as early as June 30, 1999.”

(No Title) 5/15/98 D. L. Peck, Captain U.S. Navy, Director of Officer Training and Education to Robert Holster (CSA)

“The Area Manager has graded the unit as unsatisfactory in school system program support for the third consecutive year. Passaic High School has been unable to provide the NJROTC program with adequate storage space... For the reason stated above, the NJROTC Unit at Passaic High School is placed in a probationary status. I must advise you that if the cited deficiency is not significantly improved by October 1, 1998, the unit may be disestablished as early as June 30, 1999.”

Naval Science Program 1998-1999 School Year 5/21/98 LT Sponder to C. Creech (Prin)

“I wish to advise you that as of this point we have 235 students on the list. I also know that approximately 80 other students have not yet gotten their names on the list. Do we close enrollment at 220 cadets? Or, do we take all?”

NJROTC Thoughts 6/5/98 LT Sponder to Area 4 Manager

“People mature at different ages and times. I have had students that were marginal in their 1<sup>st</sup> and 2<sup>nd</sup> year only to ‘see the light’ in their 3<sup>rd</sup> year... In my school over 95% of those who complete their 2<sup>nd</sup> year of the program do not drop out of school. Of the graduating class, 80% go on to college, 15% go into the military, and only 5% are uncertain of future plans.

Memo to file 9/5/98 LT Sponder (To File)

“The NJROTC started at Passaic High School approximately fifteen years ago. I became associated with it 5 years ago. When I arrived, the program was on probation because we could not fill the required minimum of 100 cadets. Since then our numbers have increased to where this year we have over 300 cadets (that is after we refused admission to over 100 students). Unfortunately, the space provided by the school is not even sufficient for 100 cadets let alone 300. For the past three years we were on probation due to the school’s non-support in this area, and last year the Navy sent a letter to the Board of Education stating that if conditions do not improve the program will lose Navy certification as of the end of the year.”

Storage and Marching Areas 9/11/98 LT H. Sponder to D. McLean (CSA)

“Sir, as per our meeting of this date, I have contacted the YWCA, WMCA, and the Library. From the above sources the YWCA is best able to meet our needs. They have three small rooms which together will provide us with the storage we need. The ‘Y’ is also very close to us. The YMCA also has a gym we can use on Mondays and Wednesdays ... With additional storage rooms we will no longer be on probation. With the new gym to practice our drill, we will be able to better prepare and compete in drill meets. “

(No Title) 10/5/98 M. F. Wurzel Commander, US Navy Commanding Officer  
To Director of Guidance

“”The Navy’s Advanced Programs Team wants to help you inform your high school seniors of the educational and career opportunities available to them after graduation. Several Naval Officers and senior enlisted personnel will be speaking about the benefits of special programs like Nuclear Power program, NJROTC and the Naval Academy.”

(No Title) 10/23/98 LT Harry Sponder to Garcia Dry Cleaners and Tailor Shop

“I am happy to report that for the first time in ten years, the cadets earned the “Above Average” rating in uniform appearance. The main reason for this superior rating has been the great work you and your staff have done working on our uniforms.”

Military Careers 11/6/98 LT H. Sponder to Ms P. Williams

“...the military provides very viable unique career opportunities which go largely unnoticed. ... there is a need for one or two people to act as clearinghouse to specialize in this one field only. They will provide information about the military (especially officer programs) to anyone who is interested. I wish to volunteer my time to become one of these specialists. While in the Coast Guard, I served (as collateral duty) as senior career counselor.”

Use of Auxiliary Gym      1/6/99      David W. McLean (Ast CSA) to Robert Holster (CSA)

“It is of the utmost importance that we acquire the use of the auxiliary gym space at the high school to meet the space requirements of the Naval ROTC Program naval sponsor... We have presently 260 students involved and another 100 students on the waiting list... This program has a significant positive affect on the student drop out rate. In my opinion, it is the most effective alternative program in which the district has been involved in recent years.”

Unit Inspection Report      1/7/99      Carlisle A. Creech (Prin) to Mr. Robert Holster (CSA)

“We received an unsatisfactory report due to inadequate storage and classroom space. I have proposed that our current weight room, once relocated, be utilized for the purpose of immediate storage space and eventual classroom space, if and when it can be brought to code... We currently have 275 students enrolled in our Naval Science Program. If we do not find additional space for our NJROTC program, we will lose the program.”

Change of Use Permit      3/3/99      David W. McLean (Ast Supt) to Thomas Miserendino, Educational Specialist, Office of School Facility Finance, NJ DOE

“The Passaic Public School District requests permission for Change of Use regarding a space at Passaic High School, heretofore, designated as The Little Theater. Originally (1957), the space was used as a lecture hall and for small assemblies. In later years much of the space was used as a weight conditioning room. The Department of the Navy has given the district an ultimatum: find storage and additional instructional space or have the program ‘disestablished’ by June 30, 1999.”

Cadet Enrollment Guidance      4/7/99      NJROTC Area 04 Administrator to NJROTC Area Managers

“1. Last year we asked that NJROTC units plan on constraining their School Year (SY) 98-99 cadet enrollment as their SY 97-98 levels in order for us to accommodate reductions in program funding.”

2. The Navy is committed to fully support the NJROTC program next school year. We expect that we will be able to support normal cadet enrollment growth and return to 435 units; therefore you may implement your recruiting and pre-enrollment actions accordingly.

Failing Student Intervention Board      4/14/99      LT H. Sponder to Mr. C. Creech (Prin)

“...some students continue to receive failing grades quarter after quarter and semester after semester... If students are allowed to work at a failing level, it will reinforce their very low self-esteem... Such students will create a burden in the classroom because they most likely will demand much attention from the teacher and administrators...I propose the following solution in an attempt to address this problem. The first step would be to establish a board that I call the ‘Falling Students Intervention Board.” The board will consist of: 2 regular teachers, 1 special ed teacher, 1 social worker, 1 psychologist, 1 guidance counselor... The Board will have three tasks- first determine the reason why the student continues to receive ‘F’s’. Second determine a course of action (may be extra tutoring or counseling) to help the student. And finally, track the progress and provide support.”

Additional Instructor 5/4/99 LT H. Sponder to Chief of Naval Education and Training (NJROTC)

“a. During the past 4 years we have had the following enrollment:

1995-1996	-	140
1996- 1997	-	165
1997- 1998	-	259
1998- 1999	-	256

At present Passaic High School has three instructors.”

Additional Naval Science Instructor 6/4/99 LT H. Sponder to C. Creech (Prin)

“...the Navy Manual containing program instructions stipulates that a unit consisting of over 250 cadets should have an authorized staff of 4 instructors.”

NJROTC Expansion 11/30/99 Chief of Naval Education and Training to NJROTC Area Managers and NJROTC Units

“1. The Navy Junior ROTC program is currently undergoing expansion. The Chief of Naval Education and Training will add 55 high schools for five years until the program has a total of 700 units nationwide.

Q. Which high schools are being looked at for the Fall of 2000?

A. One hundred and twenty high schools with applications for units currently on file are all being visited by a CNET representative.

Q. What things are the CNET representatives looking for when they visit a school?

A. The CNET representatives are looking at a variety of things, however most importantly they are evaluating the school administration, faculty, student, and community desire to have and support the establishment of a unit. The evaluator is also interested in a dedicated classroom, adequate storage, and an office for the instructors.”

Letter of Appreciation 12/16/99 LT Sponder to Ms P Williams (Guidance)

“Pat, if it wasn’t for your dedication and your department’s hard work, we would not have the program we have now. It is your people who do a ‘fantastic job’ of identifying those students who will most benefit from our program and the program benefits most from them.”

Practice Needs 1/20/00 LT Sponder to D. McLean (CSA) & C. Creech

“My greatest desire, and one of my most important goals, is to have this school become an ‘Honor Unit School.’ That designation is paramount to being in the top 10 percent of all schools. Among the many benefits that designation brings is the ability of our principal to recommend three students to attend any military academy.

Many factors are used to select honor units one of which is the drill ability of the unit.

In order to develop a great drill team, space and time must be provided. While we have the time we do not have the space.”

Program Notes 2/15/00 LT Sponder to C. Creech (Prin)

“1. All three instructors have been named in ‘Who’s Who of American Teachers.’

2. On Valentine’s Day ten cadets visited General Hospital of Passaic. All wards were visited and Valentine Cards distributed.

3. On Thanksgiving we had cadets help in homeless shelters and also painted part of the streets to make fire hydrants more visible.”

Community Service 3/9/00 Nicole Kubs to LT Sponder

“I would like to tell Ms Greeves that we would be able to come on March 17<sup>th</sup>, to fix wheelchairs at Passaic General Hospital.”

Memo 5/15/00 (No Author Cited) (To File)

“Each day the Naval Science Instructors report to work at about 7 AM. We also stay in school until 4 PM. During that time the drill teams practice drill routines.

This year we have undergone field trips to – School Number 4, School Number 1, School Number 2, Annapolis, Washington DC, and Jackson, NJ.

We also participated in 4 parades.

We participated in three drill meets one of which was our own.

In addition we have taken 5 academic postal competitions and two athletic postal competitions.”

