

Excerpts from

The Junior Reserve Officer Training Corps at Gloucester High School: An Interdisciplinary Study of Community Leadership Development Amidst Societal Change

by **Dr. Erik M. Anderson**, ©2015

Anderson is an educator and former principal at Gloucester High School, Gloucester, MA, and White Mountains Regional High School, Whitefield, NH.

Interviews and correspondence with Phil Kramer GHS'32, Mark Kennefick GHS'66, David Greer GHS'49, David Pistenmaa GHS'49, Warren Silva GHS'55, Peter Garrisi GHS'47, William Goodwin GHS'71, Debbie Goodwin GHS'73, Bob Ryan '65, Thomas Morris GHS'61, Bob Smith GHS'52, Roy Spittle GHS'45, Major Frank T. Chance 1964-67

"In order to be a bigwig in high school, you wanted to be an ROTC officer," remembered Phil Kramer.

... **T**he first cadet Captain was Harry F. Bray. Although he didn't stay locally, after graduating in 1886 Bray went on to establish Brettell & Bray, a textile goods company in New York City. By 1919, Brettell & Bray was a multi-million dollar company, having \$1,000,000 in working capital that year (Polk, 1919). Roger Conant and George Dolliver, the cadet Captains in 1887, were both professionally successful at a young age. Conant, who worked as an engineer at Boston Elevated railway before becoming the manager of the Gold Car Heating & Lighting Company in New York City, was also an inventor. His "Conant testing instrument" became the industry standard for testing the drop at track joints. By age 28, Dolliver had been appointed assistant head of obstetrics at Harvard Medical School, before passing away from a sudden disease (Boston, 1898). Bray, Conant and Dolliver are among the many from the Cadet Corps in the early years who went on to hold positions of influence or authority that impacted their communities and others in it. The early 1900's saw numerous other former Gloucester High School cadets achieve significant success and influence, both in Gloucester and beyond, such as the chief engineer for the Boson & Maine railroad (Frank C. Shepherd-Class of 1888), the owner of patents that controlled aspects of the construction industry (Oliver H. Story-Class of 1889- cement coated nails), and the Principal at a cutting edge high school in New York City (R. Wesley Burnham-Class of 1891- Principal at Haaren High School). Haaren High School was the city's "only Coop high school, designed to bring the school and business into a closer relationship in an educational effort to give the businessman the trained employee he is seeking." (Brooklyn, 1927). Also leading the way at the beginning of the 20th century were the founder of a college (Roger W. Babson- Class of 1894) and a winner of the Congressional Medal of Honor. Babson, previously mentioned in Chapter Two, and who founded Babson College in Wellesley, Massachusetts, was an entrepreneur and business theorist during the first half of the 20th century. While at MIT, Babson convinced the school to include "Business Engineering", which at MIT would become the forerunner to the MBA. His Babson Reports is one of the oldest investment advisory letters in the country. It was in his report of September 5, 1929 that Babson "predicted" the stock market crash by saying, "Sooner or later a crash is coming and it may be terrific." (Galbraith, 1997). The 3% decline that day, September 5th, was known as the "Babson Break". Babson followed his own advice and survived the Stock Market Crash and subsequent Depression relatively unscathed. Ironically, on one of the "Babson Boulders", commissioned by Babson during the Great

Depression to put a little money in the pockets of granite workers is carved the saying “Keep Out of Debt”. For his heroism during World War I, Alexander G. Lyle, a member of the Class of 1908, is one of three dental officers to ever win the Congressional Medal of Honor. Lyle went on to be a Vice Admiral in the Naval Dental Corps, retiring in 1948 (Marine Corps). Additionally, in the first half of the 1900’s, Gloucester High School JROTC saw in its ranks: the son of Clarence Birdseye, the founder of the modern frozen foods industry; a renowned jazz trumpet player; a highly respected New York literary authority; President Kennedy’s Harvard roommate; a gold-medal winning Olympic hockey coach; and several future Congressmen, Mayors, and Presidents of local organizations such as the Chamber of Commerce and Rotary Club. Kellogg G. Birdseye came through Gloucester High School, graduating in 1934, after his father had sold his company and patents for \$22 million, in 1929, to what would become General Foods Corporation (Kurlansky, 2012). Admirably, Birdseye could have gone to school anywhere, but he attended the local public high school, Gloucester High, predominantly because of the JROTC program, and thrived, rising to cadet Lt. Col, second in command, his senior year. William Poirier (Class of 1943), who’d been a cadet Captain, founded the literary journal *Raritan*, a highly respected quarterly review, in 1981, and served as editor for twenty years. Herb Pomeroy (Class of 1948), who played with the ROTC band, went on to be a world class bebop/swing jazz trumpet player who played with Charlie Parker and Lionel Hampton (Wilson, 2014). Pomeroy, who was also the founding director of the Massachusetts Institute of Technology Festival and Concert Jazz Bands, “can remember seeing the high school ROTC marching band march by the house, and boy, I’d get in the window and look out and watch this thing!” (Larson, 1999). Benjamin A. Smith II (Class of 1934), in addition to having been JFK’s Harvard roommate, would go on to be a U.S. Senator and future Mayor Of Gloucester (NY Times, 1991). His son, Benjamin A. Smith III (Class of 1968) coached the U.S. women’s ice hockey team in three Olympics, winning the gold medal in 1998. Another future mayor, Richard R. Silva (Class of 1939), was on the Gloucester School Committee in 1970 and voted against keeping JROTC required. Silva would go on to serve thirteen years as a state representative before becoming mayor. In addition, Mayor Silva served on the Board of Directors of Addison Gilbert Hospital (the hospital in Gloucester), the Sawyer Free Library (the public library in Gloucester), and the Gloucester Little League (Gloucester Daily Times, 2009). After his time as mayor, at the age of 67, Silva became the Chairman of the Gloucester Fisheries Commission. Two other future Mayors of Gloucester, William B. Squillace (Class of 1966) and Bruce H. Tobey (Class of 1971), both of whom also have had highly successful careers as attorneys, had been cadet officers when they were in JROTC.

All of the former Gloucester High School cadets mentioned over the previous three pages held positions of responsibility requiring leadership and strength of character while in high school. They went on to diverse careers and applied their character and leadership over a range of skill sets and areas of specialization. Mostly, their lives were about being the best they could be at whatever they were and often about helping to improve the lives or station of others. Most of them are no longer with us, saving the three who graduated since 1966. As for the others, their exploits are either part of the public record or have been documented in an obituary. With the exceptions noted, what follows over the next several pages are firsthand accounts provided by Gloucester High School alumni. These former cadets graciously contributed to this research by documenting their own account of how JROTC affected their lives and their leadership. Their stories are integral in understanding the generational influence of JROTC at Gloucester High School.

