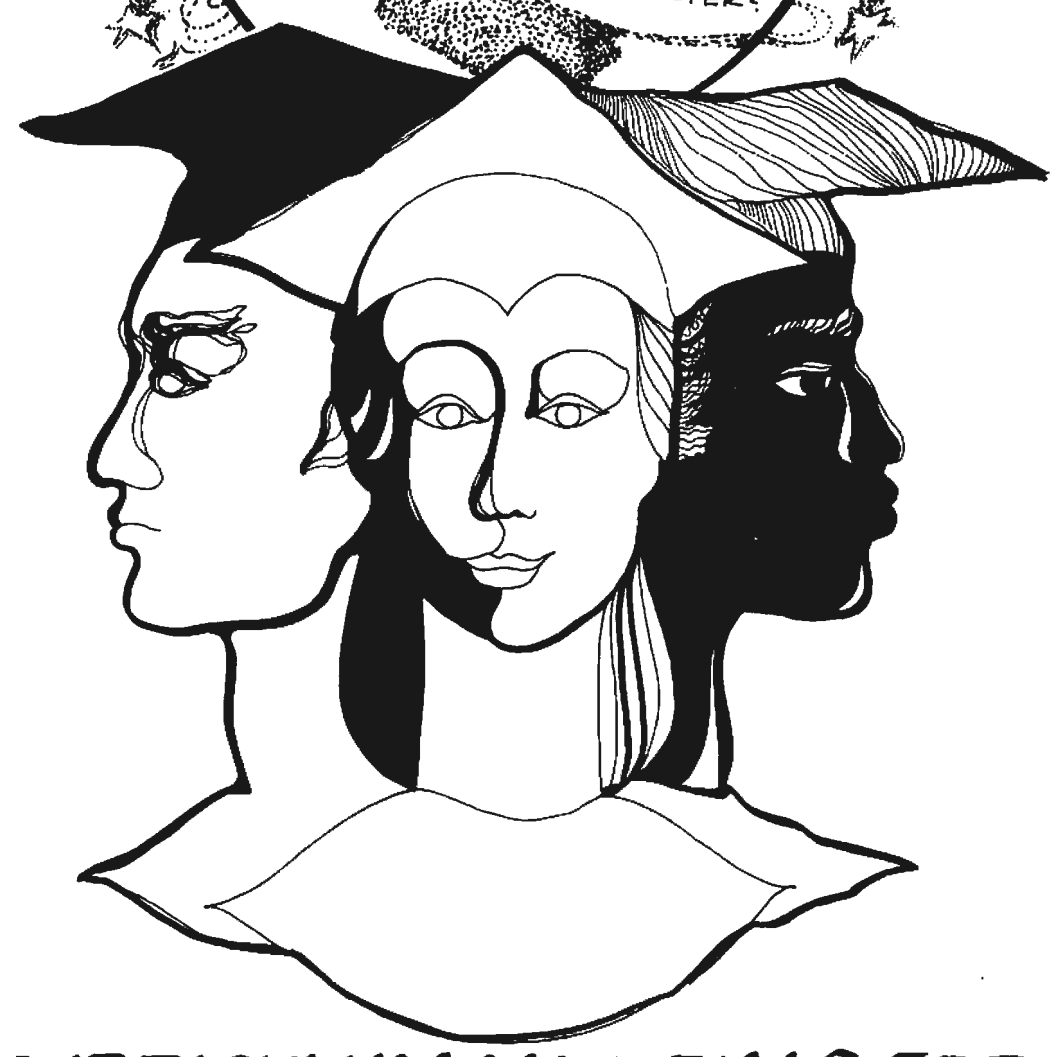
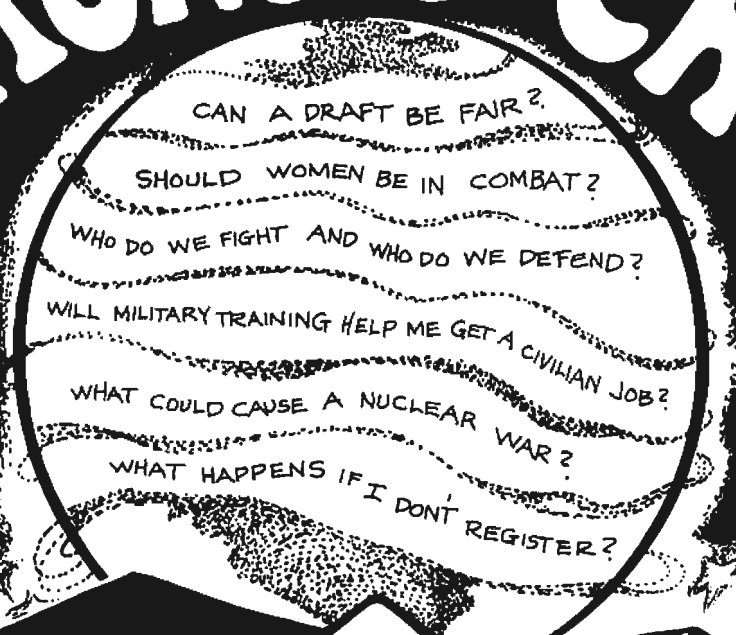