NJROTC Instructor Titles 6/27/01 H. H. Krucke NJROTC Official Mail to NJROTC Area Managers

“1. The recommendation arising out of the January 2001 NJROTC Area Managers Conference to change NJROTC instructors titles from Naval Science Instructor and Associate Naval Science Instructor to Senior Naval Science Instructor and Naval Science Instructor respectively has been approved.”

NJROTC Participation 12/7/01 LT Sponder to C. Creech (Prin) & J. Farrell (AP)

“On Thanksgiving we volunteered to work with Ms Martha DeLeon of St. Anthony’s Church in feeding the homeless. The cadets, instructors, and I were so impressed by the great need that we have decided to ‘adopt’ this as one of our annual activities. As such, we will also be working the ‘Christmas Lunch’ and we will support them in any way we can.

For this holiday season and many more to come, we will make every effort to insure that no child goes without a present in Passaic. To that end we are collecting new toys which we will wrap and take with us. We have also collected more than 300 lbs of clothing to give to various charity houses in Passaic.”

Caliber of Graduates 1/18/02 LT Sponder to ALL Administration & All Guidance

“One of the most prestigious assignments any Marine may receive is that to the Presidential Guard. I am honored to report to you that PFC Carlos Ruiz who graduated in 2001 has been selected to that assignment. I am very proud of him because he is a product of Passaic High School and our educational system.”

(No Title) 3/5/02 LT H. Sponder SNSI to Deputy Mayor Robert Hare

“The Naval Academy is one of the best universities in the nation. As such has very stringent requirements... Each year over 12, 000 applicants from which the Academy accepts only about 1100... Even though it is very difficult to enter it is not impossible. In the last two years we have been fortunate to have two of our cadets accepted and we have one who may enter the Academy this year.

The Navy utilizes members of the community as Blue and Gold Officers. These people help cadets navigate and conquer the stringent process of getting into the Academy. I am a Blue and Gold Officer and as such will always be of assistance to anyone wishing to enter the Academy.”

(No Title) 4/3/02 Kathy Monaco Safety Patrol Advisor to C. Creech (Prin)

“I would like to request that Lt. Harry Sponder CG (Ret.) and the Passaic High School ROTC cadets attend and perform at our program. They have done so in the past and we would be delighted if they could do it again this year.”

Staffing Needs 2002 – 2003 3/15/02 LT H. Sponder to C. Creech (Prin)

“Sir, based on past years’ numbers I predict that the Naval Science Program will consist again of over 370 cadets (most likely about 400)... According to the Naval Science Manual published by the Navy, a program of between 351 and 450 cadets should have 5 instructors... If an additional instructor is not possible for the foreseeable future, I respectfully request that the numbers be cut off at no more than 350 cadets.”

(No Title) 5/29/02 LT Sponder to Veterans Alliance of Passaic

“On behalf of the entire Naval Science Program at Passaic High School, I would like to thank you for honoring us by inviting us to your Memorial Day Parade.”

National Drill Meet 6/17/02 LT Sponder to Administration

“Throughout our trip people would come to me or the chaperones to inquire who we were (we traveled in our sweat suit uniforms and as such stood out). When they were told we were all from Passaic they looked amazed. Some have told me that before they met us, they thought that Passaic was a place where no one wanted to go and all good people were afraid to walk the streets. Furthermore, they believed that those from Passaic were either criminals, on welfare, or those in training for either. After they met the cadets

and talked to them they came away with a much different perception. It became obvious to me that our students are Passaic's Ambassadors of good will."

Air Rifle 9/3/02 LT Sponder to Mr. Creech (Prin)

"Each year since I have come on board, I have strived to earn the "Distinguished Unit Award... The only difference between us and those who earn the award is that they have an air rifle team and as such compete with other units and we do not. Each unit earns points for various activities. While we max out on our points, others who have a rifle team receive additional points...Rifles and all associated equipment would be provided by the Navy at no cost to us."

(No Title) 9/26/02 C. Creech (Prin) to David McLean (Asst CSA)

"Please find enclosed a request from Mr. James Nuyen, Passaic High School NJROTC instructor, to host the Fifth Annual Passaic High School Drill and Athletic Competition."

Beatriz Chavez 4/28/03 LT H. Sponder to Ms K Tomczyk, Public Relations

"Beatriz Chavez was selected from among 44 other high schools with JROTC programs to receive the 'Outstanding JROTC Cadet' from the State of New Jersey. She will compete with the other state winners for the National title."

Nomination to the Naval Academy 12/04/03 LT Sponder to C Creech (Prin)

"Sir, as you know, in order to enter the Naval Academy a student must have Congressional nomination. In the past few years NJROTC Senior Instructors were also given the opportunity to nominate students. Since the pool for NJROTC is so small (only 15 students nation wide are accepted from this pool) it is extremely difficult to enter the Academy with this type of nomination.

I am proud to tell you that Beatriz Chavez has been accepted in to the Academy on my nomination. However, I feel that this honor goes to all of you for making the NJROTC program what it has become."

(No Title) 3/15/04 (No Author Cited) (To File)

"On March 13<sup>th</sup>, Passaic High School's NJROTC held its 6<sup>th</sup> annual drill meet. Here are the results: Platoon Team Armed earned 1<sup>st</sup> place, 2 Men Trick also earned a 1<sup>st</sup> place, Platoon Trick Unarmed earned a 3<sup>rd</sup> place, Inspection Team earned a 3<sup>rd</sup> place, Platoon Basic Armed earned a 1<sup>st</sup> place, New Cadet Team 'A' and 'B' both won 1<sup>st</sup> place, and the entire drill meet won 1<sup>st</sup> place overall."

Upcoming Field Trips 10/13/04 LT Sponder to Dept.

Date of meet or event	Location of meet or event
30 October 2004	Trick or Treat Third World Park
4 Nov 2004	Neptune Drill Meet
7 Nov 2004	Clifton Parade
11 Dec 2004	Naugatuck Drill Meet
16 Apr 2005	Plainfield Drill Meet"

Military Ball 12/9/04 LT H. Sponder to Bulletin Editor

“The NJROTC Military Ball will be held on Sat Dec 18<sup>th</sup> at the Wayne Manor in Wayne, NJ... Our Drill Team has once again been accepted to attend the National Drill Meet in Daytona Beach Florida.”

(No Title) (4/19/05) LT Sponder to Policemen’s Benevolent Association,  
Passaic Police Local # 14

“On behalf of the entire NJROTC at Passaic High School, I wish to thank you and your members for a very generous contribution toward the National Drill Meet... Partly, due to your generosity, a team from Passaic won national recognition. Two of our teams earned a 5<sup>th</sup> place trophy, one team came in 6<sup>th</sup>, and overall we finished in 9<sup>th</sup> place. Bear in mind that the 9<sup>th</sup> place finish is in the nation among 3000 schools who host JROTC programs, many of which are military schools.”

(No Title) 5/17/05 LT Sponder (To File)

“Passaic High School’s NJROTC Program has grown to one of the largest programs in the nation with approximately 375 cadets. This year (2004-2005) the cadets have volunteered their time in 17 events for the City of Passaic and we were honored by the City of Passaic for their Spirit of Volunteerism Award. We participated in 4 drill meets earning 3 3<sup>rd</sup> place trophies, 8 2<sup>nd</sup> place trophies, and 12 1<sup>st</sup> place trophies. For the fourth year we also participated in the Drill Team National Meet in Daytona Beach, FLA. At this meet, our Armed Team earned a 9<sup>th</sup> place finish and our Unarmed Team and an 8<sup>th</sup> place finish. Cadet Rafael Soto was judged to be ‘The Top Drill Team Commander’ in the nation.”

Unit Achievement Award 5/27/05 CDR Joe Hankins NJROTC Area 4 Manager  
to NJROTC Area 4

“The awarding of the Unit Achievement Award recognizes and rewards sustained superior achievement or for a specific achievement of a significant nature.  
91801 Passaic High School”

Unit Achievement Award 5/27/05 LT H. Sponder to C Creech (Prin) & J.  
Farrell (AP)

“Gentlemen, it is with great pride and humility that I inform you that our school was awarded the Unit Achievement Award for 2004-2005 school year by the Navy. This award is a very prestigious one and is awarded to only 8 schools in the entire district (of over 60 schools).”



## Letter of Introduction

Dear \_\_\_\_\_ :

I am currently a student in the Executive Ed.D. Program for Educational Leadership, Management and Policy at Seton Hall University. I am conducting a research study entitled, "A Case Study of the Naval JROTC Program at Passaic High School." This study will focus on how the Administrators and the Naval JROTC Instructors in Passaic High School view the role that JROTC plays in attracting and serving the needs of its students.

Should your district decide to be a participant in this research, your Administrators and Naval Science Instructors will be asked to participate in a recorded interview that should take no more that twenty minutes to complete. The written results of the interview will be forwarded to your Administrators and Naval JROTC Instructors for their reactions. Reactions to the written results should take no more that twenty minutes and will be completed on site unless circumstances require otherwise.

This is a completely voluntary and anonymous survey. The names of the Administrators and Naval Science Instructors who choose to participant in this study will not be linked to any data that is provided unless permission is granted to do so. All data that is collected will be kept in a secured file cabinet. Access to all data will be limited to the researcher and the dissertation committee at Seton Hall University. The results of this research will be available to your district should you request it.

