

Some Objections to JROTC

- **JROTC falls short of the educational standards we expect from our schools**—Curriculum materials are created by the Pentagon. The local school district has no control over their content and they contain numerous inaccuracies and distortions (for examples, see reverse). JROTC teachers aren't required to have a college degree and rarely have credentials to teach many of the subjects the curriculum covers—e.g., history, civics, English composition, speech, political science, etc.
- **JROTC can limit students' chances of getting into college**—JROTC is not an “academic” subject and is not counted towards entrance requirements for many state universities and colleges. Students in some states can hurt their chances for college acceptance if they waste their time in JROTC classes instead of taking academic electives. In states like California, JROTC grades are excluded when computing grade point average for student aid eligibility.
- **There is no evidence that JROTC helps keep students in school, as some have claimed**—The dropout statistics cited by the JROTC program have been incomplete and offer no evidence that the program reduces the number of dropouts. It can also be argued that many of the other programs that schools are cutting— like music, counseling and specific drop out prevention programs—reach more students and are more effective in motivating them to stay in school.
- **JROTC is military training and does not belong in our educational system**—Our schools should uphold democratic values and the principle of civilian rule. Instead of teaching these values and critical thinking skills, JROTC emphasizes military values and teaches students to give and obey orders unquestioningly.
- **JROTC propagandizes students**—A review of JROTC materials reveals that students are being presented with a one-sided, partisan view of political and historical events. Schools have an educational, moral and *legal* responsibility to refrain from giving support to only one side in such controversies. (See sampling of textbook excerpts on reverse.)
- **By supporting JROTC, our schools support discrimination**—It is an unfortunate fact that people of color in the military experience discrimination in promotions and job assignments, and the military officially discriminates based on gender and sexual orientation. By financing JROTC, the school district is sending a message that such discrimination is okay.
- **JROTC teaches the wrong lessons about how to solve conflict**—With today's problem of gangs and teen violence, our schools should be teaching students how to solve conflicts nonviolently. JROTC conditions students to accept violent solutions and, in many schools, teaches them how to use guns.
- **JROTC drains money from our schools**—Each school must hire at least two instructors for their JROTC unit, which means that, unlike most other subjects, two teachers are managing every JROTC class. Schools must pay for other extra staff as well, such as a “military property specialist” (to requisition and monitor materials), clerical staff, and a special administrator when there are several JROTC units in one school district. Each school must also provide and subsidize the necessary facilities (e.g., a classroom, office, firing range, arms room, supply room and drill area). Even after counting the partial federal subsidy for the program, school districts can easily experience a net financial loss with JROTC.

Project on Youth and Non-Military Opportunities (Project YANO)

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This is a partial collection of quotes from JROTC textbooks that were being used in San Diego schools during the 2000-2001 school year:

- “Today, many nations have governments that oppress their own people and threaten to conquer others by force. The U.S. government has always sought to safeguard liberty for all as outlined in the Constitution.” (Navy JROTC, *Naval Science 1*, page 63). *This is false. During much of our history, constitutional rights were denied to women, African Americans, Native Americans, other people of color and different groups of political dissenters.*
- “The mark of a true soldier and sailor has always been loyalty and obedience to leaders. It is the same for NJROTC cadets, who are learning to become better citizens and leaders in their schools, communities, and nation.” (*NS 1*, page 22)
- “Among the traits of a good follower, loyalty is at the top of the list. This means loyalty to those above us in the chain of command, whether or not we agree with them. Stephen Decatur, a hero of the war with Tripoli, put it this way: “My country, may she ever be right. But right or wrong, my country.
“So when a leader gives an order, everyone must carry it out in the best way possible. . . . One does not blame seniors by saying difficult orders came from higher up. That is disloyal to the command and the commander when loyalty is most needed. (*NS 1*, page 22)”
- “Not all nations are blessed with great resources. We need the resources other countries can provide to maintain our standard of living.” (*NS 1*, page 93)
- “Americans generally place a high value on human life. This may not necessarily be the case in other cultures or countries that might be willing to gamble lives for political or economic gains. Certain of the terrorist-sponsoring nations of the Middle East may display such behavior.” (*NS 3*, page 162)
- “Citizens owe allegiance to their government, which in turn grants them rights and privileges of citizenship.” (Army JROTC, *Leadership Education & Training 1*, page 5)
- “[O]ne study tested Native Americans (Hopi Indians), urban African Americans, and rural and urban whites. Results showed that the Hopi Indians and African Americans relied more on right-brain activities to answer the questions. Additionally, brain-preference tests have also shown that minority cultures are more right-brain oriented than majority cultures. One popular notion of culture describes left-brain thinking as Western thought and right-brain thinking as Eastern thought. In that regard, these tests classify Europeans and Americans as logical, rational, and critical, while Asians are intuitive, creative, and spontaneous.” (*LET 1*, page 90)
- “Although [gun control] laws are intended to protect the public and lower crime, many people feel that such restrictions violate their Second Amendment rights. A popular argument is, ‘If guns were outlawed, only outlaws would have guns.’” (Army JROTC, *LET 2*, page 193) *An unbalanced view of gun control is presented. Also, JROTC regulations require teachers to urge cadets to join the National Rifle Association, a political lobbying group.*
- “The event that marked the turning point in the American policy toward the conflict in Vietnam was the Gulf of Tonkin incident in August 1964. Two U.S. destroyers were conducting routine patrols and intelligence-gathering in international waters when they were attacked by North Vietnamese patrol boats.” (*LET 2*, page 171) *It has since been established that U.S. ships were not attacked. Furthermore, they were helping to direct attacks on North Vietnamese facilities by South Vietnamese commandos.*
- “Under democracy, there must always be economic class divisions, yet the free market system offers an incentive for people to change their economic status. Everyone, no matter what their political associations, can succeed in moving up in the class structure.” (*LET 2*, pages 209-210)
- “Fortunately for the Army, the government policy of pushing the Indians farther west then wiping them out was carried out successfully. (*LET 3*, Page 185)” *One of many examples of outrageous insensitivity to Native Americans.*
- “Military discipline is defined as ‘that mental attitude and state of training which renders innate obedience and proper conduct under all conditions. . . . Properly identified and understood, Air Force discipline does not differ in many ways from various types of civilian discipline.’ (Air Force JROTC, *Leadership Education 1*, page 40)
- “Respect for authority and discipline go hand in hand, but the first one to be acquired must be discipline. Self-discipline involves full and voluntary acceptance of authority.” (*LE 1*, page 41)