MILITARY SERVICE QUESTIONS & CHOICES



**CURRICULUM MATERIALS FOR
HIGH SCHOOL TEACHERS AND STUDENTS**

BY AMERICAN FRIENDS SERVICE COMMITTEE/PORTLAND HIGH SCHOOL TEACHERS

MILITARY SERVICE: QUESTIONS AND CHOICES

**Curriculum Materials for High School Students
on Registration, the Draft and Military-Related Studies**

by Robert Gould

April, 1986

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INTRODUCTION

We thought that the best way to introduce this curriculum would be to answer the questions that are probably on your mind. If you have read this far, you are at least considering the possibility of teaching a few lessons on the military and youth. We hope this introduction will convince you to give it a try. We also want to give you an overview of the purposes of this collection of lesson plans.

Does this curriculum have any biases?

We hope not. There are no intentional biases. Biases, or ways of skewing information to support a specific viewpoint on the subject matter, would run counter to our aims. The role of the military in our society is such a controversial issue that we knew we'd have to be especially careful to produce balanced lessons.

On the other hand, we have not avoided difficult subjects. Discrimination and unjust systems exist in many parts of our society. Military and military-related institutions are no exception.

Charges of discrimination and unfairness are built into this curriculum, but they are examined in a critical and thoughtful way so that students can make fair and informed decisions about them. When emotionally-charged materials are included in these units, they are never meant to invoke a purely emotional or manipulated response. They are included to challenge students to think and become engaged in the crucial issues of war and peace.

Students are encouraged to recognize that all institutions undergo a process of change and improvement. Weaknesses as well as strengths must be examined to promote growth.

Our purpose in creating these lessons is the same as that which should underlie all public education, and that is:

- to provide reliable information on the widest range of topics;
- to provide useful skills for students;
- to develop students' own unique personal viewpoints, consonant with their personal goals and vision of a just society.

In that regard, we have included information on numerous ways that the military enters the lives of young people, whether through draft registration, recruitment advertising, career planning, voluntary enlistment, military intervention, public policy or nuclear war. Young people today are asking each other questions like:

What does draft registration mean?
What happens if I don't register?
Why don't young women have to register?
When will they start the draft again?

Who gets drafted and who gets out of it?
Is any draft unfair or can it be made more fair?
Can I trust recruitment advertising?
Will I have to join the military because I can't find another job?
Will military training help me get a civilian job?
Will I have to fight in Central America or the Middle East if I join the military?
Is the military fair to everybody, even women and minorities?
Is military service like it's shown in the movies?
What would make me want to fight?
What will happen in a nuclear war?

We have designed this curriculum so that those questions can be explored in the classroom. We feel that these are not only appropriate questions for classroom discussion, but that they can propel the student's interest deeper into other related social studies topics.

We have also structured the study of these topics using a wide variety of classroom procedures to assist the student's development of different kinds of problem-solving techniques. This will, in turn, give variety, strength and perceptiveness to their individual opinion-forming process. These lessons will involve your students in:

- role plays
- debates
- surveys
- telephone research
- interviews
- form completion
- map use
- budget preparation
- critical reading.

Why was this curriculum written?

We felt that young people needed to know more about the ways their lives may be affected by the military. These effects can be profound in peace as well as at war, especially when peace can be a preparation for war, or when military jobs are offered as a partial solution to youth unemployment, or when nuclear war, the ultimate military misadventure, may be upon us so easily.

We also felt that young people need to be exposed to alternative perspectives on the purposes of the military in our society - alternatives outside of military advertising, selective service promotionals and official governmental policies. These alternatives are worthy of consideration and critical analysis. They do not deserve to be hidden and ignored. Democracy depends on the free exchange of ideas and the full participation of dissenting perspectives. Everywhere throughout this curriculum, alternatives participate alongside more traditional viewpoints.

How can I squeeze a curriculum on youth and the military into my already crowded schedule?

First, because of the depth of inherent social issues and historical contexts, we feel that these lessons will add strength as well as integration to your year's study agenda. Secondly, we feel that these issues are in no way isolated from your normal study plan for history and social problems, whether you are teaching U.S. Government or Global Studies.

Just as it is a fallacy to isolate the character of the military from its historical purposes, it is a fallacy to study the military in isolation from an understanding of its historical uses. We have designed these lessons so that they can be used individually in context with other social studies. They can be combined with the study of any war, including a possible U. S. military intervention in Central America or the Middle East; or they can be combined with the study of a variety of social problems, such as unemployment, economic privilege, racism, sexism, misleading advertising, and violence in our society.

Are issues of militarism and national defense appropriate for high school age students? Shouldn't these wait until college?

The Pentagon has decided to target high school age students for possible recruitment, and the Selective Service System has decided that in the event of a draft, they will take the youngest first. A younger military will fight future wars. Eighteen year olds can now vote. Public policy is increasingly in the hands of younger people. They need to be prepared to make difficult choices.