Thank you for your cooperation.

Sincerely,

Joseph A. Santora Jr.  
High Point Regional High School  
299 Pigeon Hill Road  
Sussex, New Jersey 07461

(973) 875-3101 x 229  
[jsantora@hpregional.org](mailto:jsantora@hpregional.org)

## LETTER OF SOLICITATION / INFORMED CONSENT

**Researcher's Affiliation**

The purpose of this letter is to request your participation in a research study that is being conducted as a part of a doctoral dissertation entitled: A Case Study of the Naval JROTC Program at Passaic High School. Permission has already been granted by the Administrator of Area Four – Commander Joseph Hankins and from the Superintendent of the Passaic School District – Dr. Robert Hostler. The principal researcher in this study is Joseph A. Santora Jr. I am currently a Supervisor of Social Studies at High Point Regional High School as well as a doctoral candidate in the Educational Leadership, Management, and Policy program in the College of Education at Seton Hall University.

**Purpose and Duration**

The purpose of this research is to evaluate how Naval JROTC is able to successfully serve the students it attracts. Christopher Bogden concluded in his research at Harvard University (1984), that “ The overriding factor to consider when analyzing JROTC is the type of student it attracts and attempts to serve. Because who the program serves has the greatest influence on how the program is perceived and why it is valued.” For purposes of this study, the researcher has chosen to evaluate the Naval JROTC program at Passaic High School. This study will be limited to the perceptions of host Administrators and Naval Science Instructors. The goal of this study would be to provide a rationale for school Administrators and policy makers to use when considering NJROTC as a viable contribution toward serving the needs of the students in their schools. Participation in this study will take approximately 20 minutes to complete an on-site interview.

**Procedures**

Participation in this study will require you to read this Informed Consent Form. If you decide to participate in this study, you may sign and date the form at the bottom to indicate your willingness to participate. However, for anonymity's sake, you may refrain from signing this form, and your consent to participate will be indicated by your return of a completed survey. Please return the Informed Consent Form, if completed) in the envelope provided.

**Instruments**

The interview will be recorded at your school, at your convenience. After the data from all participants has been analyzed, you will be provided with the results either by regular mail or by e-mail – depending in your preference. Should you desire, you will of course be provided with the complete results of the study.

**Voluntary Participation**

Once again, participation in this study is voluntary. Participants are free to withdraw from the study at any time. If you decide not to participate in this study, there will be absolutely no penalty or loss of benefits to which you are otherwise entitled.

**Anonymity**

No identifying data on subjects will be reported in the study without the permission of the participant. If requested, all responses will be kept anonymous.

**Confidentiality**

As noted above, all questionnaires and interview tapes and transcriptions, and all instrumentation packets and coding information will be kept in a locked cabinet, to which only the researcher shall have access.

Risks/ Discomforts

There are no anticipated risks as a result of participation in this study.

Benefits

There are no anticipated benefits as a result of participation in this study.

Alternative Procedures

No alternative procedures or courses of treatment will be necessary for the subjects.

Contact Information

In the event that you are willing to participate in this study, you are kindly asked to sign and date this Informed Consent Form (if you so choose). Once all materials are completed, please return them to the researcher in the enclosed stamped/ addressed envelope. If you have any additional questions regarding the study or your rights, please feel free to contact the research at (973) - 948-6602 Home, (973) - 875- 3101 x 229 Work or [jsantora@hpregional.org](mailto:jsantora@hpregional.org) . You may also contact Dr. Barbara Strobert who is my research mentor at Seton Hall University at or Dr. Mary Ruzicka who is the Director of Seton Hall University's Institutional Review Board (IRB) at (973)-313-6314.

Copies of Informed Consent Form

It is the right of each participant to have a copy of this signed Informed Consent Form; please feel free to make a copy for your records.

Consent

I agree to participate this in research study as it has been described to me.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
E-mail (If requesting questionnaire by e-mail)

### Interview Questions

1. How would you describe the type of student most attracted to the JROTC program at this school?
2. What particular qualities or characteristics do you feel a student should possess in order to successfully participate in the JROTC program in this school?
3. How has the JROTC program at this school has been effective in meeting the needs of its students both during school and after graduation?
4. How do Administrators support the JROTC program in this school?
5. How do the Instructors support the JROTC program in this school?
6. What other factors do you believe have played an important role in supporting the JROTC program in this school?
7. And finally, what particular features or aspects of the JROTC program in this school make you feel most proud about your association with this program?

## Transcript Of Interview Questions

### Interview Question 1. How Would You Describe The Type Of Student Most Attracted To The JROTC Program At This School?

Ms. Miscia: I wish I could typically say that it's a prototype. You know this is the type of student, but I find in my experiences here that we really don't have a set type. It amazes me when you see a kid who is academically brilliant in ROTC. You see a kid, who maybe you know, having a rough time with their studies, in ROTC. As far as I am concerned, I can't look at a kid and say, 'Oh gee. You know ROTC or Naval Science would be perfect.' Our kids range from the academically brilliant to the academically deprived. They, you know, come from all different backgrounds, from all different countries. So I can't pinpoint a student that I place out, that's Naval Science.

Mr. Kleinman: I would agree with Carol. Just maybe add a little bit more to it as Carol explained. We have such tremendous perimeters in regard as to where these kids fall but I do find some things that are sort of poor. And what I find with being poor in these kids is even if they are doing badly there is still more discipline, a bit more focus, a bit more understanding, and I will supply an opinion and discussing a lot, more eye contact, a lot more communication. You know if they have questions, they need the answers and they look at your advice as gospel, but they look at your advice with something that possibly they can use within their own framework is getting work done and they're manageable in a sense that they're looking for guidance and they are more acceptable to trying to follow that through in order to be more successful.

Ms. Miscia: As a former teacher in this school, I loved when my kids were coming from Naval Science. They seemed to have, maybe not the freshmen in the beginning, but by the end of their freshman year, no discipline problems. Then again, the eye contact. This is not very typical. I think urban areas where the kids really have a hard time maintaining eye contact or even any kind of eye contact with anybody. The respect that these kids have, it's just unbelievable. It's a valuable program in the urban district.

Mr. Creech: Well, as the building principal, my response to that would be; the beauty of our program is that it attracts all students across the board, students that might be in the A-R Track or students that might be in the C Level Track. We purposely develop the philosophy around that concept. It's not a program that is geared to the at-risk population. The program has benefited many of our students who have been involved in the Military Academy. Students have gone from here to the regular military, but aside from that it works on the character, building character, creating pride and what not. Many of our students as I say across the board become involved.

Lieutenant Sponder: Absolutely, I agree with you.

Mr. Creech: It's an athlete, a scholar, a nerd, and whatever, and Mr. Sponder can attest to, we didn't want that to happen to us. We wanted the top ten kids from the top ten all the way across and all the way down and I think, well I know, that is one of the reasons our programs has been very successful and we have to stop the enrollment. This might

get into one of the other questions, but we have to stop the enrollment and because so many students want to become involved because they see the pride. They see the students that are in the leadership roles. Our program is very, very prominent, but not just students in school and not just at Passaic, but in the surrounding communities. We get many calls for our cadets to participate in this community or that community. Other students look at the star programs, come and visit us because they want to model their programs and after our program because they know that's a successful program.

Lt. Sponder: Out of 28 candidates for the Honor Society, 16 of them were Naval cadets. On the same token, we have a lot of cadets in Special Education, they are also very successful. As a matter of fact, remember the African American cadet on your left, this morning? He's in Special Education, but he's running a platoon. We integrate them together to where no matter what you are, there's something for you to excel in.

Mr. Farrell: By and large, most of the students who enter the program, shall we say, are middle of the road or upper echelon academically. The program does not attract the disinterested kids generally speaking. In a program with 350-380 kids there are some scholastic kids. Some kids have gotten into it and thought it was this and turned out to be that. It attracts kids who are apparently accustomed to doing the right thing. That's why I can't think of that, that way. Harry and the others may think the Naval Science Program has challenged kids into doing the right thing. I think it attracts kids who are accustomed to doing the right thing and this fits right into what they have been taught. I have to say that their offering has a lot to do with it. We don't get losers in the Naval Science

Program. How do kids get drummed out early in the year? Yeah. They weren't losers; it just wasn't for them, kind of, that kind of thing. They didn't really know. They thought you walked around in your uniform all the time and did those kinds of things, but it's not. How's that for a long winded response?

Petty Officer Nuyen: I think some of the needs of the students in the school are because a lot of the families are two parents or single parent and always working. I think they are looking for guidance. I think that meets the needs of a high percentage of the kids.

Chief Petty Officer Garcia: It meets the needs of the students because as much as a lot of people want to say that everybody's going to be college bound and everybody is going to have a four year degree and a master's or whatever. There are some kids that don't have that example and they don't have that mentality for whatever factors. Well, most of the fact that they don't have an example at home. They don't have role models at home. So, college is the furthest thing from their mind. One of the ways that it meets the needs of the students and that sense is that they get an option. They get to see another possibility in life of making something out of themselves. Being successful even though success is mostly associated with you having a degree and so on and its not that education and ROTC or the military goes two different ways because in the military you can accomplish. I'm an example of that. A Lieutenant is an example of that. Most of the while I was still in the military my last two years. I came out with a Master's Degree. In case, so it's not impossible. So it meets the needs of the kids mostly in that it gives them an alternative, an option. There are other ways to go about and get an education and still



be successful without the stigma of “whoa, you didn’t go to college or whatever have you.’ O.K. I think in most concise manner that the way to that meets their needs.

