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THE JUNIOR RESERVE OFFICER TRAINING CORPS IN THE  
EIGHTH CORPS AREA WITH SPECIAL REFERENCES TO THE  
GUTHRIE HIGH SCHOOL UNIT.

STRATHMORE PARCHMENT

100% RAG U.S.A.

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By

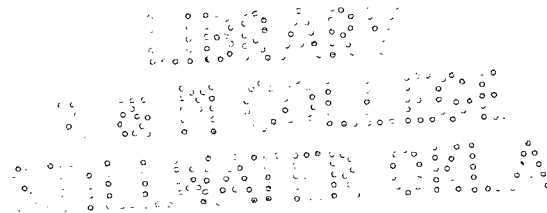
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## CHAPTER I.

## INTRODUCTION

The Junior R.O.T.C. is a new institution as far as the high schools in Oklahoma are concerned. The only unit in the state is in the Guthrie High School and this unit has been in existence only since the fall of 1935.

The introduction of anything new in the curriculum usually raises questions in the mind of both patrons and school officials. The introduction of anything of a military character would most certainly raise questions. Since the Guthrie unit is the first in the state, it seemed that some good might come from a study of its results.

It is especially the hope of the writer that he may present some worthwhile information which may be of value to school administrators of this and other states who are considering the establishment of R.O.T.C. units in their respective schools.

This study, as the title indicates, is a general survey of the Junior R.O.T.C. units in the Eighth Corps Area. One might delimit the subject and make a study of only one of the many phases of R.O.T.C. such as the educational values or other specific phases, but, as this study is the first to be made in this field, the more inclusive subject was chosen.

## METHOD OF STUDY AND SOURCES OF DATA

1. Questionnaires were prepared by the writer to secure information from:

- A. Pupils of the Guthrie High School.
- B. Parents of the Guthrie High School.
- C. Professors of Military Science and Tactics.
- D. School Officials of the Eighth Corps Area.

2. Personal interviews were conducted by the writer with parents who had not filled out the questionnaire.

3. The available literature in the field was examined. The writings in this field are relatively scarce. Addresses by men prominent in R.O.T.C. work; Army Records; Army Regulations; pamphlets published by the Civilian Military Education Fund and Professors of Military Science and Tactics Quarterly Bulletins were the major source of information.

One hundred twenty-one pupil questionnaires were distributed to the cadets during their regular class periods. Major John W. Russey F.A., who is present P.M.S. and T. at Guthrie High School, passed out these questionnaires and collected them for the writer.

As a part of their regular class work, the cadets were asked to take a questionnaire to their parents. Sixty-three of these parents' questionnaires were returned filled out. The writer personally contacted twenty-one homes from which replies were not received. These replies were separated according to whether the father in the home was an ex-service man or not. Some interesting results are presented in later chapters concerning the reactions made by the fathers of the two divisions.

Questionnaires were mailed to the school officials and Army Officers in the Eighth Corps Area.



### INTEREST IN R.O.T.C. SEEMS TO BE GROWING.

Each year, a number of schools in the Eighth Corps Area make application for R.O.T.C. Units. At present there are on file in the office of Col. E. A. Keyes, Civilian Component Officer, Eighth Corps Area, applications from fifteen high schools in the area for Junior R.O.T.C. units. Ten of these schools in the area are in Texas, four in New Mexico, and one from Arizona. It is also reported, from this office, that twenty-five high schools in Oklahoma have been investigating the possibilities of establishing units and may in the near future make application.

The schools that have their applications on file will be supplied units as soon as officer personnel is available. The Eighth Corps Office reports that the lack of officer personnel is one of the major factors in deterring the establishment of more units at this time.

It is obvious that our national defense problem today is a vitally important one, affecting the conditions of peace, war, and the national budget. The R.O.T.C., from the standpoint of national safety, is of no little importance.

The writer prepared this thesis in the hope that the facts disclosed might clarify some misunderstandings concerning R.O.T.C. units in high schools and be of some aid as a guide in the establishment of more units in Oklahoma.

## CHAPTER II.

## HISTORICAL BACKGROUND OF R.O.T.C. IN HIGH SCHOOLS.

Military instruction appeared in the curriculum of the academies and private schools of this country some fifty years before its advent into the public schools. In 1819, Alden Partridge, who was Superintendent of the United States Military Academy from 1815-1817, established the American Literary, Scientific and Military Academy at Norwich, Vermont. This school, we are told, drew students from twenty states and territories, one-third of which came from the South.<sup>1</sup>

During the next twenty years, many military schools sprang up in that section of the country, established for the most part by graduates of the school founded by Partridge.

On December 2, 1861, the city council of Bangor, Maine instructed its superintending school committee to introduce military drill into the schools of that city and to employ such instructors of same as were needed.<sup>2</sup> This is regarded as the first military unit to be established in any public high school in the United States. It is quite possible that there were other units in the high schools of the North and South at this time but there are no data available on them.

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1. Military Training in High Schools of the United States. P.3.