Isn't the draft in mothballs?

Draft registration is being enthusiastically carried out by the government. The Selective Service system has contacted high schools in target areas to gain access to students via class lists and in-school registration procedures, and has sought other modes of school support for the smooth functioning of draft machinery.

The Selective Service System has held a simulated draft using at least 1,000 Army reservists across the country as military inductees. Top personnel officer for the Army, General Robert B. Yerks, has informed a Senate panel that a return to the draft is inevitable. General Robert Barrow, Marine Commandant, stated that the declining population of military-age youth makes the draft a serious consideration for the 1980's. After stating his case that the all-volunteer military has failed, columnist Jack Anderson in the February 14, 1982 *Parade* says, "In a free society, compulsion should always be a last resort. But it has come to that. So draft the manpower you need, Mr. President - including, if you must, my own five sons".

On the other hand, a sizable portion of the public, including many organizations, is passionately opposed to the draft and will mount a serious campaign against its reinstatement. Both the White House and the Congress know that the draft is politically volatile.

Doesn't military recruitment affect only a few of my students?

With high youth unemployment, the military has been able to recruit an increasing proportion of military age youth. It is difficult to tell who or how many of your students will decide to join. It may be more than you think. More importantly, a large number of your students may be forced to consider the military an option when they start looking for work or are unable to attend college or other job training institutions. Also, your students may know others outside of your class who are considering joining.

Don't these issues mostly involve young men and not young women?

Certainly the public policy dimensions of these topics affect young women. Young women are also joining the military in increasing numbers. Although they are not currently required to register, that could easily change with an act of Congress. In September, 1983, the Pentagon was preparing legislation to let President Reagan order women in healthcare professions to register for the draft. And although women are technically not allowed in combat roles, they serve in areas of combat and are increasingly vulnerable to injury in modern counter-insurgency warfare, not to mention their vulnerability in a nuclear conflict.

Shouldn't public schools unequivocally support all public institutions?

Public schools have the responsibility of educating young people about public institutions. Public schools are responsible for education, not indoctrination. Uncritical support is blind support and is the basis of tyranny. Blind support for any institution is not consistent with democracy. True support for any institution, public or private, should be an educated support, derived from the best educational techniques. These curriculum materials have been designed in this light.

How should I introduce these issues to my students?

As we have stated earlier, we believe that your students will already be interested in these issues and will have talked about them amongst themselves. At the very least, most high school students will have been exposed to considerable military advertising.

However, we recommend that you introduce these issues with a sober analysis of the role of military coercion in our society and in the world. As we mentioned earlier, it can be said that the character of the military is a direct reflection of the use of the military. Troops can be led into a popular war more easily than into an unpopular war. In the former case, troop discipline can be light. In the latter case, the most authoritarian structures must be used. As the Pentagon examines potential war situations, they also try to shape a military that can be counted on to fight these wars.

As our military is currently organized, young people become official military property as soon as they are sworn in. They must do what they are ordered and they cannot quit. Quitting or disobeying orders are serious military crimes in peace or war. In combat, quitting can lead to execution. This fact is glossed over in current recruitment advertising and in Hollywood images of today's military. But it remains the paramount feature of internal military coercion and provides the capacity to fight wars of questionable popularity.

The unemployment crisis has guaranteed the success of the all-volunteer military. Because of the direct linkage of youth unemployment and recruitment, the all-volunteer concept has been dubbed the "poverty draft". Studies have shown that young people entering the military today are primarily looking for training and jobs. If war breaks out, and that war is of questionable popularity, the all-volunteer concept will most likely need to be replaced with a compulsory draft. This additional feature of military coercion is needed to provide a secure source of new human muscle to fuel such fights.

War, the only product of the military, is certainly a type of coercion. And this discussion opens up some important questions about the role of the U. S. military in the modern world. First, is it possible to conceive of a truly popular war that the current U. S. government could become engaged in? And second, even if a war were popularly supported, what relation does popularity have to justice? Is a "just war" even more elusive than a popular war? Or third, has the American experience in Vietnam bred an attitude of reluctance to participate in any war, even if a 'just' one can be found?

Crucial to an understanding of the military's role in our society is a discussion of the interests that the military is likely to defend. This discussion is vast in that it covers not only current world tensions but includes a sense of military purposes throughout U. S. history. For this reason, we suggest that you save this curriculum until students have a solid introduction to U. S. history and contemporary world problems.

To help students get a grip on these contextual problems, we urge you to spend sufficient time placing the units in a historical or social issue context. This will make discussions more concrete and less abstract. And it will help avoid overly idealistic or simplistic solutions. For these reasons, we urge you to make the historical or social-issue context as specific and life-like as possible. Abstract scenarios inherently overlook the complexities of real historical situations. And those real complexities are often the true roots of the varying analyses of a social conflict.