For **John Buckley**, a cadet Major and third ranking officer in JROTC for the Class of 1941, JROTC helped him learn how to get along with people; a social and cultural education as well as a military education. Buckley was a Rockport resident whose family chose to pay so that Buckley could attend GHS for the college prep program. As mentioned previously, at the time it was also a brand new school. In 1941, on the cusp of the United States' entrance into World War II, there were 600 or more cadets in the JROTC and they had an already legendary band. Relating a somewhat humorous, but all too familiar story about the political climate, Buckley (personal communication, August 2014) said he scored #1 on the intelligence exam for the service academies, but the representative was a Republican while Buckley's father was the head of the Democratic committee. Buckley's freshman year at University of Maine, was the time of Pearl Harbor, a date which will live in infamy, and the United States' entrance into World War II. The following year, after the U. S. invaded Morocco, Buckley enlisted. In the service he was an engineer trainee and went to Officer's Candidate School (OCS). Buckley's combat platoon, part of the 10th Armored Division, swept through France and Austria during 1944 and 1945. While he was in JROTC, Buckley, a war hero who returned home to earn a Bachelor's degree in Civil Engineering from the University of Maine in 1949 and his Master's degree in Sanitary Engineering from Harvard in 1950, "had a damned good impression." He learned about "ways to maneuver away from problems that you don't need." Buckley remembered, "Cadets knew what they were expected to do and they were able to do it." Buckley went on to earn millions as a businessman and engineer in the 1960s in Florida when his firm eventually grew to do more than 600 million in business annually. Although Buckley has long since retired, PBS & J, the company he helped found and grow is one of the largest engineering and design firms in the nation with 3,900 employees and more than seventy-five offices from California to Puerto Rico. As Buckley (2014) characterized the companies beginnings, "In 1960, four guys put up \$125 apiece in Miami, Florida to start an engineering, architecture, planning and consulting firm specializing in home air conditioning, air fields, drainage fields and water systems." Buckley, who was the first to design a reverse osmosis plant in Florida, went on, "When I sold the business twenty years later there were more than 3,600 employees based in Miami and it was the largest architecture-design firm in Florida." Applying a lesson learned in JROTC, Buckley and his partners insisted on a "culture of quality" and caring. Exemplifying this culture of looking out for his people, one of Buckley's more lasting leadership legacies was the establishment of his companies' employee trust program, a positive means of motivating and retaining employees; in addition to making Buckley a rich man (J. Buckley, personal communication, August 2014). John Buckley passed away in the spring of 2015 in Coral Gables, Florida (*Gloucester Daily Times*, 2015). Of his many service-oriented endeavors during retirement, Mr. Buckley served on the Board of Directors for the Atkins Foundation, a non-profit that supports education focused community initiatives and a minority scholarship program for minority students who are majoring in engineering.

Another member of the Class of 1941, **Arthur Jones** was a JROTC officer and a letterman in football, basketball, baseball and track. Jones was the first football captain to be a member of the National Honor Society (Greely, 2012) and was Class President. Following high school Jones turned down a football scholarship to enlist in the Army paratroopers and as a member of the 101st Airborne Division, the "Screaming Eagles", made his first combat jump over Holland during Operation "Market Garden". A highly decorated veteran of World War II, afterward Jones again turned down a football scholarship to return to Gloucester to take care of his ailing father and disabled sister, his mother having passed away while he was in high school. Going into the banking business, Jones eventually became President of Cape Ann Savings Bank, the largest local bank on Cape Ann, and held that position for more than a decade. In addition, Jones was inducted into the Gloucester High School Athletic Hall of Fame.

A member of the Class of 1943, **John F. Grillo, Sr.**, another veteran of World War II who served in the Merchant Marines, had been a Cadet Captain and winner of the 'Bachelor award' his senior year for commanding the top Company. Grillo would go on to a life of public service and a thirty-eight year career as a respected public school teacher and administrator in Gloucester, Rockport and nearby Beverly (Gloucester Daily Times, 2009).

Roy Spittle graduated from Gloucester High School in 1945. From Spittle's perspective, Gloucester has always been connected to the military through the Coast Guard and the JROTC. Spittle remembers "the excellent training in preparation for entry to the Armed Forces" and that "JROTC was considered to be very important to the war effort by the school staff and the city." The war was on and young men would be entering the Armed Forces. "The skills learned through the training were invaluable." Spittle highlighted learning to field strip the M1 rifle in addition to the drilling, inspections and obstacle courses. Spittle especially praised the leadership provided by the JROTC US Army Instructors at the time "led by Col. McBride, who provided outstanding leadership. The staff included Captain McNerney and Sgt. Tucker. Both these men exemplified military discipline and set high standards in the classroom and in the execution of all field activity." (R. Spittle, personal communication, September 2014). Spittle said, "The training instilled confidence in your ability to be responsible, follow orders, and to do your best at all times." Having been in school throughout World War II, Spittle said it especially provided "an appreciation for the dedication of men and women serving our country." Spittle volunteered for the draft and served from 1945 to 1947 as a corporal in Army Air Force. Spittle had been the first vocational student at Gloucester High School to be accepted into the National Honor Society and emphasized that "ROTC was instrumental in his having become involved in other activities while in school," such as football, being a class officer, and being elected student representative to the Rotary Club, which helped him "meet businessmen and gain contact to influential men in the community." Spittle himself went on to be a successful businessman, establishing Roy Spittle Associates, Electrical Contractors, which continues to be one of the more successful and well-respected electrical contracting businesses in Massachusetts. Over the years, Spittle fondly remembers his local leadership efforts in establishing a youth center for high school students, which he said helped establish a greater association between the vocational students and the "academic" students (Spittle, September 2014). In Spittle's opinion, the JROTC training "merged with your family and the community culture of doing your best and helping others."

Among his many interesting stories related to the benefits of having been in JROTC at Gloucester High School during the 1940's, **Peter Garrisi** shared, "I didn't go to basic training." Having been the captain of the rifle team, "I had never fired my weapon in the army, so here I am in Korea telling my CO I'd never fired a weapon in the army, but he gave me five rounds and said go over that hill and fire your weapon." (P. Garrisi, personal communication, August 2014). The rifle team served him well. After the Army and Korea, Peter's future wife, a GHS graduate two years younger, said, "I won't marry you if you are going to be a fisherman." Peter and Jane were married in 1956 and after a short stint on the assembly line at the Chrysler plant in Detroit, Michigan, Garrisi took advantage of the VA bill and went to radio, TV and electronics school for three years before being hired by General Electric. "GE hired a bunch of us and I kept getting raises and promotions and my wife kept having babies." In all, Peter and Jane had six children all of whom went to college, mostly in the medical field. Garrisi spent nearly forty years at GE, the latter portion as a personnel manager in Quality Control and Engineering, where he was "in charge of laying off people until I made a life changing decision to lay myself off." Garrisi's decision is better known as retirement. Garrisi sums up his experience in JROTC by saying, "My goodness, that's the best thing that

ever happened to me. It started my life, my career, gave me leadership qualities and all that I am today. It made me a better citizen. I was from a poor family, born and raised in Gloucester. I was one of the few Italians from 'down the Fort' to graduate. I aspired to go beyond fishing and my years at GHS in JROTC are the predominant memories and experiences of my life. One of my key memories is the structure and discipline and helping me to understand all the things that are good in life that I needed and wanted." "My wife was a sophomore when I was a senior and I gave her a ring before I went to Korea. The Navy wouldn't take me; they were looking for career men." Within a week of being drafted during the Korean War, recognizing Garrisi's skills in military science and tactics, "The Army wanted to send me to OCS (Officer Candidate School), but since I didn't want to make a career out of the military, I didn't want it." Garrisi was in Korea for twenty-four months as a Corporal managing Koreans on the front lines and the docks unloading ships. After a couple of years his Colonel called him in and said, "We're not going to promote you because we're going to rotate you home." After his retirement from GE, Peter and Jane lived for many years back in their beloved Gloucester. Jane recently passed away, in the fall of 2014. She and Peter were married for fifty-eight years (Greely, 2014).