2. Ibid. P.4.

During the last quarter of the nineteenth century, volunteer military units appeared in a number of high schools. These were sponsored chiefly by former soldiers who had become teachers and principals. No federal aid was given to any of these units, however. On June 3, 1916, Congress passed the National Defense Act, recognized by Army Officials as the greatest single military act ever passed by Congress. This act was prompted by experiences growing out of the World War. It provided, among other things, for the establishment of the Reserve Officers Training Corps, composed of Senior and Junior Units. The Junior division was to include all corps in private and public secondary educational institutions below the college level; the senior division included those in the colleges.

On January 29, 1917, the first junior unit of R.O.T.C. was established in the high school at Leavenworth, Kansas. The scarcity of Reserve Officers who could carry on this work caused the unit to be discontinued on October 10th of the same year.

The National Defense Act divided the United States into nine corps areas. Each area was made up of a number of complete states. The Eighth Corps Area, the one with which we deal specifically in this study is made up of the states of Texas, Oklahoma, Colorado, New Mexico and Arizona.

On December 29, 1919, the war department announced

the establishment of fifty high school units of R.O.T.C. in twenty four states. Schools in the Eighth Corps Area which received units at this time were:

Dallas High Schools  
 Ft. Worth High Schools  
 El Paso High Schools  
 Phoenix Union High School.

Many changes took place during the next ten years in the United States. Some schools withdrew, others took their places and a few were added. By September 30, 1930, there were fifty-seven units in operation. This number was increased to sixty-one on September 30, 1934. At the present time there are eighty-one units in operation in the United States.

At the present time there are twelve units in the Eighth Corps Area. The schools added since 1919 are:

San Antonio, Texas	1934
Houston, Texas	1935
Denver, Colorado	1935
Central Catholic San Antonio, Texas	1932
Ball High School Galveston, Texas	1932
Canon City, Colorado	1935
Guthrie, Oklahoma	1935
Pueblo, Colorado	1935

Texas has taken the lead in the establishment of R.O.T.C. units. In addition to the seven units now in operation, it has ten more on the approved waiting list and no doubt these will be established as soon as there are qualified officers for assignment to instructional duty.

In an address before the Association of Land Grant Colleges and Universities at Houston, Texas on October 26, 1936, Major Ross O. Baldwin made a statement with reference to shortage of officers for R.O.T.C. service.

He said:

"Among the most difficult problems is that of providing adequate instructor personnel for R.O.T.C. duty. This is very acute. There has been no appreciable increase in officer personnel in the Army since 1922 although many additional burdens have been added to those carried at that time. The administration of the CCC and 45,000 additional men, the addition of over 100 R.O.T.C. units together with the rapid expansion of many other military activities have created a shortage of commissioned military officers which leads me to believe that there is no hope of securing additional R.O.T.C. instructors until the War Department is granted an increase in officer personnel."<sup>3</sup>

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3. Major Baldwin, Ross O. The Reserve Officer. An Address before the Association of Land Grant Colleges. Houston, Texas. 1936.

## CHAPTER III.

## PERSONNEL OF R.O.T.C. IN THE EIGHTH CORPS AREA.

As was stated in the introduction, there are twelve high schools in the Eighth Corps Area that are supporting military units at the present time. Military training in all of these schools, except Guthrie High School, is on a voluntary basis. The Federal Government allots to each school a certain number of enrollees. This allotment for the various schools is shown in the first column of figures in Table I. All boys enrolling in R.O.T.C. above this number must pay for their instruction.

TABLE I. Authorized R.O.T.C. Enrollment; Enrollment in Addition to that Authorized; Total Enrollment; Total Male Enrollment in the High Schools and percent of Total Enrolled in R.O.T.C. in the Schools of the Eighth Corps Area.

School	R.O.T.C. Allotment	Additional Enrollees	Total R.O.T.C. Enrollment	Total Male Enrollment	% Enrolled in R.O.T.C.
Phoenix	355	133	488	2355	20.81
Pueblo	259	102	361	1381	26.2
Canon City	150	000	150	241	62.2
Denver	744	750	1494	4445	33.62
Guthrie	186	000	186	198	98.98
Ball High School	266	21	287	597	48.07
Gen. Catholic	193	115	308	500	61.6
Dallas	2048	815	2863	6356	45.04
El Paso	596	147	743	1907	38.95
Ft. Worth	585	636	1221	2714	44.98
Houston	1130	000	1130	6200	18.22
San Antonio	838	94	932	2166	43.02
TOTAL	7350	2813	10,163	29,030	35.008

Analyzing the figures in Table I. we find a total of 10,163 boys enrolled in military training in the twelve units of the Eighth Corps Area, or 35.008% of all boys enrolled in these schools take military training.

Guthrie High School ranks first in percentage of enrollment, due to the fact that R.O.T.C. is compulsory for all boys. With the exception of Guthrie, Canon City and Houston, all of the schools have enrolled students above their allotment. The Federal Government allotment to the Ft. Worth Schools is 585 boys. Ft. Worth enrolled during the past year a total of 1221 boys. Denver, a unit that has been established only three years, enrolled 750 boys during the year 1937-38 in excess of their allotment.