Senior Chief Yule: I think in this particular incident, in this particular school; it’s a lot of kids that hear from word of mouth from their families and whatever. We get all types of students from that, those that don’t get good grades and the ones that do get good grades and a lot in between.

Mr. Ciuppa: I don’t know why other than their families that talked to them about it. I don’t know what the initial attraction is to Naval Science. I do know that a lot of our parents get very upset when they are told that the program is full for the class coming in and there’s not enough room. They seem to want their kids to get that discipline. I guess that they feel they’re not giving them enough discipline at home or can’t give them at home because a lot of our parents, the two parent families that we did have, or even the single parent families feel that they are so busy working sometimes things get away and I think they are impressed with the program and how the kids count and you can tell the kids that is in the Naval Science Program. So, I really don’t know what really attracts them other than the fact they get to wear uniforms once a week and I guess that’s something to be proud of. So other than that I don’t know what makes the kids want to do it. I know once they’re in, they’re in it for life. They don’t want to come out.

Interview Question 2: What Particular Qualities Or Characteristics Do You Feel A Student Should Possess In Order To Successfully Participate In The JROTC Program In This School?

Mr. Kleinman: I think that a student needs more discipline. He needs the quality of discipline. Let me just explain that a little bit. Discipline in a sense that they can understand that when work is required, when work is expected to be finished, that they take care of those things that they hand in things in a timely fashion. That they respond to their teachers in regards to maybe getting extra help if they need it, in bringing home books and getting homework finished, in working in class, and being a contributor in class, getting involved in possibly sports if they choose to. I think the kids subconsciously have made some decisions within their own mind that these are the things they want to do because it leads to a goal. So, they sort of come in here, not aimless, but they come in here as opposed to kids who are not in Naval Science with a bit more direction, that they already decided that they are going to be involved with. I also think it has a place. I think that the parents find them a favorable light and put a positive input in the things that they've been going for because the parents have said. Look these things are important for you to do. They were important for us to do. So, I think some again, subconsciously they have a set of requirements that they have already fulfilled that this is where they want to go because they, in turn, want to be successful and through the discipline and focus again that's how they obtain those skills.

Ms. Miscia: I find that a lot of kids that want to get into the Naval Science Program usually have a way not to have to get dressed everyday in Physical Education, because you only have to get dressed one day a week in a uniform. The recruiting process down at the Middle School is so fabulous from the guys that are here that there again; I think a lot of kids are very attracted to this program. It's not only that the kids that come in, you know who happen to have a clear idea of what they are going to do. I mean, we have a lot of kids that know exactly what they want to do and exactly what classes they are going to take from. We have a lot of kids that have no idea. Junior year they still have no idea. The attraction of the program I don't think is from the kid's standpoint of what qualities do they have. I think it's Stop and Shop or our Naval Science people do, and I think it's the reality once they get here the weak shall fall. They'll go back to Physical Education but the strong, so maybe that is the quality. The strong will stay in the program.

Mr. Kleinman: I think that for the post part you'll probably find overall a higher level of gray quality with the kids going into Naval Science but as Carol said, I can pull up on the screen kids who are having problems in classes and who are not doing the things, doing what they are supposed to and that maybe possibly one reason, may possibly be there's a disillusion within it. It may be asking too much of them, maybe they don't want to be involved. So ultimately if that kid believes it, then more than likely he or she should never have been in it to begin with, but you do as Carol says, you have such a great, it's not a guarantee that every kid I pull up is an A level student. You have C level students. You have kids that are having problems with folks at home or you'll have problems in

school or you know maybe swinging from side to side brain wise. So far the most part, we do have the better kids in regard to the grades but is by no means a guarantee.

Ms. Miscia: I think the longer they stay in Naval Science the better they do in school. I think it's the discipline. I can go to no other, you know, one put your finger on one thing and I think it's the discipline, time management skills, these are excellent things that they need in everyday life. They need for high school. They're going to need for college and for some reason as you know it's like a miracle because the kids do very, very well if they are committed to the naval Science Program.

Mr. Creech: I think I'm going to say the quality or the attribute that a student needs to have in order to be successful in our program is a desire and the willingness to work. If they have that, everything else will fall into place. It's a program that's no nonsense, it a program that stresses work if you give us the time we'll give you results. It'll probably, you know what, we'll tolerate no nonsense when you are committed and you have the desire to be a part of something that's good, the benefits will be there.

LT. Sponder: I agree with this. We don't ask them for anything.

Mr. Creech: We just allow it to develop as you want it to be in the program.

Mr. Farrell: That's a tough one. I'm dealing with freshmen this year and as Harry says, we follow the class through for 4 years. This is a little bit of a tandem and might help you understand better. When I started to get to it in September with the freshmen, I say

that respectfully. Don't get me wrong. I had to change my vocabulary. I had to change my whole approach because as the kids go older and they became seniors, 17 or 18 years old, there's definitely a maturity level. I can speak to them adult to adult, know they're not totally adults but they will understand my logic. They'll see through what I'm driving at. I go back to the freshmen, I forgot myself, and I started in September. I use some of the same things that I used when the seniors went in June. They looked at me, like, huh? They didn't have a clue what I was talking about. The age bracket tends not to follow directions very well to begin with. O.K. So obviously, the program needs kids who will understand full well this is for lack of a better explanation, a quasi military. It is a military organization. Can you follow rules? You follow directions. There can be no exceptions. Team work is extremely important in the whole thing. These are units and you know the unit cannot have somebody who doesn't follow the rules. It's not like a kid in the classroom, that's different. In the military and I never served in the military. I only did 2 years ROTC myself at the Hall. By the way, I'm a Hall graduate. I wish I had stayed and done the 4 years ROTC. I did 2 years and even at the brief experience I appreciate what the military has to do and of course, these kids that the program seems to attract are quite tuned to it. There are days when he says to me or Jim will say, 'God, some of these kids,' well yeah! When we have 400 of them, they don't all follow directions. I had a little one in here just a minute ago, really a nice girl, a bright girl, she won't go to her teacher's detention, but she is ROTC, it allows me to go right to, excuse me, you're military. There are no exceptions to the rules. This is it and most of them 'Yes, sir.' It's like you're right. I can call them right to it, hey, you're ROTC. This is what it is. I like that part because I can call their participation in the program. Wow! I

would say this. If we did any kind of a study now as Harry and I have done in the past and counted the strikes tally, the discipline problems, and everything else of the general population and of the Naval Science Program. Wow! What a difference.

Mr. Farrell: Well, like on Thursdays. Their homeroom has a designation. So, I get to talk to them. I know they are ROTC kids whether they have a uniform on or not. So the uniform doesn't make the man. The homeroom assignment makes the man. I see it right there. I can attach using that idea to get across that discipline. We must follow the rules. There are no exceptions. We have 8 homerooms in Naval Science. They all end in their letter in a 45 or 85.

Petty Officer Nuyen: Any kid can be successful in the Program, just depends what they want to get out of the program. As I told you before, just casually talking, the reason most of them come is to be accountable. To have some responsibilities. Learn how to be a leader. They're looking for something more, not necessarily to go in the services, but it better themselves.

Chief Petty Officer Garcia: Well, again, there are a lot of students. I don't know what the proper name is, special students, special Education student, but we have a lot of students in certain categories that they don't fit into anywhere else or any other program. So we have a high number of students in our program that adds up to 360 students that we have. Although we don't have specific records of them, but I would venture to say that half of those are students from like special needs categories. We don't know that

because with us we treat them all the same. We expect the same out of them. The only part that may be that sometimes shows is when we start to do test taking and so we're not having to at least the first year which I track. Not having the academic part of it but more of an introduction and orientation as to what to expect out of the program. But a lot of those students which are a large number of our cadets, find a place. They find a place where nobody's questioning them, whether they can take a test or they can't take a test. They are offered the same opportunities as everybody else and some of the leaders that we are having right now, some of, one of them, I think, are number two and number three students. They are students with certain needs, and they're being the leaders. I think this services the students will to find or a place where they can thrive, where they can be successful.

Senior Chief Yule: They want a student that wants to succeed, and excel and be professional.

Mr. Ciuppa: Well, they have to be able to handle the discipline and I know that Lieutenant Sponder and his crew, they're very big on discipline. They need to be honest and trustworthy kids. I know Harry lets the kids take attendance during their homeroom periods which makes me crazy. This makes me crazy since I got here because kids are kids and they make mistakes here and there but, you know, 90% of the time they work in squads and that's how it is broken down and having gone to ROTC myself, I understand that. It's a little more important than being in ROTC or in college where attendance you know college is not always their primary focus but here it is. I think the kids do a great

job and I think Harry instills a lot of good qualities in our kids and that's what makes the kids proud of what they do and want to stay there for a long time. I don't know if that answers your question.