David Pistenmaa expected to and looked forward to participating in JROTC while in high school. Even if it had been voluntary in his day, he would have enthusiastically volunteered. "JROTC was a cohesive force for the boys," he said. Pistenmaa was a cadet Lt. Colonel his senior year, which he affirmed, "gave me confidence in leadership positions the rest of my life." For Pistenmaa, JROTC unquestionably instilled a sense of self-discipline and an expectation of discipline in others. In addition, it established a sense of responsibility to subordinates, colleagues and country. With respect to school culture, he said, "Sports were popular and respected, but so was the JROTC, especially the band." (D. Pistenmaa, personal communication, August 2014). As the cadet Lt. Colonel, Pistenmaa was expected to lead many of the various activities and organize the quarterly dances. He also led the PT (physical training) activities his senior year. Pistenmaa, who would graduate from West Point in 1953, attributed his respect for the military in large part, due to JROTC. "Sergeant Barbosa (at the time of Mr. Pistenmaa's attendance, the non-commissioned assistant instructor) instilled in me a sense of duty to our country and Major Galbraith (the commissioned officer who was the lead instructor) encouraged and guided my competitive admission to West Point. "Sgt. Barbosa was like a second father, providing lifestyle advice as well as military knowledge. Major Galbraith changed my life from forestry to the military." Pistenmaa remembered fondly, "The leadership responsibilities in the JROTC made me comfortable in all of the leadership positions I subsequently held in the military and in my civilian life since leaving the Army." Pistenmaa also remembered the experience of working with math teacher J. Raymond Silva, himself a JROTC alumnus and brother of the future Mayor of Gloucester. Silva volunteered his time to tutor Pistenmaa for the West Point entrance exam. As Pistenmaa put it, "He showed how one can go the extra mile to help others." Pistenmaa served in the US Army Corps of Engineers in Korea, Germany and the home front, and was on the select list for promotion to major when he resigned to go to medical school. While at Gloucester High School, Pistenmaa had also been senior class President and between the two positions, he said, "I was active in many, and nearly all, possible activities." The organizational and leadership skills that were reinforced during his four years at West Point served Pistenmaa well, not only as a platoon leader, Company Commander and Intelligence officer in the Army, but also in civilian life as Director of the Dept. of Radiation Oncology at Stanford, Associate Director of the Radiation Research Program of the National Cancer Institute and Chairman of Radiation Oncology at both Fairfax Hospital in Virginia and the University of Texas Southwestern Medical Center in Dallas, Texas. Putting it modestly, Pistenmaa says, "Perhaps because of ROTC and West Point, I always seem to end up organizing and running things."

Also a member of the Class of 1949, **David Greer** remembers his time in the marching band most fondly. Greer, who was the senior color bearer in the band, “opened all of the parties and led all of the parades.” Greer, who would go on to graduate from Yale and write for the newspaper in Berkley, California, took on the nickname of “the Commandant” because of his affinity for getting “in the mode of running various operations.” A practical example of this and the benefit of JROTC training were the Greer family vacations. “They were kind of like military operations; and they were organized very well,” he recounted (D. Greer, personal communication, August 2014). Before working at the newspaper, Greer taught for a few years in the inner city schools in Oakland, “in the ghetto; in a blackboard jungle”, he said. “I took over for a teacher who left after two weeks but I was made of sterner stuff.” Greer remembers JROTC as, “training minds and how they approached problems.” Especially for “the kids who became officers, it was a wonderful leadership experience; teaching them about responsibility and leadership.” Greer also remembers Gloucester High School as being very stratified socio-economically and that JROTC and “the drill and the discipline may have done something to level that out. One could rise from the ranks”, he said, and that sometimes, “(cadets) seemed like men amongst buffoons. It really enhanced the pleasure of being in high school and we really had a lot of fun.” He maintained that students took tremendous pride in the drills and that JROTC provided “another layer of discipline, order and civility.” In retrospect, Greer thought that JROTC “did a tremendous amount for the school.” Originally, if given the choice, Greer would not have gone into JROTC. He did not enjoy “all of the marching around in the hot, dusty ranks.” He asked rhetorically, “Who wants to be ordered around?” Greer enjoyed that the Color Guard was right in front. “I wouldn’t have had nearly as much fun if I hadn’t blundered into the colors” but, even before then, “I began to like it better,” Greer said. The Color Guard was Greer’s, “first command I ever had and it was kind of thrust upon me.” He highlighted the fact that a classmate who would go on to be a lifelong friend, Phil Holden, a future nuclear physicist, “thought about not being friends with me because I was into JROTC, but we ended up being good friends, through JROTC.” Importantly, as pointed out by Greer and nearly all of the other alumni interviewed, having all started as privates, by the time cadets got to be seniors nearly all of them got to be in some kind of command. Accordingly, nearly all male students at Gloucester High School, as long as they got through their senior year and graduated, had assumed some level of leadership responsibility in JROTC. Greer recalled another time in which then, and long time, Principal Leslie O. Johnson decided that his discipline for being in a fight was to work in the kitchen for two weeks. Greer wondered if that is even possible in this day and age. Another way in which Greer’s JROTC training was beneficial was during his time at Yale when he and a handful of other Yaleys ran afoul with a group of “townies” one night. Fortunately for him, Sergeant Barbosa’s training in the boxing program helped Greer to keep “my wits and good looks in tact.” “I can still hear him saying, ‘Jab with your left, cross with your right,’” Greer recalled over sixty-five years later. Recalling his JROTC training and the tactics of how to left hook into the solar plexus, Greer made it through to tell the tale and graduate from Yale. Incidentally, the Yaleys and townies parted ways amicably that night and the police never were the wiser. Greer is proud to be a patriot. “I’m glad I carried the American flag as Captain of the Color Guard. (Today) I put my flag up on all occasions and I play taps on my coronet.” Greer has maintained his former childhood home in Gloucester and compared to his other home in the Berkeley area, “I come to Gloucester and I’m amazed to see how many flags there are. It’s a wonderful thing.” Looking back fondly on his time and leadership responsibilities as color bearer, Greer said, “If the Color Guard took a wrong turn, the band took a wrong turn. I’d map out the entire parade route because I wanted to know where I was going. I wasn’t particularly oriented toward responsibility when I went in, but when it was thrust upon me, I did enjoy it and was not afraid to accept it.” Greer, recounting his rifle range training specifically, emphasized that, “People tend to be afraid of things they don’t understand.” Greer reflected that, “The discipline, familiarity and respect; that

seems lost on people today.” Not having served in the military, Greer says proudly, “I’ve never pointed a gun at anybody and never threatened anybody.” Greer is a man of integrity and this is undoubtedly true, other than during the occasional fight, perhaps.

Charles Foster was another 1949 graduate who applied the leadership training in JROTC to his life’s work. While in JROTC, Foster had been on the rifle team and marching band. After being discharged from the U.S. Army 31st Infantry Division, Foster returned home to Gloucester and helped to grow what would become a very successful family business. Having attended Burdett College, where he studied business administration before his time in the Army, Foster was well suited to help Foster’s Oil Company, which his father had just established while he was in the Army, thrive. Charlie and his wife Marilyn purchased his father’s share of the business in 1957 and continued to expand until at the height of his business Foster owned and operated five retail gas stations, an auto repair shop, and a weekend racing-tire company. Foster won numerous civic awards and was a mentor to hundreds of employees over the years, for which “Foster’s” was their first place of employment, including many boys still in high school. He modeled a strong work ethic and attention to detail for many who would go on to open their own businesses. For over twenty-five years, as a member of the local Rotary club, Foster chaired the annual Pancake Breakfast, which raised over \$250,000 over that time for local charities, including a senior center and food pantry. Foster also served on several committees for the Cape Ann Chamber of Commerce over his forty years of membership and served on the Board of Directors of Action, Inc., Cape Ann’s primary anti-poverty agency for another quarter century. In 2007, at the age of seventy-seven, Foster was recognized for his cumulative efforts as the Cape Ann Businessman of the Year. Most notably, to top off a life of service, in late January 2009, a week shy of his seventy-ninth birthday, Foster helped rescue a neighbor whose house was on fire. For this heroic action Foster received the Red Cross Community Hero Award that year (Greely, 2013).