In many of the units, we have included a fictional situation where the U.S. is at least considering military intervention. We have included many details of this fictional situation, but we urge you to fill in more details, perhaps by using facts from newspapers or magazines on a current crisis area.

How are these curriculum units organized?

Each unit is color-coded. The lesson plan is on buff paper. Class hand outs and worksheets are on white for easy copying.

Each unit is self-contained so that you can use a unit independently of other curriculum units. You can order the units in whatever way suits your own curriculum design. You will find that several units can link together easily. The two units on deferments and exemptions were particularly designed to link together as an option.

We have included all of the materials that you will need to initiate any of the activities - - you will not have to hunt for anything. However, we have included a list of resources to help you explore additional areas on your own.

The time needed for each activity is variable. You can gauge this to your own classroom experience.

The procedures often allow for a number of options to implement the unit's objectives. Again, your choice will depend on the needs and interests of your class.

How can this curriculum be improved?

That is what we want to ask you. Please let us have your suggestions. What works? What doesn't? What would you add? What would you take out? We plan on supplementing and revising this curriculum periodically, so your feedback will be very valuable.

Please send your ideas to:

Curriculum Project
American Friends Service Committee
2249 East Burnside
Portland, OR 97214

And if you want more copies of this curriculum for your colleagues, please order directly from us.

Is there anything else I should know before I start?

We recommend that you compile a glossary for any unit that you feel has words that your students are unfamiliar with. The **Draft Bowl** unit has an attachment that explains many new words and concepts.

Unit Title: When, How and Whom Do You Fight? A Personal Survey

Goals/Objectives:

Students will gain an understanding of the similarities and contrasts between personal fights and wars.

Materials Needed:

A class set of **A Personal Survey: 'Where Do You Draw the Line? When, How and Whom Do You Fight?** (attachment 1)

Additional Information: **Who Is a Conscientious Objector?** (attachment 2)

Time Needed:

Two class periods

Procedures:

1. Have each student complete the personal survey (attachment 1).
2. Divide the class into small groups; have each group select a person to record decisions; have each group attempt to achieve consensus on the issues of personal and national defense policy raised in the survey.
3. As homework, have each student interview one adult and one peer using the personal survey.
4. In the next class session, have each group recorder summarize for the class the conclusions reached by the group, including failed attempts to reach consensus.
5. Have students report on their survey of adults and peers.
6. In conclusion, have students write on one or more of the following:
 - a. a paragraph about what they have learned from these activities.
 - b. a paragraph about the fight or war he or she remembers the most. Was it justified? What principles were involved?
 - c. a paragraph about an experience at rebelling. Was it justified? What principles were involved? Did rebelling lead to conflict? Was the conflict avoidable or inevitable?
 - d. an essay on where he or she would "draw the line".

Procedures: (cont.)

- e. have students answer the following questions which closely parallel the questions asked of conscientious objectors (these questions have been adapted to apply to anyone's beliefs about fighting in war).
 - (1) Describe your feelings about fighting.
 - (2) How did you acquire these feelings?
 - (3) Describe how your feelings affect the way you live and the type of work you plan to do?

Remarks:

This unit can be used as a step-off point or for a summary discussion or both. If it is used as a step-off point, students should be warned not to make premature judgements that might close their minds to new perspectives. You might also find it useful to tie these questions to a special circumstance, such as a conflict that is currently in the news. The parallels between personal rights, rebellion and going to war may need special examination as students discuss the survey. For younger students, some concepts will have to be thoroughly explained, and it may be wise to answer the survey as a class. The material on conscientious objection is included to help explain specific positions taken by those who refuse to fight in wars.

**Worksheet: A Personal Survey: "Where Do You Draw The Line?
When, How and Whom Do You Fight?"****Directions:**

In each category check the box next to the statements that match what you believe and fill in the qualifications as appropriate. You need to think through how you would respond in a number of hostile personal situations. Some would require you to be a member of an army or a police force and others would apply to you as an independent citizen. In any case, you are to assume that all nonviolent means of negotiating a peaceful settlement have failed and the situation is becoming or has already become violent.

CIRCUMSTANCES: Below are descriptions of situations where you might fight.

- () I would fight in any circumstance I was ordered to.
- () I would accept orders to fight from the following authorities:
 - () I would fight in a war if I was ordered even if I was not convinced that the war was a 'just' war.
 - () I would fight if another country invaded ours.
 - () I would fight if another country dramatically raised the price of an essential natural resource that we import to keep our economy alive.
 - () I consider the following natural resources as absolutely necessary:
 - () I would fight if another country's freedom, political or economic system was being threatened by an outside force.
 - () I would fight to support a revolution in another country which was being fought to secure more political and economic power, equality, and access to education for more people in the country.
 - () I would fight against such a revolution described above.
 - () I would join the military to fight a war in the following circumstances:

- () I would fight if someone I knew was personally threatened.
- () I would fight if I was personally assaulted.
- () I would fight if I was personally assaulted only to defend myself without the intention of killing, but I would not fight or kill in war.
- () I would refuse to fight under any circumstances.