Interview Question 3: How Has The JROTC Program At This School Been Effective In Meeting The Needs Of It's Students Both During School And After Graduation?

Ms. Miscia: You always have kids that are coming back that have been in Naval Science. I want to go see Lieutenant. I want to go see Chief. They maintain contact with these kids. It's not like you know they're in school for four years. Boom! Drop. That's the end of it. You will find these kids are coming back to visit. One of my graduates, a young lady in the Naval Academy and yes, she'll come back and visit when she's home and she'll visit Lieutenant or the guys in Naval Science. So I think hey just don't drop the kids. I will say we're counselors for life and I tell my kids that and no matter where you are, I'll always be a counselor and I believe that's the philosophy of the Naval Science men also.

Mr. Kleinman: We're very fortunate downstairs and I don't want this to sound cliché, but this group of guys down here from the time I've been dealing with them are very compassionate bunch of guys. They really will bend over backwards with the problems. I mean, if kids have problems. Certainly they do have problems and I just found they help these kids out and in a sense they feel that coming to us also is a part of the whole package. So, I compliment them very highly. They live up to what it really means to be part of the Naval Science Program. The way they respond to the Lieutenant and the rest



of them it's really nice to see it's not fake or phony. We have some post graduates at the Military Ball we had recently and it's nice to see how they respond to them. You can see there is a melding there. There is some kind of a bond that has been created over the years.

Mr. Creech: Well, as I said earlier, our program develops character, it develops leadership, it forces ethical behavior, teaches our kids the importance, the understanding, of importance of being a responsible person. Being a positive contributing member to society today and I know well to present that's what our program is all about. As a building principal, I'll accept and be pleased with the program, because whose there to be involved in our ROTC program. They come to school on a regular basis. They are not getting involved in disruptive behavior. As I said, they're leaders, they're a role model, and they're beacons for other students to follow. So let's just guess the whole disruptive population that I have to deal with and we have what 360-370 students that they have and if you figure that each one might have friends that are not involved in drugs, just think what this subtracts from the overall population.

Mr. Farrell: During school because I'm the Administrator who oversees the Naval Science Program and more because of my proximity to the Naval Science Program, I see a lot of what they do and the one thing is I want to make clear, the team work, team work team work that takes place whether it's the drill team or just the general formations and, in fact, it obviously rubs off. The kids have to travel together in their off time. They tend to do lots of things together. You know its unity, unity, unity. I would have to think that

his carries into the future. The idea of being a part of a team whether it's stocking shelves at Shop Rite that have to be done by 11 o'clock or going through Iraq or whatever, it happens to be. In the afternoon sometimes and Harry know, there's a Drill Team over here. I'm overseeing somebody there. I'm watching somebody, a group in the hallway over here which is a sort of a stretch of my roll as a supervisor. Kids are supposed to be under supervision at all times by a teacher. My boss has allowed me to stretch it a little bit as long as I'm reasonably close to where they are and the reason why we can do that is because the Naval Science kids are not about to cause a problem because there is a leader, whoever the student instructor is, the student leader and me. Yes Sir. Yes. Ma am, I see them, all 300,400 of them. No! I can't think of finding 300-400 people anywhere who follow directions to the T, but the kids are good, very good.

Petty Officer Nuyen: During school, I think we basically have an open door policy.

Anything they have trouble with they are always told to come and see us. Now and then they take advantage of that; many do, but not all. A lot of the teachers will afford us the opportunity. Say a kid gets in trouble in class, rather than writing the kid up and get him suspended, that classroom teacher will come to us and say. Johnny did this in class, will you talk to him and then we explain to Johnny that he has just been given a break and he needs to get his act together in that class and most times there isn't any more problems. During school, I mean, especially during when they take the ASVAB we have a pretty good showing. That's an aptitude test to see what you qualify to get in the military. Many take it just to see what they can do and that's a roller coaster. One year it's up and one year it's down and it really doesn't have, at least I feel it doesn't have, anything to do

with what's going on in the world and I think it's just the kid. It's the kid itself who's interested. Once the graduate they come back and visit, tell us they should have done better, they should have done this and should have done that. They still come in and ask questions about this recruiter's talking to me, and they'll come to verify some of the things are being told. We stay up on top of that stuff and we pretty much know the game. So we haven't really run into any problems with that either. Recruiters aren't necessarily being straight up, but after school that's after graduation that is the biggest role we play.

Chief Petty Officer Garcia: As far as after graduation some of our students, I need to state right up front, that it is not our job as ROTC instructors, it is not our job to recruit, in anyway or another impart what decision the students make. Some of the student's stay in the program because their life of discipline for four years, but there they move on too. They have their own idea about their going about it. Some of them go into the military. Some of them go to college and that's great. So that shows we have a balance of, you know, the top students and then we also have another balance with other students that choose other routes of going. As far as how they fare after school, after they graduate from high school, some of them find their way or their niche in the military. We had something like 10 kids this post class that went into the military. Now I just heard of another one who is giving in at the end of the year. So the fact is that some of them choose to go to college. We stay in touch with them, mainly the ones that go to the military because they want to come back and flash the badge and show all the things that they are doing. But we try to maintain contact with them. We try to maintain a support structure for them if they come back, if they have any need or what have you, but for the

most part they are on their own. Once they leave us and take pride in that because we have done our job. Sometimes students that start the first year and I have them as my first year students and you see no possibility that this kid is going to make it. All of a sudden, four years later, they graduate. Six months later they come back and they are an actual adult and they are making decisions in their life. That's real interesting to see that. So yes. We, kind of, monitor at least to some degree. We monitor what they do after high school and we're glad about the progress that we have seen.

Senior Chief Yule: I feel like the biggest thing we do for a lot of the kids is we provide an outlet for them, some of them might not be a student. They might not be athletically inclined and whatever and this gives them a chance to participate in something and then the good of it.

Mr. Ciuppa: I think what it does here it keeps the kids that we might have lost. You know we have a lot of at risk students here who teeter-totter on, you know, whether they want to go to work, you know, because their parents may be pushing them to go get a job. They realize that their education is important. I think Harry and his guys instill the pride in the student. The student develops pride in himself knowing that grades are very important. This is basically their job. Going to school is their job right now. They need to succeed in that in order to be successful in life and they see what the Naval Science guys do for our kids after graduation. See how many guys we get in the military academy. I mean, Harry, is one of the few Naval Science Commanders. He may or may not have told you this; he basically has a voice in the direct appointment to the Naval Academy.

And they basically take the kid. You know without the Congressman or anything like that shows me the respect that he has in the naval community, considering he is a Coast Guard guy. That's one of the big things, this year, which he's very proud of and you can tell what kids are in the Naval Science. You know they, 'Yes Sir, No Sir.' You know they have that sense of respect that some of our other students that just don't have and I think that's one of the reasons our parents want them involved, because it just doesn't happen here. It follows them through their life and you can always tell. I can always tell a kid that's in Naval Science because that's a kid by how they act and what they do. You'll find those kids very seldom cut classes. They miss very few days of school. You know they are always well groomed and very meticulous about their uniforms on Naval Science Day. So it instills a lot of pride in the kids and I think that's a big plus for our kids.

#### 4. How do administrators support the JROTC program in this school?

Mr. Kleinman: The way I see it, I don't see anything that the administration has done to discourage and I'm not saying that they don't do anything to encourage. I mean, they allow the program to do what it needs to do. I don't see from a guidance end anyone coming in and instructing us not to do this or not to do that. I don't see anything but the administration being pleased because, in turn, you know if your kids are doing well. They are focused and their grades are showing. It reflects in the school and it shows that we've got a group of kids here who are performing nicely. So I think the administration is pleased with the results.

Ms. Miscia: I think also that our present administration is very pro Naval Science. They get them involved in all aspects of that we are doing here, in our programs. They use them as couriers when we have a Tri-Quadruple Lingo Parents Day. They're always showing off very proudly. The administration backs that. They have the Drill Team practice competition that's backed totally by the administration. So, I think our administration is very supportive.

Mr. Creech: That's an easy question. Any way I can as long as they never ask for anything illegal, they never do that, because again this is a win, win situation. It's obviously a winning situation, first of all for our students, parents, and the community and the school as a whole. So anytime they ask for something it's only going to help to better the school community. Like I say anyway I can, any time, I can. You know I'll give them 200% of my time. I would be truthfully glad if I could require all students to be a part of the NJROTC program simply because of the character and all the fine qualities that follow through to the program. You know I will say when the program first started many, many years ago, I had doubts about it because I didn't think we could get our students to buy into the concept on account the order and discipline and the commitment that this program requires. As one of times, one of the very few times that I was happy I was wrong. I was pleased that I was wrong.

Lieutenant Sponder:

As we talked before if you could look for a team of how a program adapts to this population it has to come from the administration, because the instructors and the students cannot do anything in a vacuum. If you do not have the support of the

administration you will not have a good program regardless of how good the instructors or the cadets are. It goes from Dr. Holster all the way down to Mr. Creech all the way down to the family.

Mr. Farrell: Contrary to the Lieutenant's belief, the administration does support the ROTC program. Just because we can't give him all the room he wants and all the free time program, I'm sorry, I wouldn't call it free time there Lieutenant, we'll call it "program time" does that he want anything else other than teach. He doesn't believe that. On the master schedule I make their schedules.