27.6% or 2813 out of the total enrollment in the Eighth Corps Area for the year 1937-38 took R.O.T.C. at their own expense.

The individual expense differs due to the amount of individual equipment that each unit requires. The following table presents the cost for each boy in the various cities taking R.O.T.C. instruction in excess of the allotment during the school year 1937-38, and also the total cost to such boys in each city.

TABLE II. Number of Students and Cost to Each Taking R.O.T.C. above Federal Allotment in Various Cities of Eighth Corps Area; Also Total Cost in Each City.

School	Number Additional Enrollees	Cost Each	Total Cost
Dallas	815	\$10.00	\$8150.00
Denver	750	2.50	1787.50
Ft. Worth	636	9.00	5724.00
El Paso	147	10.00	1470.00
Phoenix	133	5.00	665.00
Gen. Catholic	115	15.00	1725.00
Pueblo	102	10.00	1020.00
San Antonio	94	5.00	470.00
Ball High	21	10.00	210.00
Guthrie	000		
Houston	000		
Canon City	000		
TOTAL	2813		\$21,221.50

Examining Table II., we find that a total of 2813 boys in nine cities of this area payed from \$2.50 to \$15.00 during the past year for the privilege of taking military training under the auspices of the Junior R.O.T.C. A total of \$21,221.50 in all was spent by these pupils.

Data was assembled to show the increase in enrollment in R.O.T.C. since the establishment of the units in each school, and the increase of the male enrollment during the same period of time, in order to determine if the increase in enrollment in R.O.T.C. could be accounted for by the increase in general enrollment. This information is presented in the following table:



TABLE III. Growth of R.O.T.C. in the Eighth Corps Area Schools. Initial R.O.T.C. Enrollment; Initial Male Enrollment; Initial Percent Enrolled in R.O.T.C. as compared with Present R.O.T.C. Enrollment; Present Male Enrollment and Present Percent Enrolled in R.O.T.C.

School	Initial R.O.T.C. Enrollment	Initial Male Enrollment	% in R.O.T.C.	Present R.O.T.C. Enrollment	Present Male Enrollment	% in R.O.T.C.
Denver	250	4300	5.8	1499	4445	33.7
San Antonio	240	2300	10.4	1054	3718	31.0
Dallas	1020	2774	36.7	2663	6477	41.1
Houston	399	5000	7.9	1130	6300	17.9
Ft. Worth	200	2109	9.4	1221	2714	44.8
Gen. Catholic	150	230	65.2	310	500	62.0
Guthrie	218	228	95.5	186	198	93.9
Phoenix	181	1602	11.3	415	2355	17.6
El Paso	100	250	40.0	990	1941	51.0
Pueblo	186	1224	14.3	361	1381	26.1
Canon City	110	215	51.1	150	241	62.2
Ball High	188	521	36.0	301	597	50.4
TOTALS	4242	20,753	20.4	10,280	30,867	33.3

Beginning at the top of the table, with Denver, we find that an initial enrollment of 250 has risen at the present time to 1499. At the time of establishment of R.O.T.C. in Denver, only 5.8 % of the boys enrolled. At the present time 33.7 % of all the boys in this school are taking military training.

In San Antonio, the initial enrollment of 240 has risen to 1054. At the beginning of this unit, 10.4 % of the total male enrollment were enrolled in R.O.T.C.

At the present time, 31.04% of the male enrollment are taking the course.

The initial enrollment in Dallas was 1024 which has risen to 2663 at the present time. The percentage of enrollment has changed from 36.7% at the beginning to 41.1% at the present time. And so on down the list of schools in Table III. Each school shows a decided increase in R.O.T.C. enrollment.

The total initial percentage of enrollment was 20.4. At the present time 33.3% of the total male enrollment is enrolled in R.O.T.C..

From the survey made of the schools in this area, the writer found that there is a total of thirty-eight schools participating in R.O.T.C.. This is due to the fact that each unit may be composed of more than one school.

## CHAPTER IV.

THE VALUE OF R.O.T.C. AT GUTHRIE AS REVEALED BY A SAMPLING  
OF SENTIMENT.

The Guthrie Board of Education in securing the R.O.T.C. unit decided that R.O.T.C. should be compulsory for all boys in the high school in order to be sure to satisfy the following Army Regulation:

"Before a unit of the junior division may be established at an institution, there must be insured to the unit an enrollment of at least 100 physically fit male students who are citizens of the United States and not less than 14 years of age." <sup>1</sup>

The Guthrie Unit is the only compulsory unit in the Eighth Corps Area. However, beginning with the fall of 1938, only the first two years of the course will be compulsory.

Since the establishment of this unit, there has been much speculation as to how the parents and cadets were reacting toward its operation. Some questions raised are:

1. Do parents approve of R.O.T.C.?
2. What educational value has it?
3. Should R.O.T.C. be compulsory or voluntary?
4. Does R.O.T.C. tend to create a militaristic attitude among the boys or the general public?
5. What are the objections to R.O.T.C.?
6. Could Guthrie High School have a unit on a voluntary basis?