METHODS: Below are ways that you might consider fighting.

- () I would be willing to use nuclear weapons.
- () I would be willing to use chemical and biological weapons - lethal and non-lethal poison gases, food and water poisons, or napalm.
- () I would be willing to use traditional non-nuclear weapons - guns, tanks, missiles or bombs.
- () I would help a military effort only by doing jobs that did not involve killing - office work or taking care of wounded soldiers.
- () I would use non-violent methods - massive strikes, persuasion, non-participation, boycotts, negotiation, etc. - as long as possible before agreeing to use violence.
- () I would use only non-violent methods to end or prevent conflict; under no circumstances would I use weapons.

ENEMIES: Below are targets that you would consider destroying.

- () I would fight only against soldiers who were attacking.
- () I would be willing to destroy only military operations - munitions storage areas, military bases, and military intelligence areas.
- () I would be willing to destroy anything/anyone contributing to the success of the enemy - civilian populations, hospitals, food production, water reserves, roads, etc.
- () I would be willing to risk nuclear war to defeat an enemy.
- () I would be willing to destroy people who are:

- () I refuse to consider anyone an enemy.

Adapted from "Youth, Education and Society" by Betty Cole, American Friends Service Committee, 980 N. Fair Oaks, Pasadena, CA 91103, April 1979

Additional Information: Who Is A Conscientious Objector?

1. Conscientious Objection

Conscientious means :

- (1) Done according to what one knows is right.
- (2) Done with care and exactness.

2. Conscientious Objectors: Recognized by federal law.

- a. People who, by reason of deeply held moral, ethical or religious beliefs are conscientiously opposed to participating in war of any form.
- b. **Noncombatants:** These are people who, by reason of deeply held moral, ethical or religious beliefs, are conscientiously opposed to participating in war of any form, but who do not object to performing noncombatant duties (such as being a medic) in the armed forces.

3. Other types: Not recognized by federal law.

- a. **Selective Objectors:** Choose not to participate in what they believe to be an **unjust** war, but could participate in what they believe to be a just war.
- b. **Nuclear Pacifists:** Choose not to participate in a nuclear war, or what they believe would lead to a nuclear war.

Unit Title: **Registering For the Draft****Goals/Objectives:**

Students will become familiar with the Selective Service System Draft Registration Form.

Students will review the purpose and function of the Social Security Number and its potential.

Materials Needed:

Selective Service System Draft Registration Forms: current registration form (attachment 1); 1971 registration form (attachment 2)

"Selective Service ploy blow to privacy laws," M. Glen and C. Shearer, printed in **The Oregonian**, August 3, 1981. (attachment 3)

Time Needed:

One to two class periods

Procedures:**Activity A: Registration Forms**

1. Have students study the current Selective Service System registration form and the 1971 registration form (attachments 1 & 2).
2. Have students fill out the two forms (optional). Ask them if they had difficulties completing parts of the form(s). Which parts? What problems were encountered? Why did certain students have problems?
3. Lead a discussion comparing the two forms using the following questions:
 - a. Compare the two registration forms. Notice that one was issued in 1971 and is now obsolete and the other in 1980 and is current as of 1985.
 - (1) What has changed on the forms?
 - (2) Suggest reasons these changes were made.
 - b. According to the Privacy Act Statement on the 1980 form, to which government agencies can information be released and why would those agencies need this information?
 - c. What are the advantages and disadvantages of including possible deferments and exemptions on the registration form? (Note: Deferments and exemptions need to be defined for students. Simply, deferments are given to those who qualify for delays in being drafted; exemptions are given to those disqualified from the draft.)

4. Have students write a paragraph summarizing the discussion (optional). If students do not have paragraph summary skills, oral summaries between two students is an alternative.

Activity B: Social Security Numbers

1. Have students read the newspaper article (attachment 3).
2. Discuss the following questions:
 - a. Why has there been a long history of dispute over assigning a number for each citizen?
 - b. What is your opinion about privacy rights regarding Social Security numbers?
 - c. Can the Selective Service System require that you give your Social Security number?
 - d. In what ways might Social Security numbers help the Selective Service System enforce draft registration?

Remarks:

This unit may be particularly interesting to students approaching the registration age of 18. Students with an interest in law might want to do some research on legal cases involving draft resistance. Although, as of 1983, young women are not required to register for the draft, they may have to at some point in the future; or a male relative or friend may need help with the tough choices involved in military service.

Although the Obsolete 1971 Registration Questionnaire also asked for the registrant's Social Security Number, Selective Service did not have the authority to enter Social Security files until just recently.

Schools have been known to ask parents for their Social Security Numbers. You might find out if this is true at your school and if it is, add this fact to the classroom discussion.

After a legal battle in 1982, the courts have decided that a registrant **must** give his social security number or face prosecution.