Lieutenant Sponder: We do have disagreements, about how much space we have and how much time we have to comply with everything that we have to do.

Mr. Farrell: I do believe the administration is right that I found the master schedule. So, I determine what room he gets, how many periods his teachers need to carry, he does a preliminary schedule and he submits it to me. This is the way he wants it to look for next year. I immediately change it and we move on and we come over here, comes out and argues, loses and lets me talk and that's the way it's going to be and I explain to him very thoroughly why it has to be that way. We did go through a rough time there. The one time where I guess we looked like we weren't supporting the program was burgeoning. The program probably is bigger than I would like to see it. Harry, you know, gives me your tired and you're hungry. He takes 700 and turned to me and said to me you are not giving me any room. This is what he does. So we have to cut it at some point, because

he has himself and three assistant instructors and so on. Harry said, as in the past, maybe you could give us someone else but then he thinks the Navy would give us, oblige us, to do something else and the Board's just not in the position of it. The Navy could supply instructors and the board would probably come up with the bucks because it wouldn't be big bucks. The problem is there's absolutely no place to put the kids. So, we're constrained by facility. So, in terms of administration's support of the program, we support it within the framework of what we have to offer. We have no room at all.

Petty Officer Nuyen: Our Vice-Principal oversees the program all the way down to the last board member. We have more than 100% of their support. And, in return, for that they may call us at the last minute to have a color guard at City Hall and we will produce which helps maintain the status quo between us and the administration and it helps, but if you ever interview any of them according to the Principals, you'll find that this program is supported in every way it can be.

Interviewer: Now, would you say the Vice-Principal is in charge of the program?

Petty Officer Nuyen: Farrell, Mr. Farrell. Each Vice-Principal covers a certain section. Farrell will have Phys. Ed., ROTC, Art, and Music. I mean math and science. I believe he does but I'm not positive. The other Vice-Principal Mr. Ciuppa, has English and business that maybe gives up kind of like department heads.



Chief Petty Officer Garcia: That's a no-brainer. That's a, if I've said anything else, I should be shot. The administration is 110% supportive of us. The program cannot be successful without the support that we have of the administration and when I talk about the administration I'm not only talking about the high school administration, the Principal, the Vice Principals, but also from the Board of Education. Dr. Holster, being the Superintendent, and one that is at every function wants to be involved. He goes over there and says, listen, I'm going to be in this meeting and I want the ROTC Cadets to be there. So he's completely sold on it and there's no doubt in my mind that the success of this program, as he said, has been because of them. Again, regardless what some of the others have said, we take students from other activities so those other leaders are a little envious. A lot of their students decide to stay with the ROTC and so then they have to make some kind of a commitment. But, it works out. It works out to a point that we feel whatever we've asked for and even more, so like in trips and things that we need to do between what the Navy give us and the school board provides for us, I mean, we don't have any needs in that sense.

Senior Chief Yule: Most of the administration supports it very well.

Mr. Ciuppa: We rely on them heavily. We support them very much. They're always the first ones to volunteer to do things. They do our Honor Guard at graduation. On Parent's Night the kids are here in uniform escorting parents around the building to show them around if they don't know where to go. I mean, we're very proud of them and they always make us look good, you know. So, we go out of our way for Harry and his crew

and especially these kids and that's one of the things I use even in my office. When a kid comes in and there's an issue or something, the first thing I do is, say, you're a naval Science kid? This is what goes on? The student says, 'Oh, no, please don't tell Lieutenant Sponder. They are more afraid of him than they are of me suspending them, and if Lieutenant Sponder finding our and maybe finding out and telling them that they may no be in the program again. So he is definitely doing the right things for a lot of our kids, you know. I think we rely on him very heavily and they never embarrass us. They always make us proud.

Question 5. How do the instructors support the JROTC program in this school?

Mr. Kleinman: I'm very pleased with what they have done. I mean, they're concerned with their grades and what they're doing just as much as they are wearing a uniform and doing the drills. I've been down there and witnessed the drills and the kids are into it, and the other kids are too. I mean, there are groups, there is camaraderie, they support each other and the kids have fun too. I mean, you just don't do something if you are not having a good time. They enjoy what they are doing and they like the results of good grades. I think that there is just this constant feed from the kids, teachers and teachers, the kids that everybody feeds off of and then enjoys it. There's energy down there. There really is.

Ms. Miscia: I think the program before Lieutenant Sponder took it over was not as successful. He has so many kids that are in his program. I mean, his recruiting process is good. What he does with the kids while they are in Naval Science is positive. He was

totally 100% of backing of the students who eventually went to Annapolis. She wasn't the first one either from his program, but she has the personality. He has this upbeat way of dealing with everything that you can't help but be very supportive. Bryan and I were very lucky because we got all the Naval Science kids, but I had planned it practically because this is a group that you want to have. These are the people you want to work with. I had Chief come over to me and he's really worried about this freshman student who was out 65 days. That's a lot of days but the kid went Health so he lost contact for a whole marking period. The kid is back and still out. He came immediately to me.

What's going on with \_\_\_\_\_?

Mr. Kleinman: I'll tell you a little antidotal story. I have a young man who is in a self-contained class. Basically as a class you know where they're pretty much 80% of the day except for lunch and gym and all that and the kids was dying to get into the Naval Science. Mark called me and all that I went down and talked to Lieutenant Sponder. Look we'll give him a shot and see how he does and all that. I talked to the kid and the kid is in it and doing well in the class. When he leaves the class he's down in Naval Science, wearing his uniform and feels part of the group. And the mom tells me a lot of the little nuances, problems that he had with are gone. He is part of something. This individual, it works very well for him and in most cases some of the kids that are self-contained may not be emotionally ready for this. This kid works very hard at making sure he does what his supposed to do. The kid has a full responsibility towards it and that means he's being supported and that he's not there just because he has to be. He's there because they took him because they want to take him and that's a very big difference.

Ms. Miscia: I have one that is going in next year. He is very \_\_\_\_\_. He is from the self-contained class. He definitely want to be a Naval Science. He's a junior now and it will be interesting to see how he does.

Mr. Creech: Unbelievably. I mean for example and I'm not talking about what they do in classroom periods zero through 8. I'm talking about the things they do on weekends and the things they do at night, and the things that they do during the summer and the things that they do during vacation times that's how I measure their support. Teachers will do what they need to do in the classroom with the extra time it's the commitment not to fail. They work with not just the academic students, but if there are issues in the community and they're there for our students 24/7. So, when you say how they support the program, they support the students as a whole being. That's what is important to me. I expect them to do what they have to do in the classroom but that commitment that they demonstrate beyond the scope of the instruction today speaks volumes of how they support the program.

LT. Sponder: We look upon some of the kids that don't have fathers, uncles, or male figures in their home so they look upon the instructors as the male figure. You try to get into the role model. We also, generally, get to know those cadets and we think about them as our children. I hate to say this, but we think about them as not always someone you, something you need to understand, anyone studying Naval Science we will see them for 4 year. Knowing the teacher and any discipline has the kind of relationship with them

and we see them grow and the joy I have as I walked out the other day and I saw this big tall policeman from Passaic staying out there, he was on of my students and I thought, my God, how did I shrink so much. That's one of the joys you have.

Mr. Creech: one of the things the naval Science Instructors extend the relationship to their own families and homes, their sons, their wives, so it's just an extension of the family, so not only our kids not only get the benefit of family concept from the instructor, but also the instructor's family. So this is a beautiful thing. I mean, even the parents where we have competition without parents coming in and getting involved, its really amazing. It's really amazing and a lot of people are beginning to recognize and realize what we have here which is something very special.

Mr. Farrell: The guys obviously give a lot of time above and beyond the contract. We have a contract that says teachers are required to put in 7 hours a day. 7 hours and I tell you before the echo of the bell has stopped there are some teachers out the door and they have to sign in the morning. There are some who sign in one minute before. These guys are early birds. Put in quite a bit of time, early time in the morning. Once again the drill teams whatever else that these guys have to offer outside the normal program. In the afternoon, Dennis and Jose stay certain afternoons of the week. You can see them outside 4 o'clock to 4:30. They could have gone at 3 and there is no pay. There is no pay involved in this, in terms of that above and beyond kind of thing. I mean he tries to get some comp time. They clearly contribute quite a bit to the program. Kids respect him. There's little doubt. Little doubt about that. If I were the brass, that's what I would do. I

was never in the military. I have a little bit of that. I said to Harry, some of his predecessors at times could tighten it up even more because they are military and this is, that what it is supposed to be kind of thing. Let the kids get another taste of what it's going to be like. Surprisingly, a lot of our kids do go off to the military. By the way, my last graduating class, my class of 2004, I put 18 kids in the Navy. I shouldn't say I put 18 kids in the Navy. Not all were Navel Science kids. Several of them were, but the others, almost to a person, went into the Navy because their friends were ROTC kids. There was, you know, a connection. I know we're not part of the military-industrial-complex but I never knew who that was attributed to. I haven't found that out. Eisenhower was the first one. We do our part. Kids grow up, a lot of kids got in the service.