Donald H. Emero, the commanding cadet officer for the Class of 1950, after his years of service as Chief Engineer of the space shuttle program at Rockwell Boeing, was awarded the Distinguished Public Service Medal, the top award presented by NASA (National Aeronautical and Space Administration) to a civilian (Orange County, 2011).

Ron Gilson (2006), a member of the Class of 1951 and author of *An Island No More*, a memoir about Gilson’s years growing up in Gloucester, fondly remembers **Anthony “Tony” Gentile**, the ROTC bandleader for decades, and for whom the gazebo in the city’s most prominent park, Stage Fort Park, is named. “It was such a big deal to be in that band,” he said. Gentile gave one-on-one and small group instruction to new band members at his house to familiarize them with the music, marching and other band routines. These lessons were required if a student wanted to play in “his” ROTC band. And his band, it was. Gentile, a rather short man who was always meticulously dressed, was a multi-talented musician who demanded excellence. In that era, his bands were legendary. According to Gilson, Gentile would say, “you musta marcha straight, you musta marcha proud, marcha just like Mussolini!” Gentile, who personified the American Dream and was representative of so many other southern Europeans who came to Gloucester, emigrated from Palermo, Sicily before World War II, raised six children with his wife Albina, and ran a highly successful tailor’s shop in addition to directing the band. Gilson also remembered when he was a younger boy the ROTC drummer and trumpet players who would play cadence behind the hearse escorting coffins of returning veterans from the train station to the cemetery, where taps would be played and echoed by the two trumpets over the casket. JROTC at Gloucester High School took on new meaning and importance after the war. Pistenmaa stressed that, “Immediately after World War II (when he was at GHS) there was a tremendous respect and appreciation for the military in general and the scores of Gloucester men

who had died in the war.” Gilson also emphasized the patriotism of Gloucester in the years following World War II. Industry was thriving, people were united and patriotism seemed to permeate peoples’ lives. For several years, Gloucester was the host for the annual Massachusetts American Legion convention, a huge event at the time with lots of parades and partying. There were few students and families who would dare question having to participate. After graduation, Gilson and many of his classmates either went to Korea or, as did Gilson, joined the Navy Reserves.

Robert “Bob” Smith, Class of 1952, retired as a Captain at American Airlines, and served as chief pilot at the airline’s Buffalo and Boston Crew bases. Smith maintained, “My thirty years with American Airlines was definitely aided and abetted by my early JROTC training.” Smith remembers the Gloucester community as being very supportive of the JROTC, but remembers it as “ROTC for many years, not JROTC. When we went on parade downtown, people cheered and clapped.” At the time, like most others Smith had a very supportive opinion and understanding of the military. Like the older Buckley, Smith “lived in Rockport and paid tuition to go to GHS and participate in all the school had to offer.” Smith, who was briefly a Naval Reserve Midshipman after high school, was honorably discharged and theorized, “Learning to obey orders prepares one to give orders.” Smith thought, “Although never on active duty with the military, JROTC touched me many times in my aviation career.” Providing further detail about his civilian service in Vietnam, Smith said, “As a civilian, I flew General Sibley of the Army Corps of Engineers to Strategic Air Command bases and spent a little over a year on special assignment, flying troops and supplies to the Vietnam War zone.” While in high school, Smith had been in the drama club and acted in several plays. He was also on the JROTC Drill team and Rifle team but was disappointed that he only rose to the rank of sergeant while at Gloucester High School. In spite of that, he said, “It was very successful in preparing me for life.” Smith, who characterized himself as a late bloomer who didn’t really grow up until his mid twenties, attributes the successes he accomplished in his life “to those formative years when some valuable precepts of the ROTC training rubbed off on me.” For Smith, the airline industry closely resembled military operations in “wearing uniforms, making critical decisions, giving orders, maintaining proficiency, and, if you will, being an officer and a gentleman.” After Smith flew his last flight, he said, “I never crashed, I never killed anyone, I never so much as scratched an airplane, I never failed a test, and everyone who flew with me got to sleep in a bed that night.” (R. Smith, personal communication, August 2014). All a reasonable measure of success if one is an airline pilot and although Smith may not have pointed it out, an indicator of his modest, service-oriented leadership.

Levi Rudolph (personal communication, September 2014), a member of the Class of 1955 who graduated after the police action in Korea but before Vietnam, recalled that he and ten other classmates were in the same basic training company at Fort Dix. “So many of us went into the same place at the same time,” he said. Rudolph thought that while in JROTC, “We had cohesion, a sense of team. We were really part of something.” Rudolph also remembered Bob Stevenson, also a member of the Class of 1955, who ended up being a career officer, “He was the last guy in the world I thought would ever make a career out of it. He had not enjoyed JROTC, hated to wear the uniform, but he did and retired, disabled by an accident in Germany, from the Army.”

Lt. Col. (ret.) Warren Silva, Class of 1955, attended the Citadel in South Carolina. First commissioned a Second Lieutenant in the U. S. Army in 1959 after graduation from the Citadel, Silva went on to be a highly decorated war hero. Modestly, Silva said, “I was airborne certified, with two tours in the Airborne and a dual rated Army Aviator who flew as a helicopter pilot and unit commander for three one-year tours in Vietnam during the period 1966-1975.” Most assuredly, although he may not relay the story directly, Silva