Photocopy: **Selective Service System Registration Form**, printed February, 1980
Instructions and Privacy Act Statement**HOW TO COMPLETE THIS FORM**

- Read the Privacy Act Statement.
- Print all entries except your signature clearly in ink.
- Do not sign or date the form until asked to do so.
- Complete Blocks 1 thru 8 and take your form to the clerk.
- Print your date of birth in Block 1. Use a three letter abbreviation for the month and numerals for the day and year (Example: OCT 29 1960).
- Check the correct box in Block 2.
- Print your Social Security Number in Block 3.
- Print your full legal name in Block 4 in the order listed.
- Print your current mailing address in Block 5.
- Print your permanent residence address in Block 6, include ZIP code. If it is the same as your current mailing address (Block 5), leave this block blank.
- Print your telephone number in Block 7.
- Check the box in Block 8 if we may furnish the listed information to Armed Forces Recruiters.
- When you have completed your form to this point, recheck it and take it to the clerk.

PRIVACY ACT STATEMENT

The Military Selective Service Act, Selective Service Regulations, and the President's Proclamation on Registration require that you provide the indicated information, including your Social Security Account Number.

The principal purpose of the required information is to establish your registration with the Selective Service System. This information may be furnished to the following agencies for the purposes stated:

Department of Defense—for exchange of information concerning registration, classification, enlistment, examination and induction of individuals, availability of Standby Reservists, and if Block 8 is checked, identification of prospects for recruiting.

Alternate service employers—for exchange of information with employers regarding a registrant who is a conscientious objector for the purpose of placement and supervision of performance of alternate service in lieu of induction into military service.

Department of Justice—for review and processing of suspected violations of the Military Selective Service Act, or for perjury, and for defense of a civil action arising from administrative processing under such Act.

Federal Bureau of Investigation—for location of an individual when suspected of violation of the Military Selective Service Act.

Immigration and Naturalization Service—to provide information for use in determining an individual's eligibility for re-entry into the United States.

Department of State—for determination of an alien's eligibility for possible entry into the United States and United States citizenship.

Office of Veterans' Reemployment Rights, United States Department of Labor—to assist veterans in need of information concerning reemployment rights.

General Public—Registrant's Name, Selective Service Number, Date of Birth and Classification, Military Selective Service Act Section 6, 50 U.S.C. App. 456.

Your failure to provide the required information may violate the Military Selective Service Act. Conviction of such violation may result in imprisonment for not more than five years or a fine of not more than \$10,000 or both imprisonment and fine.

Photocopy: Selective Service System Registration Questionnaire,
printed November, 1971
OBSOLETE
page 1

Form Approved
OMB No. 33-R0102

SELECTIVE SERVICE SYSTEM
REGISTRATION QUESTIONNAIRE

[Stamp of Local Board of Jurisdiction]



Selective Service Number Assigned			
[]	[]	[]	[]
(To Be Filled In By Local Board)			
Date of Registration	(Month)	(Day)	(Year)
(To Be Filled In By Registrant)			

REGISTRANT WILL COMPLETE ALL ENTRIES BELOW (USE TYPEWRITER OR PRINT IN INK)

Name of Registrant (Last)	(First)	(Middle)	Home Phone Number—Include Area Code
---------------------------	---------	----------	-------------------------------------

Place of Residence (Number and street or RFD route, city, State, Zip Code or country)

Mailing Address (If different from place of residence)

Alias or Other Names Used

Alias or Other Names Used			Social Security Account Number	
Date of Birth	Height	Weight	Color Eyes	Color Hair
	Ft. In.			

Place of Birth

Citizen or Subject of (List Country or Countries)

List scars or any obvious physical characteristics to aid in identification

List the names and addresses of 3 persons (other than members of your immediate family or household) who will always know your address.

.....

.....

.....

List the names and addresses of the living members of your immediate family who are 16 years of age or over (Indicate age and relationship: father, mother, wife, brothers, sisters, father-in-law, and mother-in-law) Any additional entries should be entered in Remarks section on page 3.

Name and Address	Age	Relationship
.....
.....
.....

Name and Address of Employer

Photocopy: **Selective Service System Registration Questionnaire,**
 printed November, 1971
OBSOLETE
 page 2

STATEMENTS OF THE REGISTRANT

INSTRUCTIONS:

1. The information you give on this form will enable your local board to determine your proper classification. Complete all series as requested.
2. If your status with regard to any of the following categories should change, you are required to notify your local board within ten days; however, such changes need not be reported if you are in Class 1-H. Changes of address must be reported within ten days regardless of your classification. If you check "yes" to any of the questions below, your local board will forward copies of appropriate forms or request that you furnish additional information at the time you are subject to classification into a class available for military service or alternate service.