LT. Sponder: One of the students who went to the military is an enlisted person, they discharged her. She went to Washington University for her Bachelor's Degree, then she went there for her Master's Degree, then went on for her Ph.D. as a Psychiatrist. Now she's a Lieutenant Commander or something. That's one of our students. Very successful.

Mr. Farrell: I think the program has been good for the hundreds of kids it serves. It serves a segment of the population. The program itself also serves the school quite a bit. It's been good for the representation if the school. The program supplies the simplest little things, like supplying escorts and what not for parents' night. These parents come in. They all know this is a huge school. It isn't so much that it is so big, that it is spread out; it's been on attachment, attachment, attachment. This is an 8 story complex. People

don't see it that way but if you follow all the building and you go to another level because there's an open space outside you don't realize that you're going down, down, down. If we were to take the whole thing and telescope it together, it would be 8 stories. By the way, a new building is going up and another tangent. A building plan is in process. It's going to be a 5 story building, springing forward from this site. They're going to take that building down. Move everybody from the main building into the 5 story building. Drop the 5 story building, put up the middle section which is only 4 floors. Drop that whole thing, put up the whole new complex.

LT. Sponder: When are they going to start that?

Mr. Farrell: The Science Building come down too.

LT. Sponder: At the end.

Mr. Farrell: Yes, It's 10 years old and they take it down.

LT. Sponder: When is that supposed to be finished?

Mr. Farrell: supposed to be finished in 2009. I'll be back for the dedication.

Petty Officer Nuyen: All of instructors here like their jobs. Do the best that they can everyday and when you're servicing in there with 400 kids. Our jobs we have like what they call in the Navy, collateral duties. So we split up the collateral duties so one person isn't trying to do everything and then it evens out. All of us support 100% everyday.

Chief Petty Officer Garcia: Yes, exactly. Well there's the same way, there's no question that the success of the program is based or has to do with the support from the staff, the same way the other element of that other than the kids are the instructors and their

dedication. Again, as we already indicated three of the instructors are from a distance from here. They are here usually earlier than anybody else and they leave later than anybody else. I do it two times a week, most of them one day a week. They are here until 4 o'clock when everybody else has gone home and they are here and we're not there running the kids and inspecting the kids as the Petty Officer said. You know, we work our kids to the point where they're basically running the program themselves, but we're here for their support and we're here because we know that it requires time for them to practice. It requires them time to have their meetings and that's what we are here for. So, I don't think we could question at anytime the dedication of the instructors. We have drill meets that we go to like the one we're having here this Saturday. We go to different meets throughout the year. We go to Florida. We have the boot camp and the support is there not only from the staff but also from the instructors. So, I being one of them, I can vouch not only for myself but for all of them.

Senior Chief Yule: Most of the instructors care about the kids, care about them seeing what it takes to be successful and we give them pretty much lead out of them and this is what you've got to do and if you succeed then you will get promoted.

Mr. Ciuppa: You can't find a more dedicated staff. I mean, a couple of these guys live all the way up in PA and travel everyday to get here. You are talking about an hour, an hour and a half to get here each way. It's not just a job for them. You know, you can tell the people I've been here 28 years. I was born and raised in the town. You know a lot of people that are here I started working with and you can always tell the people that are



here for just a pay check and people that really care about the kids. You can see with the whole crew that's in there that every one of them has invested in some of our kids. One of them does the morning program first for the kids that come in early. They stay in the auditorium. Chief Garcia is in there. The Chief knows the kids and he has a good rapport with the kids. He gets on them, so what happened with you yesterday with this? Not just his Naval Science kids. I mean, he knows a lot of the kids. So, I think the kids look up to them no matter where they are in the building and they are always looking for them for help and they are the first one to step up for our kids.

Question 6: What other factors that you believe have played an important role in supporting the JROTC program in this school?

Mr. Kleinman: [No recorded response]

Ms. Miscia: [No recorded response]

Mr. Creech: One of the key factors is, in any program, or any activity, hinges upon the leadership, and I have to give testimony now to the leadership ability to those our instructors have, because students will gravitate toward positive people, positive images, whether it is football or the NROTC program or what is out there. I know that if you have the right people, in the right places, you will be successful. Eventually, success will come. Like our students, if you look at professional sports, they look for coaches that have that leadership quality, and then you have a strong presence. Leadership: people with a work, work, work, quality because they want to get it right and they want to be better. One of things we say is 'Good is not good enough when better is possible. When

things stop getting better, they stop being good.” That is one of the core belief that we have.

Mr. Farrell: Four men have carried the program quite well. I look for outside support. I don't know. How would you answer that?

LT. Sponder: I don't know if I'm allowed to do that. We get the administration to support us.

Mr. Farrell: Yes, the Navy does. He pretty much is able to get whatever he writes his lesson plans for. I wish the program were bigger, otherwise I would like I guess in the back of my mind. I almost say, gee, if we had more programs we could turn it into more of a boot camp kind of a thing, a semi-boot camping and pull some of the other kinds of kids who need something a little more structured, a little more rule, a little more in you face. They can do something that in a sense other teachers can't. They can get into a kid's face. They don't do it the way you see it on TV or DI's or anything like that because there is that relationship between the cadet and the instructor. I would like to be able to draw some of the ragamuffins to see if maybe this would turn them a little bit because we have kids in a school of 3,000 kids. We've got a whole bunch of kids who are, let's say, are listless. They don't know here they are going. They don't know why they're here, a typical teen-ager. Typical teen age stuff. It's not Passaic High. It could be Montclair or Nutley. A percentage does not understand why they are in school except that the law and their parents told them they have to go. I wish we could turn them

around. In a sense, I like working with the freshmen. I get a chance to think that I'm doing something and I have to wait 4 years to find out but you know what? I've decided to wait 4 years because they graduate with a diploma in their hand but that doesn't always mean they have been successful. It's set. What happens after that It's one teacher out teaching and we rarely ever see tangible results. We can't reach out and say success. Harry says that there are certain ones we find out about, other we do not find out about. The Governor Corzine's Council graduated at the same Passaic high School. God, he's a genius. I was his guidance counselor. I did nothing for him. I did nothing for him, this kid was so bright and so directive and just wind him up and turn him loose.

Petty Officer Nuyen: No, I think most of the success comes from the kids themselves. Comes from the person that wants to be in the program. I don't think we don't walk around town with signs or we don't. One of the things we do, we go to the middle schools and recruit but mainly we do that so kids have an opportunity to get with it. We don't have trouble filling the seats. Some kids that may not have had brothers and sisters in the program learn a little bit about it and want to get into it, but I think it comes from the kids themselves.

Chief Petty Officer Garcia: Yes, definitely. The acceptance of the community has been another factor. Like I said, through the school board we are known around this area. We've probably been the most prominent entity so far as to the school activity other than the band. The band has also been very successful in that being invited to events that you know normally a school band or school groups don't get invited to and yet there's a

secret element in the community that accepts the kids and the reason why that happens, I said that before, I live in the community and I hang around the community. I haven't had anything to do with that. It's just the fact that the kids, they see them walk home in uniform, coming in front of their house in uniform, they are the same kids that are working in the stores downtown and you know and approve places and so on. So, there is connectivity between the community and the school. I don't think there are too many people in Passaic that don't know that Passaic High School has a very successful ROTC program and again, I have to give them credit where credit is due. We were talking before about dedication, Lieutenant Sponder, the head of the program, comes here about twelve years ago. He retired about twelve years ago and when he came here the program was basically on standby, to be discontinued because they could not get enough students. 10 years later, even eight years later, when I came here six years ago the program was already at a point where we had to have, kind of, a waiting list, because we had so many and that's how I came in because they use to have three instructors and they had to add on the drill instructors. I give credit where credit is due. A lot of it has to do with some of the things that the Senior Naval Instructor and Lieutenant Sponder has done and his efforts. He had to go and see the program basically because the support wasn't there. I think it was there from the beginning because otherwise we would have the same kind of programs we had ten years ago, but his efforts working with the school board, working with the administration definitely had an impact. Right now we're 300 something strong and I think next year we'll probably start off with over 4 hundred kids which winds down some time in January.

Interviewer: Is there going to be the fifth instructor?

Chief Petty Officer Garcia: I don't think that's a possibility because that is kind of closed. That program recruiting new instructors. I mean they are out there. They want to work but just the program that's focused elsewhere and right now I don't think we could hire one if we direly needed one. We couldn't hire one. So, but it's such a successful program. It provides a lot of other opportunities for the students that, because of our unique community here. We have, it's nice to see the blend and how they work it and you can see for the last two or three years, a female has been the head of the program as far as the students go. So again, it's amazing to see how everything blends in together, but I think that has a lot to do with the community that we're in.

Senior Chief Yule: I don't think I can really name just one thing. I think it's a lot of things that success of the program is every year that we've gotten better and we've built upon that, but just getting the kids to and to feel pride in the unit. Once you get that, with your officers and upper people that have been here then its kind of a snowball effect. You know, we're still, we're making out, not quite there yet but we're close.