saw many of the most heroic and most horrific facets of that war. Afterward, Silva was one of the fortunate sons to return relatively unscathed and retired from active duty in 1979, at which time he immediately returned to Gloucester High School to become the Senior Army Instructor. As pointed out in Chapter Three, unbeknownst to him at the time, Silva would be the final Senior Army Instructor at Gloucester High School. While in high school, Silva (personal communication, August 2014) thought that being exposed to active duty (at the time) non-commissioned officers (NCO's) and officers he admired convinced him that these were the type of adults he most wanted to associate with and emulate. It also taught him that, "Sometime you must obey and respect authority, even though in all cases you may not like the individual in charge, issuing the orders." Silva recounted that cadets were required to be responsible, punctual and dependable more so than other high school activities, in addition to providing a respect for weapons and the safety requirements that came with them. As mentioned previously, in Silva's day cadets were provided marksmanship training with .22 caliber rifles, underneath the boy's locker room in the old gym, where there was an eight-lane rifle range. Silva reminisced that Gloucester JROTC "had a rifle team that was so good that every year they went out to West Point for a match against the plebes at the United States Military Academy." Sometimes, they won. From Silva's perspective, cadet leadership positions required leaders to direct their classmates, as well as members of the upper classes, to follow orders without having any real authority to enforce them or punish those who chose not to obey them. As Silva said, "If you learn to get things accomplished under those conditions it makes it much easier to handle these same duties in your adult life, including family management." Such successes also made it easier to accept positions of responsibility, Silva theorized, because of having gained the self confidence and desire to step forward and take command of situations that require leadership and direction. For Silva, JROTC was the start of learning to influence people to do those things that he wanted or needed them to do and to help them enjoy what it was they were doing. As Silva remembers, "It was much easier as a military officer, or for law enforcement, a school teacher, or other people with recognized authority" to get people to do what you want than it was to accomplish "when it was my peers and you have no official authority." According to Silva, the type of leadership that requires the earning of respect was learned in JROTC and that these leadership traits translated to his adult life and the lives of many others. Regarding the status of JROTC while he was in high school, Silva said, "Many of my older friends were not only in it, but enjoying learning about the military, wearing the uniform, marching and practicing the manual of arms." Besides, in the 1950's when he went to Gloucester High School, "All students, male and female, were used to being told what they could and could not wear to school." Silva theorized, "This likely made wearing the uniform on Tuesdays and Thursdays easier for all of the boys than it would be today (although present Senior Marine Instructor Muth and Marine Instructor Carcel DuBose seldom experience difficulty with students who've chosen to be in JROTC). Silva achieved leadership positions, first as a cadet Master Sergeant his junior year with the responsibility of commanding a squad, and then as battalion commander, one of the top three cadet officers in JROTC, during his senior year. Silva considers the culmination of his JROTC experience as being "accepted to and entering the Citadel." Having not been a serious student until "about half way through (his) senior year," Silva was sure he was offered entrance mainly due to his strong military performance in JROTC and a good recommendation from then Senior Army Instructor, called the Professor of Military Science and tactics at the time, Major William T. Call. Summarizing the impact of JROTC for him, Silva said, "JROTC led to the military being my life's work, so I guess that it became the driving force in what I wound up doing with my life." (W. Silva, personal communication, August 2014). Silva also played football for a couple of years and was on the varsity hockey team his junior and senior year. He saw his athletic pursuits, requiring dedication, teamwork, budgeting of time, and the willingness to practice and improve, as being complimentary to his JROTC training. Among Silva's high school experiences, JROTC

ranks 1st, while playing on the hockey team ranks 2nd. As he said, “I put hard work into each experience and was able to achieve success.” Although Silva had no prior direct family connection with the military, it is worth noting that both of his sons would go on to make the military their careers (W. Silva, personal communication, 2014).

Dick Wilson, one of the preeminent community leaders around Gloucester to this day, graduated in 1958, at “at the crest of JROTC” as Wilson describes it. He went on to the University of Massachusetts and married his wife Barbara. In 1965, Dick was elected to the Gloucester School Committee and served for twenty-five years. As he remembers, “Protesters were against ROTC and anything they could get their hands on.” Wilson, who maintains that the culture of JROTC was unique in Gloucester, said, “This kind of a cultural thing was so far removed from where we (the country, society) were going; it had to change. It was the 60’s. It had to change.” When the time came, Mr. Wilson was the lone vote to keep JROTC compulsory (R. Wilson, personal communication, October 2014). However, at the age of fifteen, Wilson hadn’t been particularly interested in doing it. In terms of his leadership style, as he puts it, “Tell me to do something and I might not be interested, but if you ask me to do it, I’m there for you.” Reflecting on how JROTC affected his daily approach, Wilson said, “Now, I never go out of my house without my shoes shined and I am very cognizant of other peoples’ feelings. I was taught to respect the authority of others.” Treating people with respect, while maintaining a steady push for progress and results are the hallmarks of Dick Wilson’s leadership. Dick sees himself as a mediator and facilitator. “That’s how I’ve led most of my life.” Wilson’s philosophy is to subordinate his ego to everyone else. “I began to learn that in JROTC,” he says, “which I loved and hated; interesting dichotomy.” His biggest memories are also of Field Day and the Sergeants Party dance. “That was a major deal with thousands of people,” he said, although his last “souring” with JROTC resulted from a conflict with that event his senior year. Wilson, who would go on to play professional baseball in Canada for two years, and for whom baseball was “100% of my focus...from when I was four years old”, had a quarterfinal playoff game in Brockton (which in 1958 would have felt like it was further away than it does now). Wilson was promoted to corporal his senior year, but in his eyes only because he was a senior. Summarizing how he felt about the conflict, Wilson said, “JROTC got in my way; in the way of baseball.” He played the playoff game and was late for the dance. Wilson remembers being “scared of guns” and his M-1 training with live ammunition and that although he had graduated in the 1950’s, “Vietnam took a segment of my class.” Wilson also remembers that many cadets, about 10%, he recalled, couldn’t handle the discipline or leadership expectations and got kicked out. Generalizing, Wilson said, “They ended up in the street, dropouts, addicts, fishermen.” Interestingly, Wilson attributes some of his original success as a businessman, to ties with the mafia. As he put it, “I bought a 45,000 square foot office building in Boston, with three guys from the ‘Gloucester Mafia’.” Even so, Wilson always kept his dealings above board, reflecting, “I owe this city more than I could possibly give back.” (R. Wilson, Personal communication, October 2014)

Colonel (ret.) Clovis “Dewey” LaFond, who also graduated from Gloucester High School in 1958, remembers the Gloucester community as being “100% supportive of our armed services” and as having been “especially proud” of the JROTC program. LaFond remembers other schools in the area as having been “envious of our Army program.” LaFond also graduated from West Point and served twenty-nine years on active duty before retiring in 1992 as a full Colonel and a seven year stint at the Pentagon, as a civilian on the Army General staff (C. LaFond, personal communication, September 2014). Dewey’s younger brother Michael was the Cadet Colonel in 1959, was a Distinguished Military graduate from Yale University, and served five years active duty. The LaFonds grew up in Rockport, adding to the list of

Rockport boys who chose to attend Gloucester High School for the JROTC program, and Dewey figures he was “born to be a soldier.” He recalls the various events as being “black tie and attended by some very highly regarded community and regional leaders.” The JROTC program was a big deal for Dewey and he could not wait to be involved. According to LaFond, “JROTC provided me with my first opportunity to gain experience working with active duty Army officers and senior enlisted personnel. I enjoyed the challenges, the individual and squad competitions and was hooked and decided to apply for an appointment to West Point during my junior year.” In LaFond’s day, the senior class cadet officers “ran the yearly program with guidance from the active duty military personnel. We learned to set the example, work as a team, think on our feet, plan effectively and be responsible for our actions and decisions.” As an example, LaFond highlighted planning “the weekly Tuesday and Thursday drills held during regular school hours. We coordinated requirements for the various formal drill competitions, the annual visit from the active Army Inspector General and the end of the school year cadet company field day. This experience really helped me successfully meet the challenges of Plebe Year at West Point.” For LaFond, the Army has always been about quality people. “The active duty Army personnel assigned to the GHS JROTC Program were outstanding. Colonel (then Major) William T. Call Jr. was an inspirational leader, a combat veteran, well respected in the local community and devoted to his work. Early on at GHS, I knew I wanted to be associated with men like Colonel Call. The senior non-commissioned officer at GHS was Master Sergeant (then Sergeant Major) Douglas Russell. Over my many years in the Army, I can remember only a very few senior non-commissioned officers as outstanding as Sergeant Major Russell. GHS was most fortunate to have these outstanding mentor/leaders (LaFond, September 2014). Other students who were taught by Russell felt indebted to him as well. Admittedly, graduating seniors are typically prone to superlatives when writing notes on senior photos, but multiple photos in the GHS archives have notes to Sergeant Russell such as “the greatest person I ever met”, or “I only hope I can be half the man you are.” (Gloucester High School, historical files) Repeatedly, the Army officers and NCOs who were assigned to the Gloucester High School JROTC program were the recipients of high praise from their former cadets for their mentoring, guidance and leadership. LaFond was very busy during his years at Gloucester High School, having also played football, in addition to being in the French club and Student Council, and learned how to manage his time, set priorities (including academics being first and foremost), be a good team player and focus on the task at hand. With tremendous competition his senior year among some very talented classmates, LaFond was most proud of having been selected to be second-in-command of the JROTC program. He attended the University of Pennsylvania for a year before entering West Point and “was very proud to have been accepted to an Ivy League school.” For LaFond, JROTC helped him “gain valuable experience in leadership development, enhanced my self confidence through success in a variety of JROTC challenges and developed a clear picture in my mind of where I wanted to go and what I wanted to do for my life’s work.” During his senior year at GHS, LaFond had to learn how to prepare a military style stand-up briefing. Success depended on “my ability to research the subject thoroughly, develop a logical, clear and concise format, and make the presentation in a forceful, confident manner.” As a high-ranking officer and member of the Army general staff, Colonel (ret.) LaFond gave numerous briefings to senior Army decision makers during his thirty-seven year career. LaFond refers to the ending of the Army JROTC program at GHS in 1986 as “a real shame” remembering that during his time “all the impacts were positive and the program was fully supported.” LaFond feels fortunate to have attended Gloucester High School at the time he did, summarizing it as “a time of excellence” in other areas besides JROTC. “The football team was state champions, the band won many honors and the girls’ drill team was a great marching unit. Most importantly, the faculty was dedicated to creating an environment that helped students maximize their potential.” (C. LaFond, personal communication, September 2014).