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1. Army Regulations. 145-10. P.3, Sec. 7-b.

An effort was made to answer these questions through a series of questionnaires. The first one, to the students was:

### STUDENTS' QUESTIONNAIRE

1. What year student in R.O.T.C. are you?
2. Do you approve of R.O.T.C.?
3. Would you enroll in R.O.T.C. if it were not required of you?
4. List in order the five things you enjoy most about R.O.T.C.
5. Underscore your parents' attitude towards R.O.T.C.  
Favorable            Unfavorable            Indifferent
6. What is your parents' greatest objection to R.O.T.C.?
7. Has R.O.T.C. aided you in any of your other school work?  
If so, what?
8. Below are listed several character attributes. Rate each of these, using the following method. If you feel that one of the following has been highly developed in you by R.O.T.C., rate it with a 5; if less strengthened, place a 4, and so on down to zero.

Tact	Perseverance	Obedience	Initiative
Courtesy	Generosity	Faithfulness	Judgment
Cheerfulness	Honesty	Resolution	Leadership
Promptness	Sincerity	Courage	Loyalty
Patience	Thoroughness	Energy	Cooperativeness
Neatness	Fortitude	Intelligence	Aggressiveness

9. Have you ever had the idea since you started to take R.O.T.C. that the purpose of the course was to make a soldier out of you?
10. Do you still have this opinion?

## RESULTS OF STUDENTS' QUESTIONNAIRE

The summary of the results of the student questionnaire is presented in Table IV. Each question from the questionnaire is presented first in each division of Table IV., followed by the summary of the data.

TABLE IV. Results of Students' Questionnaire.

A. Do you approve of R.O.T.C.? Would you enroll in R.O.T.C. if not required to do so?					
Approval	Disapproval	% Approval	Voluntary Enrollees	Involuntary Enrollees	% Voluntary Enrollees
109	12	90.08	92	29	76.03

B. List in order the five things you enjoy most about R.O.T.C.

Activity	Frequency
Rifle practice	65
Company drill	47
Discipline	29
Manual of arms	27
Clothes	26
Cooperation	23
Leadership	18
Batallion parade	9
Learning of war	9
Cleaning rifle	9
Class discussion	8
Map study	8
Fall out	5
Giving commands	5
Rest	3
Working for advancement	2

C. Underscore your parents' attitude towards R.O.T.C.

Favorable	Unfavorable	Indifferent	% Favorable
96	15	10	79.3

D. What is your parents' greatest objection to R.O.T.C.?

Reasons	Frequency
Think we will have to go to war	37
Hard on shoes	7
The uniforms	4
Dealing with rifle	1
Wearing military clothes	1
It is required	1
No answer	12
No objection	53

E. Has R.O.T.C. aided you in any of your other school work?  
If so, what?

Subject or trait	Frequency
American History	25
Promptness	16
English	15
Courtesy	8
Band	7
Alertness	6
Health	5
Self discipline	4
Biology	4
Algebra	4
Chemistry	1
None	24

F. Have you ever had the idea since you started to take R.O.T.C. that the purpose of the course was to make a soldier out of you?  
Do you still have this opinion?

Yes-Yes	Yes-No	No-Yes	No-No	No answer
41	23	31	23	3

A result of importance to the Guthrie Board of Education was concerning whether or not the cadets approved of R.O.T.C.. In Table IV. A. questions two and three were combined, i.e. they were presented together. We find that 109 boys out of the 121 who filled out the questionnaire approved of R.O.T.C. while only twelve disapproved, or a percentage of approval of 90.08. To the question inquiring if they would enroll in the course if it were not required of them to do so, 76.03 % of the cadets replied that they would.

Question four dealt with the activities the boys liked best about R.O.T.C.. Table IV. B shows that the most popular activity was rifle practice. Sixty-five boys placed rifle shooting on their list. Forty-seven listed company drill. Twenty-nine listed discipline; twenty-one, manual of arms; the clothes was listed twenty-six times. Twenty boys liked the spirit of cooperativeness; eighteen liked being leaders. Activities with less than ten boys listing them were: batallion parade; learning of war; class discussion; map study; fall out; giving commands; rest; and working for advancement.

The summary of information secured from item five of the student questionnaire is shown in Table IV. C. Ninety-six boys thought that their parents favored R.O.T.C. Twelve said their parents were unfavorable, while ten stated that their parents were indifferent. According to the cadets, 79.3 % of Guthrie parents with sons in Guthrie High School

were favorable towards R.O.T.C..

Table IV. D. represents the parents' objections to R.O.T.C. as listed by their sons. Thirty-seven boys stated that their parents objected to R.O.T.C. because they were afraid that in case of war, their sons would be the first called to duty. Seven boys stated that their parents objected because it is hard on the shoes. Four parents did not like the uniforms. Dealing with the rifle; learning to shoot; and because R.O.T.C. is required brought objections from a parent each. Twelve boys failed to answer the question while fifty-three boys thought their parents had no objections.