Mr. Ciuppa: Our Board of Education has been very good to them. See, a lot people don't realize and even some of our current Board members don't realize that in 1978 when I first started teaching for Passaic, I was in an alternate high school up in Walpack, New Jersey. It was heavily supported by the Navy back then. So we had the Navy around here since 1978. There is a sense of pride, a sense of belonging, a sense of

discipline, and sense of respect and like I said before, you can always tell a kid that comes out of Naval Science because you know. I mean, I got yelled at by where I went to the hospital that day and the nurse was asking questions and I said “yes, Ma am.” She said you know you can call me Barbara or nurse or whatever. You don’t say Yes Ma am. That how I was trained and a sense of respect and you can tell just by their kids saying “Yes, Sir.” Yes. Ma am” and it’s a pleasure to see. It’s a pleasure to watch these kids.

Question 7. And finally, what particular features or aspects of the JROTC program in this school make you feel most proud about your association with this program?

Mr. Kleinman: [No recorded response]

Ms. Miscia: [No recorded response]

Mr. Creech: It’s really not a hard question. I think the best way for me to answer that is when I look at the faces of the Cadets when I see them in uniform, when I have the opportunity to have a parent conference with the parent and the student and I look on the schedule that I happen to see that they are in Naval Science. It gives me a strong base. I understand immediately about that kid. If you were in naval Science then I know lot went on to say that they most have buy-in already that they were in the Program. So, big as you are let me say that again, when I find out a student is in the ROTC Program because I know what I have and I know who I have sitting in front of me and I know the potential that I’m working with. I was at the hospital last night and as soon as I walked in I see sitting at the Security desk one of the Commanders from our programs that graduated a few years ago and when he saw me his face just stood up and when I saw him because you know what sharp looking and very professional when I saw him so

that's what made me proud and where I see the fruits of the labor so to speak. When I see them walk down the hall, see them you know, I see them taking care of business, I see them properly attired and not only me to you, I see them in street clothes, I don't see the black pants, the boot untied, I don't have to say take your hat off. Those are my prides.

LT. Sponder: I can't add anything else to that.

Mr. Farrell: Generally speaking, the kids are, by far, (boy this is risky), better mannered than the general population. It's like one of the first things that jump out at you. Once again going back to the other thing even take that reminder and I say to them, you're military, aren't you? It changes them like on the spot. They suddenly remember. Oops. Get back over here where I am supposed to be because I am a Cadet. I wish we could bottle it and distribute it in the water, but we can't. There are contributions to the school. I mean, the Naval Science kids, buy in large, are always willing to volunteer to this, do you need help, do you want somebody, do you want more Cadets? Do you want me to get more? I'll go ask the Lieutenant. Sometimes you have to chase them away, but they are very helpful. I like the idea. Team work may not be the best way of describing cohesiveness, that unity or something that they are part of something. To a certain extent, I, at times, I don't think they fully comprehend exactly what that all means, but they are part of something, but you can see them acting it out. See, now they are getting there, but acting it out. It's happening. I can't quite sit back and like this, say, this is great, but it is.

Petty Officer Nuyen: I think a little bit of what I was saying that the acceptance in the community and again that goes 100% directly back to the kids. Our kids are ambassadors. O.K. They are representatives out there in the community and I think the biggest joy I get, you know, is walking downtown and being recognized by someone saying, Oh, you're the Naval Science Instructor. Sometimes kids I don't even know, but they see us; they know us because they see us in the hallway. They see us involved in everything. To me that's the source of pride. Just to know that our kids are good ambassadors in the community and that people recognize their efforts. In fact the only thing we're looking at right now, a little bit of parental support. In the sense of, we used to have, you know, like a parent group, a support group and we haven't had that in a couple of years. Hopefully that will be started back up but other than that the pride and just to accept such a program in the community being associated with it makes me real proud.

Chief Petty Officer Garcia: When I first got here the leadership, the student leadership, was still in the learning process because the Lieutenant had just come here a couple of years before myself and what we've done in the last 6, 7, 8 years is slowly turned over more and more the them so they basically run the program. They are responsible for different things, Drill Teams, administration thinks, advancement exams, and we track in the classrooms. So all those other things that are part of the program they run, they're in charge of and I think that's another thing that attracts them to having a responsibility.

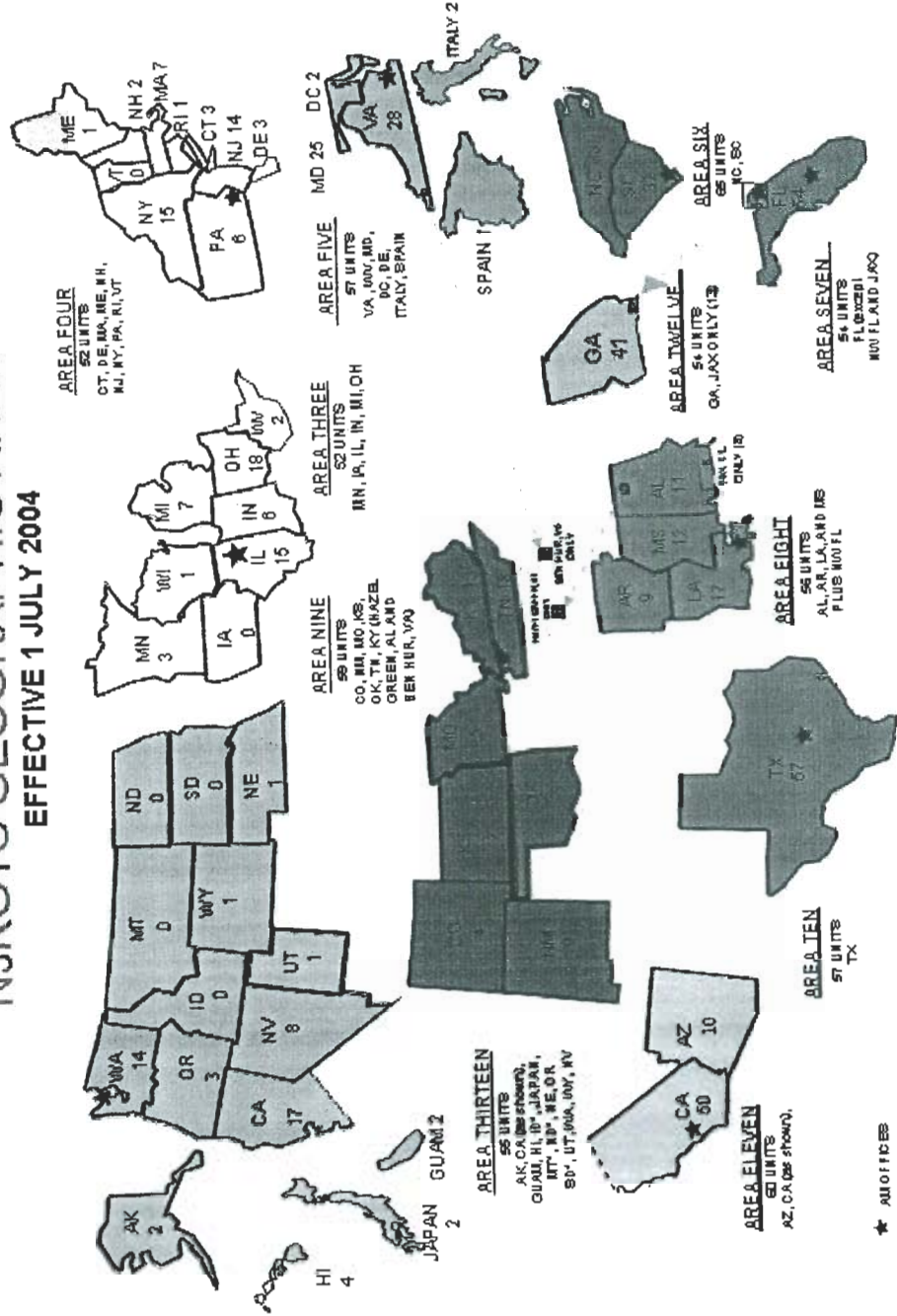


Senior Chief Yule: The biggest think is a lot of time kids they go through college or they go through ROTC in college or they go through the naval Academy and they come back and that means that we've helped send some in the right direction and I think the biggest thing is, one of the big things is setting the right example for those kids. It makes me feel proud when they look up to me or they look up to one of the other instructors. O.K. I guess they don't get any better than that.

Mr. Ciuppa: So Harry takes kids and like I said before gives them that sense of belonging and turns their lives around and he really does. His whole program does. A lot of kids that are in that program would have been like my kids in Walpack if we didn't have Walpack. Would have gotten lost in the shuffle. Would have been just another face and he gives them a sense of belonging. He gives them a sense of purpose and he makes them want to be successful. It show them that there's other options in their lives besides the streets, the gangs, and the things that are not real good. It shows them that there are people who are willing to help and they are always there to give you a hand if you need it. Just ask. Harry has never said, "No." He's the first one to fight for his kids. That's something a lot of these kids don't get even at home. I can't tell you why. I was born and raised in this town and I still can't figure it out, and sometimes, you know, they look to certain people and I know they come to me and the kids that are not my kids because they know when they are right, they are right and I'll fight for them just like Harry does. That's what a lot of kids need and that's what makes him so successful down there.

# NJROTC GEOGRAPHIC AREAS

## EFFECTIVE 1 JULY 2004



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