Stephen Dexter, a member of the Class of 1959, remembers many positive relationships that have stuck with him. While he was on the GHS rifle team that went undefeated for four years, other than their exhibition matches against West Point, he acquired a nearly expert knowledge of how to assemble and disassemble several weapons. While in the Navy, Dexter served aboard a submarine, the USS Sea Robin, stationed in Groton, Connecticut. Upon reporting for duty, Dexter informed “the Chief” (Dexter’s immediate supervisor, not the commander of the vessel) that he could clean all of the used weapons blindfolded. “The Chief”, being very upset about the condition of the weapons, gave Dexter an opportunity to take care of the problem, although not blindfolded. Dexter took care of the dirty weapons and from that day forward he could do no wrong aboard the Sea Robin. In fact, “the Chief” let Dexter use his personal vehicle for a few trips home to Gloucester when on leave (S. Dexter, personal communication, August 2014). Dexter was another of many Gloucester High School JROTC cadets who got a head start, and got ahead, as a result of their training.

Thomas “Tom” Morris, a member of the Class of 1961, remembers, “growing up in the 1940’s and 50’s, the role the military played in the country’s history was well known and respected. Both World War II and the Korean War had taken place and continued to be important. Most people of my generation had numerous family members who served in those conflicts, so military service was respected and often discussed.” For Morris, the role of JROTC in the community was one of mutual interest since, “my and previous generations had all participated (in it).” (T. Morris, personal communication, September 2014). As Morris saw it, the history and pride that the community and high school had in the JROTC program during his time lent a positive impact to the program. According to Morris, JROTC taught him “discipline, teamwork, respect for others, care for personal appearance and sometimes having to do things you might not personally agree with.” He learned to “get things accomplished” with his fellow cadets. Morris was Cadet Colonel and Brigade Commander his senior year and was one of three cadets in the program’s history to win all three Haskell medals, given to the highest performing cadet in drill, with the rifle and with the saber. Even before he attended high school, Morris thought the JROTC cadets were impressive and mature looking. “You would see the cadets in uniform around town,” he described, “so early on I became aware of its impact on the school.” In addition, Morris added, “Their parades and other events were witnessed by kids growing up, so the JROTC presence was well known.” Being in high school from 1957 to 1961, for Morris it was always possible that military service would be required after high school, “I would have taken it, even if it hadn’t been required, for preparation for military service.” Morris “always respected the armed services because of the sacrifice and success prior generations had accomplished. JROTC fortified my belief in that.” For Morris, “The regular army officers and NCOs in charge of the program were men who I admired.” Although Morris played on the only undefeated basketball team in school history, due to the success he achieved in JROTC, his most satisfying high school experience was having been in the program. Morris was also a Junior Rotarian, in National Honor Society, in the History club, and on the track team. From his perspective, “I was able to take on leadership roles in these groups because of the confidence I learned in JROTC.” Morris also “learned that being able to lead, you had to understand those you were supposed to lead, their strengths and weaknesses, when to be firm and when not to and that being respected was crucial in obtaining goals.” Reflecting on what skills he learned while in JROTC, Morris offered, “Being able to adjust to many different people with different personalities and being able to work together. That culture of working together for a common goal no matter how big or small has remained with me.” Morris concluded, “Being chosen Cadet Colonel, being in NHS, and being on the basketball team proved to me that effort and hard work can pay off.” Morris attended the Citadel Military College in South Carolina and initially intended to pursue a military career. “Although I did not do that, I learned from both schools to

be honest, trustworthy, organized, patriotic and confident in my own abilities.” Morris enlisted in the U.S. Army in 1966 and was discharged in 1969. While on duty, Morris served “in military intelligence and was the Special Agent in charge at the Dusseldorf Field Office in Germany.” Morris, who settled in Rockport and went into business and broker services, remembers, “The culture at GHS was probably affected more by the JROTC program than any other. The social fabric of the school centered around the major JROTC proms (including the Sergeants Party), which were very gala affairs. The Parades and Field Day always brought out the community. Most students respected being in the JROTC. There were very few disciplinary problems. I believe it had to do with respect for the organization, as well as knowing the school administration would not tolerate dissent.” (T. Morris, personal communication, Sept. 2014).

For **Robert “Bob” Ryan**, the Cadet Colonel, or commanding student officer, in 1965, “There is no doubt that it was a contributing factor and influence in my life. I loved it and it has made me a better person. JROTC, along with my parents, molded me into what I am today.” (R. Ryan, personal communication, September 2014). Ryan, who is presently the General Manager of the Cape Ann Transportation Authority, or CATA bus system, and has otherwise served as a community leader in a number of capacities on numerous and repeated occasions over the years, would not exchange his experiences in JROTC for anything. Ryan’s family had established a tradition of military service, as “Just about all my uncles on both my father’s and mother’s side belonged to one branch of the service or another, and both my father and oldest brother served in the Marine Corps. From the time I got to GHS I could not wait to belong to the ROTC and follow in my father’s and my brother’s footsteps. Ryan remembers the discipline, friendships and camaraderie, as well as what he learned. The highlight for Ryan was “being chosen by the Principal, teachers and military science instructors to be Cadet Colonel, in charge of 800 cadets, and secondly for winning the Haskell medal for individual drill.” Other than his JROTC accomplishments, Ryan is most proud of having been captain of the golf team that won seventy-seven of eighty matches. Ryan didn’t serve in the armed forces, but after his time in the ROTC at GHS, he served two more years of ROTC in college. While in college in Mobile, Alabama, Ryan, who also played golf, was an ROTC First Sergeant and passed his Officer’s Candidate School (OCS) exam should he have been drafted. He wasn’t. “I experienced first-hand the anti-military movement as a result of the Vietnam war and was very disappointed in how veterans were treated through no fault of their own” (Ryan, personal communication, 2014). What Ryan learned, commitment, loyalty, discipline, hard work, honor, and sound character, he applies today. “I learned to appreciate the dedication and sacrifices individuals make for people to have freedom and live in the greatest country in the world,” Ryan stated proudly. This sentiment and passion is representative of the Gloucester community as well, as evidenced by the number of citizens who display the flag, with reverence, or the number of people who attend various memorial or remembrance ceremonies. For Ryan, “JROTC instilled in me the importance of treating all people with respect and dignity and that hard work, loyalty and commitment does pay dividends.”