SERIES I—MILITARY RECORD

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Have you had at least six months of active duty, excluding active duty for training, in the armed forces of the United States?
If "yes", submit a copy of your separation papers to your local board when requested. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Have you had at least 12 months of active duty, excluding active duty for training, in the armed forces of another country?
If "yes", submit appropriate information written in the English language when requested. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are you now a member of a Reserve component (including the National Guard) or a Reserve Officer's Training Corps?
If "yes", submit DD Form 44 to your local board when requested. | <input type="checkbox"/> | <input type="checkbox"/> |

SERIES II—HARDSHIP TO DEPENDENTS

- | | Yes | No |
|---|--------------------------|--------------------------|
| Do you believe that your induction into the armed forces would result in extreme hardship to one or more of your dependents?
If "yes", submit SSS Form 118 to your local board when requested. | <input type="checkbox"/> | <input type="checkbox"/> |

SERIES III—MINISTER OR STUDENT PREPARING FOR THE MINISTRY

- | | Yes | No |
|--|--------------------------|--------------------------|
| Are you a minister or a student preparing for the ministry?
If "yes", submit SSS Form 172 to your local board when requested. | <input type="checkbox"/> | <input type="checkbox"/> |

SERIES IV—CONSCIENTIOUS OBJECTOR

- | | Yes | No |
|---|--------------------------|--------------------------|
| Do you claim to be a conscientious objector based on moral, ethical or religious beliefs which prevent your participation in combatant and/or noncombatant military service?
If "yes", submit SSS Form 150 to your local board when requested. | <input type="checkbox"/> | <input type="checkbox"/> |

SERIES V—PHYSICAL CONDITION

- | | Yes | No |
|---|--------------------------|--------------------------|
| Do you have a physical or mental condition which, in your opinion, will disqualify you for service in the armed forces?
If "yes", you should submit documentary evidence to your local board when requested. | <input type="checkbox"/> | <input type="checkbox"/> |

Photocopy: **Selective Service System Registration Questionnaire,**
printed November, 1971
OBSOLETE
page 4

REGISTRANT'S CERTIFICATE

INSTRUCTIONS:—You are required to make the registrant's certificate. If you cannot read, the questions and your answers shall be read to you by the person who assists you in completing this questionnaire. If you are unable to sign your name, you shall make your mark in the space provided for your signature in the presence of a person who shall sign as witness.

NOTICE:—Imprisonment for not more than 5 years or a fine of not more than \$10,000, or both such fine and imprisonment, is provided by law as a penalty for knowingly making or being a party to the making of any false statement or certificate regarding or bearing upon a classification. (Military Selective Service Act.)

I CERTIFY that I am the registrant named and described in the foregoing statements in this questionnaire; that I have read (or have had read to me) the statements made by and about me, and that each and every such statement is true and complete to the best of my knowledge, information, and belief.

(Date)	(Signature or mark of registrant)
(Date)	(Signature of witness to mark of registrant)
(Date)	(Signature of Registrar)
(Location)	

Reprint: **SELECTIVE SERVICE PLOY BLOW TO PRIVACY LAWS**

WASHINGTON - J. Edgar Hoover would have been proud of what the new Selective Service System is up to.

The folks at the Selective Service System headquarters here are ready to nab thousands of young Americans with computer technology that would impress even the most persistent G-man.

Unless some members of Congress step in, Selective Service will soon enjoy the unprecedented power to locate instantly nearly a half-million 18- to 20-year-olds who didn't register last year for a possible draft.

The slick little agency in Georgetown won't bother dusting dorm rooms and video parlors for fingerprints. For the first time, a federal agency will be permitted to run a computer search at the Social Security Administration of every male born from 1960 to 1963. Then the Selective Service System will compare the printout with its somewhat smaller list of confirmed registrants.

Non-registrants' names and addresses will immediately fall into agency hands, and the dragnet will begin. The agency will eventually deliver any new list of fugitives to the Justice Department for investigation, as it did last week with 134 confessed non-registrants whose vital statistics were already in agency files.

While the agency may think it's found a quick way to corner non-registrants, the use of Social Security numbers in tracking them down is an unwarranted abuse of classified information and a violation of federal privacy laws. Non-registrants may have broken the law, but their captors, by leafing through another agency file for phone numbers, will be violating the spirit of the Privacy Act.

In their hurry to break for their August recess, it's unlikely that many congressmen will oppose provisions in the Defense Department Authorization bill that gives the Selective Service agency access to Social Security numbers.

What many Americans don't realize is that the Social Security number is private information between the individual, his employer, bank and the Internal Revenue Service. Yet over the years, commercial businesses have come to rely on these numbers as the best way to identify people.

Unfortunately, we've been all too willing to volunteer our Social Security numbers for credit cards, insurance policies and even fishing licenses.

"Social Security is the key to all the different computer systems in the country now," said Robert Ellis Smother, editor of Privacy Journal, a monthly magazine that covers intrusions into Americans' lives. "One's Social Security number can provide access to the most recent employment information. It's probably the best locator in the United States, and that's why everybody wants to get at it."

Unless the White House objects to the Selective Service System's new powers - the authority to use Social Security numbers for law enforcement and recruitment purposes - civil liberties will suffer a setback.

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Here and Now

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Reprinted as appeared in the August 3,
1981 **OREGONIAN**

Unit Title: **Serving on Draft Boards**

Goals/Objectives:

Students will become familiar with the membership, purpose and function of draft boards.

Students will critically examine questions involved with the membership and functioning of draft boards.