The results from Table IV. E. show that twenty-five boys asserted that they had been aided in American History; fifteen were helped in English; seven in band work; four each in biology, algebra and athletics. One was helped in chemistry. Sixteen replied that the development of promptness to attack a task had improved all their school work. Eight replied that the learning of how to be courteous had aided them. Six replied that it had made them more alert, while five thought their health had been improved, thus improving their school work. Four thought that self discipline had aided them. Twenty-four cadets replied that they felt that R.O.T.C. had not aided them in any way.

Data secured from items nine and ten of the student questionnaire are presented in Table IV. F.. Forty-one of the students stated that they had the idea when they first



started to take R.O.T.C. that the purpose of the course was to make a soldier out of them and that they still have the idea. Twenty-three boys stated that they had the same idea at the beginning but had changed their minds. Thirty-one boys said that when they started the course, they did not believe that the making of soldiers was the ultimate aim but have decided since that this is the case. Twenty-three boys, from the first, did not believe that the development of soldiers was the ultimate aim and have remained firm in their convictions.

EDUCATIONAL VALUE OF R.O.T.C. AS JUDGED BY CADETS  
IN GUTHRIE HIGH SCHOOL.

Any person in an administrative or executive position is periodically called upon to present his estimates of his subordinates with a view to their retention or promotion. These estimates are usually in the form of written reports, and are variously designated as Fitness Report, Efficiency Report or some similar title. In all such reports, Character is included. It may not be included under the term Character but the attributes that go to make up sound character are included.

Since the development of good character is one of the major aims of education, an attempt was made to find out to what degree R.O.T.C. was contributing to this end. The following procedure was used to assemble information on this point.

1. Twenty-two character attributes were assembled and

placed in the students' questionnaire.

2. Each cadet was asked to rate himself on these attributes according to the degree he felt it had been developed in him by R.O.T.C.

3. The rating was on a six point score, the highest was five and the lowest zero.

Table V. shows the results of these judgments.

TABLE V. Improvement of Character Traits as Given by 121 Guthrie High School Students.

Character Attributes	Ratings					
	5	4	3	2	1	0
Obedience	106	4	8	3	0	0
Neatness	100	11	9	1	0	0
Loyalty	93	18	7	4	0	0
Courtesy	93	21	5	1	0	0
Initiative	94	14	10	0	2	1
Thoroughness	89	10	12	8	1	1
Judgment	90	8	10	6	7	0
Promptness	86	10	21	4	0	0
Leadership	75	10	11	12	3	10
Patience	74	18	21	4	0	0
Tact	66	15	16	9	10	0
Energy	61	28	10	15	7	0
Courage	46	18	21	19	9	8
Faithfulness	62	30	10	12	1	6
Intelligence	42	31	41	4	3	0
Fortitude	48	16	12	6	9	30
Perseverance	41	21	48	8	2	0
Sincerity	38	27	42	11	2	0
Resolution	30	20	19	31	17	4
Honesty	17	20	38	21	9	16
Generosity	11	16	28	19	19	28
Cheerfulness	10	20	46	21	7	17

TABLE V. is to be read as follows: the first item, Obedience, was given a rating of 5 by 106 of the 121 boys; four of the 121 gave themselves a rating of 4; eight of 3; three of 2. No one rated himself below a zero on this trait. Obedience, neatness, loyalty and courtesy are the top ranking traits as judged by the Guthrie High School students.

A result of the study which was not anticipated was the ranking of such traits as honesty, generosity, cheerfulness, and resolution near the bottom of the list.

A similiar study of this subject was made with the parents and with school officials and Army Officers in the Eighth Corps Area, in order to test the validity of the student questionnaire. The result of this study appears later in this chapter.

#### GUTHRIE HIGH SCHOOL PARENTS' REACTION TO R.O.T.C.

Data was gathered from the Guthrie High School parents by the questionnaire and by personal interviews. Parents' questionnaires were given to the cadets, who were asked to take them home, see that they were filled out and returned. Personal interviews in twenty-one homes from which replies were not received were made by the writer. The parents' questionnaires were divided into two groups. Where the father was an ex-service man made up one group. Those where the father was not an ex-service man constituted the second group. These will be designated hereafter as ex-service group and civilian group.

## PARENTS' QUESTIONNAIRE.

1. Are you an ex-service man?
2. Do you have a son in Guthrie High School?
3. What is your attitude towards R.O.T.C.?
 

Favorable	Unfavorable	Indifferent
-----------	-------------	-------------
4. Was your attitude the same at the time of establishment of R.O.T.C. in Guthrie High School?
5. If not, what caused you to change your mind?
6. What was your attitude then?
 

Favorable	Unfavorable	Indifferent
-----------	-------------	-------------
7. Do you believe that the establishment of R.O.T.C. units in school is good peace insurance?
8. From your observation of R.O.T.C., do you think it in any way develops a militaristic attitude among:
  1. Parents?
  2. Students?
  3. Townspeople?
9. What is the greatest value you see in R.O.T.C.?
10. What is your greatest objection to R.O.T.C.?
11. Indicate your son's classification in high school.
 