An amusing example of situational leadership and initiative demonstrated by the JROTC cadets occurred during the last year the program was mandatory for boys, 1969-70. The final Brigade Commander during this era was Cadet Colonel **Barry Pett**, who today is the Director of Community Outreach for the State Minority Leader, Senator Bruce E. Tarr, himself a 1982 Gloucester High School graduate. The drama teacher during Pett’s senior year, whose name Pett no longer remembers, owned a Volkswagen Beetle, a uniquely small automobile. This particular car caught the eye and imagination of the adventurous Pett. One day, he and his fellow cadets, eight in all, relocated the car from the parking lot to the inside of the school building, right outside the Principal’s office. Fortunately the car was undamaged, all parties reacted to the

amusing antics in good humor and the cadets returned the VW Beetle to the parking lot with nary a scratch (B. Pett, Personal communication, May 2015).

Kendrick Rattray, Jr. graduated in 1977 knowing that he was going into the military. He signed up for JROTC (now an elective in the mid-1970's) right away, knowing it was what he wanted for his military preparation. Rattray's first impression of JROTC was "one of awe" while doing drill movements. After all, he'd signed up knowing he was going into the service. As Rattray remembers, "Most of my Class (of 1977) went into the service." Although this percentage may be a stretch, Rattray's perception does shed some light on how the significant presence and tradition of the JROTC program persisted and also how much respect for the armed services the city of Gloucester had and still has. Rattray would go on to retire from the Air Force after thirty years as an E-9 Chief Master Sergeant. His highest job was "the 46th Test Wing Superintendent equal to a Command Chief position with roughly 1,000 enlisted personnel and nearly 3,500 military and civilian personnel in the wing." While at Gloucester High School, Rattray represented the school during rifle team competitions and remembers shooting well at the state competition. A vocational student, Rattray was in the Automotive Technology program for three years. He considers his greatest accomplishment while in high school to be "building an engine during my first year of Automotive Technology shop, installing it in a car and seeing it run." Rattray is also very proud of having made First Sergeant in JROTC, and being able to apply "life experience and team leadership principles. I'm a true believer in shared teamwork, even today." In terms of high school experiences, JROTC ranks second for Rattray to automotive mechanics, which as he put it, "was my livelihood and still is." It was one of the biggest influences of his high school years, however. "JROTC contributed to my leadership skills and the rifle team contributed to my marksmanship skills," Rattray said and he sees JROTC as having been "a great base for my life in the military." Upon entering the Air Force, Rattray's understanding of the military gave him a head start, allowing him to rise to the top of his technical training (jet fighter maintenance) and hold leadership positions early on in his military career. "During basic training in the Air Force, I achieved the small arms expert rating and twice afterward prior to going overseas. I would not have learned to shoot that well without the rifle team training." Rattray, who continues to work as an electronic technician shift lead for a defense contractor, says he uses the management skills he developed every day overseas (K. Rattray, personal communication, October 2014).

Although not mentioned in Chapter Two, **the Jewish community of Gloucester and Cape Ann** had a major influence on the communities' development and many of the most influential Jewish citizens played a major role in JROTC during their high school years. Dr. Morris Pett was appointed the city physician in the 1950's and was universally beloved. An example of his characteristic leadership reveals why. When the city wanted to honor him with a car, he insisted that they purchase an incubator for the hospital instead (Dunlap, 1998). Saul Feldman operated Magnolia Manor, a renowned health club and spa, otherwise known as a "fat" farm, for women, in the Magnolia section of Gloucester. Melvin Bernstein, the first Jewish lawyer in Gloucester, went to Harvard University and returned to Gloucester to practice admiralty law in the 1930s. He also served on the city Playground Commission. Benedict Karr, a Director at the Cape Ann Savings Bank, was the first Jewish President of the Rotary Club and was also a President of the Cape Ann Chamber of Commerce. Henry Rosen returned to teach French at Gloucester High School before eventually founding WGBH radio and television in Boston. Leo Alper served as the Mayor of Gloucester from 1976 to 1983. A few other high school graduates from the Jewish community of Gloucester who made a profound leadership impact, although not necessarily in Gloucester, were: Hilton Kramer, Class of 1946, editor of Arts magazine and chief art critic for the New York Times; Henry Hurwitz, Class of 1904, who founded the Menorah (later

Hillel) Society at Harvard; and Colonel Mel Rosen, Class of 1935, who attended Massachusetts Institute of Technology for Aeronautical Engineering. Rosen went on to graduate from West Point and survived the Bataan Death March (Dunlap). Rosen didn't settle in Gloucester, but was the Valedictorian of his graduating class, a Cadet Captain and Company Commander while in high school. His experiences in Army ROTC started a lifelong love affair with the United States Army. A stirring example of his leadership qualities resulted from the fact that circa 1936 all first year cadets at the United States Military Academy (West Point) had to choose between mandatory Catholic or Protestant church services. Rosen joined with a small group of other Jewish cadets who gave up their only free time, Saturday afternoon, to attend Jewish services in the office of the Protestant Chaplain. This group was the beginning of the first Jewish Cadet Chapel Squad in the history of the United States Military Academy (Shinhoster Lamb). Rosen retired after thirty years from active duty in 1970, the same year JROTC became an elective at Gloucester High School, having been awarded the Silver Star, Legion of Merit with Oak Leaf Cluster, Bronze Star, Purple Heart with Oak Leaf Cluster, Army Commendation Medal and numerous other service medals. These former cadets also exemplified a service leadership orientation that is a common theme amongst the featured JROTC alumni. Most had assumed officer positions their senior year, but many did not. Regardless, their leadership and the lessons they learned in JROTC emerged throughout their adult and professional lives.

Silva (personal communication, 2014) points out as significant the number of graduates who have attended and graduated from the several service academies, plus those who have gone to the various civilian military colleges, such as the Citadel, Virginia Military Institute, Norwich University and the Massachusetts and Maine Maritime Academies, and made the military their career. Numerous alumni who still reside in Gloucester credit their JROTC training for making basic training in all services much easier and for enabling them to secure leadership positions in their training units and selection for the advanced training schools and assignments that they desired. Silva emphasized, "This from many students who had little or no use for JROTC when they were students, as well as those who liked or did well with the training." Clearly, whether they enjoyed JROTC or not, their leadership skills and potential benefited by it.

END

Did you know that the memorial park area on the high school grounds to the soldiers who served in Vietnam was the first Vietnam Memorial at a school in the United States. 1981

...The 32nd Annual Phi Delta Kappan/Gallup Poll of the Public's Attitudes toward the Public Schools (2000) asked respondents to rate the importance of seven different "purposes that have been offered to explain why America needs a system of public schools." The purpose that earned the highest average rating was "to prepare people to become responsible citizens." In 2006, a National Center for Education Statistics survey asked respondents to choose which 8 reasons for public schools seemed most important to them. Twenty-five percent cited "to give all children a chance to get ahead and level the playing field" as their top reason (Kober, 2007). These perceived purposes: the preparation of responsible citizens, all citizens, combined with adaptability in solving problems, which have held true for generations of Americans, have also been essential ingredients when developing leaders...