Sophomore	Junior	Senior
-----------	--------	--------

## RESULTS OF PARENTS' QUESTIONNAIRE.

The summary of the data secured from the parents' questionnaire is presented in Table VI.

TABLE VI. Attitudes of Guthrie Parents Towards R.O.T.C.

A. What is your attitude towards R.O.T.C.?  
Favorable      Unfavorable      Indifferent.

Ex-Service Parents				Civilian Parents			
Favorable	Unfavorable	Indifferent	% Favorable	Favorable	Unfavorable	Indifferent	% Favorable
31	2	1	93.93	32	16	2	64.00

B. What was your attitude at the time of establishment of R.O.T.C. in Guthrie High School?

Ex-Service Parents				Civilian Parents			
Favorable	Unfavorable	Indifferent	% Favorable	Favorable	Unfavorable	Indifferent	% Favorable
31	2	1	93.93	40	8	2	83.3

C. What caused you to change your mind about R.O.T.C.?

Reasons	Frequency
Too tiresome for young boys	1
Takes too much time from studies	1
The clothes	2
Military discipline	4

TABLE VI. (Continued)

D. Do you believe that the establishment of R.O.T.C. units in schools is good peace insurance?

Ex-Service Parents		Civilian Parents	
Yes	No	Yes	No
30	4	31	19

E. Does R.O.T.C. create a militaristic attitude among:  
Students                  Parents                  Townspeople ?

Ex-Service Parents			Civilian Parents		
Students	Parents	Townspeople	Students	Parents	Townspeople
4	30	3	31	3	31
				8	42
				5	49
				5	49

F. What is the greatest value you see in R.O.T.C.?

Ex-Service Parents		Civilian Parents	
Values	Frequencies	Values	Frequencies
Discipline	16	Discipline	16
Physical Training	14	Cleanliness	16
Cleanliness	8	Personal App.	10
Neatness	6	Character Bldg.	5
Personal Appearance	4	Obedience	2
Good Citizenship	2	Neatness	1
Mental Training	1	Respect for Auth.	1
Better Military Att.	1	Preparedness	1
Military Training	4	None	8

TABLE VI. (Continued)

G. What is your greatest objection to R.O.T.C.?

Ex-Service Parents		Civilian Parents	
Objections	Frequencies	Objections	Frequencies
None	29	None	34
Not enough of them	1	Too much drilling	6
In case of war, R.O.T.C. may be first called to duty	1	Fosters militarism	6
Militaristic	1	Hard on shoes	3
Opposed to National Guard	1	Not enough time for education	11

## INTERPRETATION OF DATA RECEIVED FROM PARENTS' QUESTIONNAIRE.

Replies were received from eighty-four homes representing ninety-two cadets. Thirty-four reports were received from ex-service parents and fifty from the civilian group.

Table VI. A. shows that of the ex-service parents, thirty one are favorable to R.O.T.C., two are unfavorable and one is indifferent or 93.93 % are favorable.

Section B. of Table VI. shows the attitudes of the parents at the time of establishment of R.O.T.C. in Guthrie. Thirty-one parents in the ex-service group approved of R.O.T.C. three years ago, two disapproved of it and one was indifferent. The civilian group presents a slightly different picture. Forty of this group were favorable towards R.O.T.C. in 1935, sixteen were unfavorable, two were indifferent. Since 1935, eight of those who were favorable, have become unfavorable.

Section C. of Table VI. shows that four parents changed their attitude about R.O.T.C. because of the military discipline taught. One parent in each case thought it was too tiresome for the younger boys and that it took too much time away from their studies. Two parents did not like the clothes.

The parents' judgments of the peace insurance value of R.O.T.C. is presented in Section D. of Table VI.. Thirty of the ex-service parents thought that the presence of R.O.T.C. in schools was good peace insurance. Four did not think so. 72.61% of the civilian parents or thirty-one out of fifty thought that R.O.T.C. was good peace insurance. Sixty-one parents out of the total of eighty-four feel that peace insurance is a value of R.O.T.C..

The results of the parents' reaction on the possibility of R.O.T.C. developing a militaristic attitude is shown in Section E. of Table VI.. Twelve parents thought that R.O.T.C. was developing a militaristic attitude among the students. Sixty-six thought otherwise on the same topic. Approximately one out of every six parents feels that R.O.T.C. is developing a militaristic attitude among the students, while only one out of nine feels it is affecting parents and townspeople the same way.

The data secured from the parents on the values of R.O.T.C. is presented in Table VI. Section F.. This data indicates a general agreement between the ex-service parents and the civilian parents. Discipline, ranking first in both groups is the outstanding value listed. Although



physical training appeared fourteen times among the ex-service group it failed to appear once among the civilian group. If we add the frequencies of the items, cleanliness, neatness and personal appearance within both groups, we find that they appear approximately with the same frequency. All of the ex-service parents saw some value in R.O.T.C. while eight of the civilian group said they saw no value whatever. Ten different values were given by the first group and eight by the second.

The objections as listed by the parents indicates that ex-service parents and civilian parents see little objection to R.O.T.C. 11.6 % of the ex-service group offered positive criticism while 87.4 % had no objections. Twenty-nine of the ex-service group offered no criticism while thirty-four of the civilian parents did the same. One parent among the ex-service parents and three among the civilian parents offered as their objections that R.O.T.C. was hard on the shoes.

#### SCHOOL AND ARMY OFFICIALS' REACTION TO R.O.T.C.

A third means of securing data for this study was as follows:

1. Questionnaires were prepared and mailed to all Army Officials connected with the Junior R.O.T.C. in the Eighth Corps Area.
2. The same questionnaire was mailed to one principal or superintendent in each school in the Eighth Corps Area.
3. The local principal and army officer were interviewed.

## SCHOOL AND ARMY OFFICIALS' QUESTIONNAIRE

1. How many students in your school are taking R.O.T.C. at their own expense? At the expense of the Board of Education?
2. Approximately what is this total expense?
3. How many schools are included in your unit?
4. Outside of the expense to your Board of Education for the training of students in R.O.T.C. above your allotment, what is the expense of R.O.T.C. to your school?
5. Should R.O.T.C. be compulsory or voluntary?
6. Has there ever been any inclination in your city to drop R.O.T.C. since its establishment?
7. Are your patrons strongly in favor of R.O.T.C.?
8. How many years has R.O.T.C. been established in your schools?
9. What was your initial R.O.T.C. enrollment?  
What was your total male enrollment at that time?
10. What is your present R.O.T.C. enrollment?  
What is your present male enrollment?
11. Does the presence in your school of R.O.T.C. tend to create a militaristic attitude among:
  - Students
  - Parents
  - Townpeople?
12. Will you please rate each of the following character attributes according to the degree you feel the development is apparent in your unit. If you feel that the development is very apparent, rate the attribute with a ten; if less apparent, with a nine; and so on down the list until all of the following have been rated:
 

Physical strength	Better discipline	Good posture
General appearance	Practical patriotism	Love for country
Respect for law	Self discipline	Self respect
Self confidence	Courage	Industry
Neatness	Cleanliness	Teamwork
Executive ability	Resourcefulness	Ambition



TABLE VII. (Continued)

Character Attributes	Ratings										
	10	9	8	7	6	5	4	3	2	1	0
Respect for authority	18	5	1								
Cleanliness	18	6									
Order and system	17	3	1								
Appearance	16	4	4								
Precision	16	4	3	1							
Ambition	16	4	2	2							
Practical patriotism	15	5	3		1						
Executive ability	14	5	4	1							
Respect for law	13	7	4			1					
Physical stimulation	12	5	7								
Self confidence	10	8	3	3							
Self discipline	10	9	5								
Resourcefulness	9	5	6	4							
Industry	8	11	3	1		1					
Love for country	8	15	1								
Courage	5	10	8	1							
Self respect	2	15	7								

The data from Table VII. shows a striking similarity to results previously reported for parents and cadets. Good posture, leadership, neatness, courtesy, and discipline are all characteristics rated high by parents and cadets.

In reply to item thirteen of the questionnaire, the officials were rather effusive. A condensed statement of their replies is as follows:

1. The R.O.T.C. seeks to impart knowledge to the cadets of the duties of the upright citizen.
2. R.O.T.C. stresses opposition to crime and law breaking.
3. R.O.T.C. stresses a spick and span appearance.
4. It stresses accuracy and promptness.
5. Emphasis is placed on courtesy to others.
6. Prompt and cheerful obedience to orders is demanded.

7. Thoroughness at field and classroom exercise is stressed.

8. Culture is developed by emphasis on:

- A. Politeness
- B. Good manners
- C. Military courtesy
- D. Clean bodies
- E. Correct use of the English language.

#### EDUCATORS' VIEWPOINTS ON R.O.T.C.

From the writer's research in reading and from the results of a survey conducted by the Denver Schools in 1935, are presented statements of educators concerning the values of R.O.T.C.

President H. G. Bennett, Oklahoma A. and M. College, states:<sup>2</sup>

"Have we a right to subject millions of men to the precarious command of officers utterly untried in the exacting rites they are called upon to play in war? It is questions such as these which flood my mind when the issue is raised concerning compulsory military training at Land Grant Colleges. Not mere issues of academic philosophies, or personal feelings are at stake, but the higher good of national welfare and that supreme value to a democratic people, the sacredness of human life. Wherever a platoon of men sank under the withering fire of a machine gun in France due to an ignorant or incompetent leadership, an argument for the training of Army Reserve Officers at our colleges was established, which can only be refuted by evidence showing that military education would not have saved these lives given so futilely for their country. Let us ever keep the discussion of military training upon the higher levels of great and lasting democratic values and never permit it to descend to the depths of petty issues and personal prejudice."

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2. Bennett, H. G. Statements by Presidents of Universities and Colleges on the Educational Value of Military Training. P. 21.