...For over a century, the JROTC program at Gloucester High School has successfully developed young leaders with character who were prepared to become responsible citizens in the Cape Ann region of

Massachusetts and beyond. The impact upon leadership development and lasting cultural significance of the program is personified by the experiences of the many thousands of former JROTC cadets who have gone on to impact their communities and the lives of countless others...

...Mandatory for all male students from 1885-1970, the development of young leaders in Gloucester through the high school JROTC program provides a unique perspective and keen insight into community leadership and the development of the city and region for over 100 years. The primary method used in the study was informational surveys and in depth interviews with numerous JROTC alumni from the past 75 years, as well as the instructors and cadets currently in the program...

...Accordingly, this study presents original insight into how a specific instructional program dedicated to the development of young leaders, Gloucester High School JROTC, has translated into community leadership and development across generations... leadership and development across generations...

... In and around Gloucester, the examples of Gloucester JROTC alumni in influential leadership positions are numerous. How JROTC affected their development and influenced their lives provides the core of this study in leadership development...

... Military drill and tactics became a part of the Gloucester High School curriculum with the creation of the Cadet Corps one hundred-thirty years ago, when in 1885 it was made compulsory for all male students by the new Principal, Albert W. Bacheler, who first presented the idea of forming a military organization to the young men at the school. The boys accepted, Bacheler established the military department, and instruction in military drill and tactics began. The program would provide leadership training for all young men who were sophomores, juniors, and seniors at the school for the next eighty-five years. ...

...In 1886, the first Haskell medal was presented, in honor of Colonel Edward Howard Haskell, a Civil War veteran and prominent Gloucester businessman and public servant, who had also been the Representative from Gloucester in the Massachusetts state legislature and later Assistant Adjutant General. Colonel Haskell presented the medals every year for over thirty years until his health no longer permitted it (Kevin Wheeler history, 2004). In addition to the medals, the will of Colonel Haskell, who passed away in 1925, provided \$20,000 to “aid deserving students of both sexes, graduates of the Gloucester High School, who may need assistance in college or technical institutions. The income each year is to go to five or six students who appear best qualified and most entitled to aid.” (Fiftieth Anniversary of Military instruction in the Gloucester High School; 50th Anniversary History Committee, 1935) Ninety years later, these scholarships are still presented every year to qualified Gloucester High School graduates. ...

...“Military drill and tactics met with almost instantaneous success and has continued so right up to the present day. Of note, beginning in 1895, and continuing until 1914, there were six consecutive appointments to the USMA at West Point from the ranks of Gloucester High School graduates; a record not equaled or excelled by any other institution of learning.” (Gloucester Daily Times. Reporting on the death of Albert Bacheler, June 21, 1929)....

As documented in the Fiftieth Anniversary book (1935), *Gloucester's appreciation "of the military and naval needs of our country" was proven in that, by June, 1917, just after the United States had entered the war, 237 former GHS cadets were serving as officers and enlisted men in the service branches. Furthermore, as reported in the Fiftieth Anniversary book by the Cadet Colonel of the Class of 1917, Temple A. Bradley, "Practically all from our class who were physically able entered the service before November 11, 1918." This date, recognizing when the guns in Europe fell silent, first known as Armistice Day, is now celebrated as Veterans Day.*

We learned what price men paid for the privilege of wearing U.S. on their buttons.

"That is one of the best trained units I have ever been privileged to review." (Anniversary, 1935). The following year, the reviewing Lt. Col. said, "I think the Gloucester unit is the best high school unit I have ever seen."

THE CASE STUDY Gloucester, Massachusetts, a community, which exemplifies service to community and country, claims the distinction of being our nation's oldest seaport, established in 1623. It also has the distinction of claiming one of our nation's longest standing high school military training programs. For eighty-five years, from 1885 until 1970 the training was mandatory for boys at Gloucester High School. For the first thirty-four, Gloucester was what the War Department called an "Essentially Military School" (Long, 2003). An "Essentially Military School" was one designated by the War Department as having a program in military instruction that resulted in graduates who were sufficiently well versed in military science and tactics so as to increase the efficiency of the military establishment of the United States. As compared to today, circa 1885 there were many such schools. In 1919 the scope of the program was substantially broadened when it became an official Army JROTC program, one of thirty such schools nationally at that time. Also, beginning in 1944, although the girls were not allowed to participate alongside the boys until the 1970's, the girls at Gloucester High School have fielded what has occasionally been a national champion military drill team. Today, the program is a Marine Corps unit, as are many along the North Shore of Boston, and JROTC continues to thrive.

"I contend there are many other valuable factors in the ROTC course than the training of fighters as some authors would have us believe," he wrote. "I have now worked with two lieutenant colonels and one sergeant all of whom have had all kinds of war service and I have found them to be PEACE loving gentlemen. In their work there is no emphasis creating a desire for WAR but rather an educational program endeavoring to develop leaders. WE MUST develop our boys to be LEADERS and assist them in acquiring an active interest in the citizenship rights and privileges. It is the expectation of the men in charge of the Gloucester High School ROTC to develop leaders who in times of crisis, economic or military, will be able to step in and offer their assistance whenever necessary. We believe that the ROTC has excellent possibilities to aid in the development of character through training in leadership, training in following, and by a realization that there must be cooperation if this country of ours is to prosper." (Leslie O. Johnson, typed communication, April 4, 1932, Gloucester High School historical files. Between 1940 and 1965, could be considered the true golden age for JROTC at Gloucester High School. For most GHS students, especially the boys, the social fabric of the school revolved around JROTC.)

How would you have answered these questions?

1. *Growing Up in Gloucester- What is your general impression or direct experience related to the impact or role of the armed services/military for the community and school? Do you (did you) have a direct family connection (or extended family connection) with the military?*
2. *When did you attend Gloucester High School and what is your first recollection or impression of JROTC at GHS? Why did you sign-up to take JROTC? If JROTC was compulsory when you attended and you were required to take it, would you have chosen to take it and why/why not?*
3. *What do you remember most about having been in JROTC? What would be your own personal story or highlight(s) from when you were in the program?*
4. *What practices of JROTC at GHS affected your ability to lead or take on leadership roles?*
5. *How did participation in JROTC at Gloucester High School affect your understanding and opinion of the armed services throughout your life?*
6. *Did you serve in the armed forces? If so, when did you serve and what was your final rank? If so, did you enlist or were you drafted?*
7. *If you were involved in other activities (sports, plays, clubs, etc.) what were they? How did these activities relate to and/or complement JROTC?*
8. *What would you consider to be your 2 to 3 most significant accomplishments / moments during your time at Gloucester High School? Why?*
9. *Where does having been in JROTC rank in terms of satisfying experiences while in high school and why?*
10. *Did JROTC training at Gloucester High School contribute anything unique to your education that has stayed with you today? Do you have a skill, technique, philosophy or approach that you learned in JROTC that you feel wouldn't have been learned without JROTC? How/when/why do you still use this skill or approach?*
11. *If applicable, what about the culture of JROTC added either meaning or direction to your life?*
12. *Have you experienced or are you aware of changes or shifts in the school and/or community attitude toward the JROTC program? If so, could you describe your experience or understanding?*
13. *While you were in JROTC at Gloucester High School, were you aware of either internal (within the school) or external (city or national government) impacts on the JROTC program?*
14. *Your own additional thoughts or comments?*

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Anderson is an educator and former principal at Gloucester High School, Gloucester, MA, and White Mountains Regional High School, Whitefield, NH.