President William B. Bizzell, University of Oklahoma, states:<sup>3</sup>

"I have become thoroughly convinced from a rather long experience that military training as taught in our schools of today, is of inestimable value to the students. For eleven years I observed military training in the Agricultural and Mechanical College of Texas, an essentially military institution and for the past six years I have observed the training in this state university. I am convinced that students taking these courses are acquiring habits that will be of great value to them in any vocation or profession that they may pursue after they leave college. The emphasis laid on promptness, precision, coordination of effort and prompt decision is not so effective in any other place in college life. I have found in dealing with students who have had this training that they are not inclined to shirk responsibility or make excuses when tasks are assigned to them."

Supt. John Nutthal Jr., Salt Lake City, says:<sup>4</sup>

"The Junior R.O.T.C. is outstanding in its teaching of obligations of citizenship, discipline, willing and cheerful obedience, courtesy, loyalty, respect for law and order, exemplary conduct, consideration of others, leadership and many other excellent attributes of good citizenship."

Lt. Col. A.S. Boyd, Ft. Worth, Texas, states:<sup>5</sup>

"We appeal to the students personal pride in his uniform, not to disgrace the same and to be neat at all times. Growth and development is measured by comments from parents and children."

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3. Bizzell, W. B., Statements by Presidents of Universities and Colleges on the Educational Value of Military Training.

4. Nutthal, John, Denver Survey of R.O.T.C. 1935.

5. Boyd, Lt. Col. A. S., Denver Survey of R.O.T.C. 1935.

Supt. W. A. Greene, Guthrie, states:

"The Guthrie High School has just finished three years experience with the Junior R.O.T.C.. The organization seems to have the general approbation of the whole community. The worth of the organization is particularly evident to those who are closely associated with its operation. Qualities of leadership and initiative are developed appreciatively; desirable habits of courtesy, obedience to and respect for rightfully constituted authority, general physical well being and manly bearing make themselves manifest. The Junior R.O.T.C. seems to have come to Guthrie to stay."

## CHAPTER V.

## CONCLUSIONS

1. Interest in R.O.T.C. is growing. Each year we find a number of schools applying for units. In addition to this, we find the enrollment in R.O.T.C. increasing within the schools now supporting units.
2. Military training in high schools is not new. However federal support for such is relatively new. The first Junior R.O.T.C. established after the passage of the National Defense Act was established in 1919. Since that time, eighty-one high schools in the United States have secured units. Twelve of these are located in the Eighth Corps Area.
3. The principal handicap to the establishment of more units at the present time is the shortage of qualified reserve officers for instructional duty.
4. Texas has taken the lead in the establishment of Junior R.O.T.C. units. They not only have the majority of units in the Eighth Corps Area but also lead in the number of schools on the approved waiting list. Oklahoma has only one Junior R.O.T.C. unit in operation and none on the approved waiting list.
5. For the most part, Guthrie students and parents approve the presence of R.O.T.C.. The qualities and values of R.O.T.C. as manifested by the students and parents of Guthrie High School are very commendable. The greatest objection to R.O.T.C. in Guthrie arises from the fact



that some of the parents feel it is creating a militaristic attitude among the students.

6. Ex-service parents are more strongly favorable to R.O.T.C. than parents who have never had any military experience.

7. The results of this study indicate that Guthrie High School could adopt a voluntary plan of enrollment in R.O.T.C. instead of the present compulsory plan.

8. School and Army Officials, parents and students closely agree that the greatest educational value of R.O.T.C. lies in the character training received by the cadets.

## APPENDIX

## ORGANIZATION AND SCHOOL PARTICIPATION IN R.O.T.C.

The matter of organization and school participation is rather definitely defined by the Army Regulations which will be summarized in this chapter. The summary is under three headings, namely:

1. Securing a unit.
2. School participation.
3. Building accommodations.

## SECURING A UNIT.

Under the Army Regulations<sup>1</sup> the steps in securing the unit are:

1. Present the prescribed application form to the Civilian Component Officer in the Corps Area in which the school is located.
2. This office will either accept the application or send an officer to investigate the school.
3. When the application forms have been accepted by the Civilian Component Officer, he sends them to the Adjutant General of the United States for final approval.
4. If the school secures the approval from this source it is-
5. Placed on the approved list and will be supplied a unit whenever it is possible for the War

---

1. Army Regulations. 145-10. P. 35.

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1. Army Regulations. 145-10. P. 35.

National Defense. He should be able to instruct and command a unit commensurate with his rank; to act as a patrol leader or a member of a patrol; write simple field messages.

### THIRD YEAR

Infantry drill and training in leadership.

Physical training.

Musketry.

Map reading.

Characteristics and employment of Infantry weapons.

Tactical employment of the squad and section in attack, defense and security.

By the end of the third year, each cadet should have a working knowledge of the combat principles governing the employment of the rifle squad and section in attack and defense, and security measures applying to the rifle squad and section. He should also be able to instruct and command a platoon and company in close order drill and in physical training; read a military map; conduct the fire of a rifle squad; and demonstrate qualities of leadership by issuing oral orders for the execution of a simple squad or platoon combat exercise at the sand table or on the ground.

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