Materials Needed:

Information Sheet for Potential Board Member (attachment 1)

Application Form for Potential Board Member (attachment 2)

"Draft Boards Need Look", by M. Glen and C. Shearer in the **Oregonian**, June 12, 1981 (attachment 3)

Time Needed:

Two class periods

Procedures:

1. Preview materials and look for vocabulary words that you need to explain to your students in advance.
2. Have students read the information sheet for potential board members and fill out the application form for potential board members (attachments 1 and 2).
3. Have students read **Draft Boards Need Look**, by M. Glen and C. Shearer (attachment 3).
4. Before you divide the class into small groups, make sure that everyone has understood the reading material by asking the following questions.
 - a. What does a local draft board do?
 - b. How are members of a local draft board selected?
 - c. Who seems to have served on local draft boards in the past? Have there been any problems?
5. Divide the class into small groups to discuss and answer the following questions.
 - a. Who do you think should serve on a local draft board and why?
 - b. Should there be a requirement that young people serve on draft boards?
 - c. Would you apply to serve on a local draft board? Why? Why not?

6. As homework, have each student interview an adult or a peer about the issues raised in the reading and discussions. Some students might want to research the following questions.
 - a. Who decides who will be on the draft boards?
 - b. How long are the terms?
 - c. Can you be removed from a draft board? By whom and under what circumstances?
7. At a later class session, have summary reports from each of the small groups, reports of the interviews and reports on the research projects.
8. Have students write a paragraph identifying the most important discovery they made in the activities of this unit.

Remarks:

At the publication of these curriculum materials, draft boards were not yet functioning and the Selective Service System was keeping a low public profile. Students may have difficulties doing research on draft board procedure because of this low visibility. You might have them contact a local draft counselor or peace group in your area, such as the American Friends Service Committee.

The philosophical underpinnings of the draft board concept are explained in the following two quotations:

"The...functions (of Selective Service) are carried on in the local boards which are composed of little groups of neighbors on whom is placed the responsibility to determine who is to serve the nation in the Armed Forces.... (From the Prepared Budget Presentation of the Selective Service System to the Committee on Appropriations, U.S. House of Representatives, February 1, 1966.)

"The local board is composed of friends and neighbors of the registrant it classifies. The Act is based on the very realistic philosophy that a man's friends and neighbors are far better qualified to decide whether he would be more useful to his country in a uniform or in a civilian capacity...." (From Selective Service System General Information Bulletin No. 27, January 1968.)

Photocopy: **Selective Service System Potential Board Member Information Sheet**

Dear Potential Board Member,

The Selective Service System, in cooperation with the Governor of your state, is selecting people to serve as members of local draft boards. There is no plan to begin drafting people into military service. Before the draft could be resumed, a law would have to be passed by the Congress and approved by the President. There is now, however, a need to make the Selective Service System ready to operate should it become necessary. Consequently, it is necessary that we select and train citizens who would be willing to serve if needed.

Completing the attached information sheet will not commit you to accept appointment. Each individual selected for nomination will be contacted to determine availability. This information sheet is the first step in identifying the individuals who are willing to serve as members of local draft boards.

Eligibility Requirements:

In order to be considered for appointment on a local board,

you must be:

1. a citizen of the United States;
2. between 18 and 60 years of age;
3. a resident of the area in which the local board has jurisdiction;
4. able to devote sufficient time to accomplish board member duties; and
5. willing to fairly and uniformly apply the Selective Service Law and regulations;

and you must not be:

1. an active or retired member of the armed forces or any reserve component; or
2. a person with 15 or more years of prior Selective Service board membership.

Appointment

Local Board Members are appointed by the President of the United States after nomination by the Governor of the state where the members serve. Each Selective Service System Local Board is composed of three or more members. By statute, the President is requested to appoint the membership of each local board so that, to the maximum extent possible, it is proportionately representative of the race and national origin of the registrants within its jurisdiction. Further, the statute provides that no citizen shall be denied membership on account of sex.

Selection

By agreement with your Governor, nominees are selected by an orderly process which begins with preliminary screening of these information sheets to determine whether the basic eligibility requirements are met. Personal interviews may be conducted with those persons found eligible. A prospective board member's indication of willingness to serve by filling out the attached form is not a guarantee of a nomination or a final commitment to serve. Each nominee must take an Oath of Office and execute a Waiver of Pay and receive written confirmation of the appointment before serving as a member.

Training

Each board member receives approximately two days initial orientation and training in duties and responsibilities prior to performance of duty. This training is conducted within reasonable distance of the appointee's home or business. The training of board members will be kept current by various mailings or occasional meetings.

Photocopy: Selective Service System Potential Board Member Information Sheet
(continued)**Responsibilities**

The responsibilities of a local board member are to participate in training, to keep abreast of changing regulations and procedures, and to meet with the other board members in sessions scheduled as often as necessary to consider and decide on registrants' claims for deferment, exemption, and postponement of induction. Decisions of the local board are subject to appeal.

Remuneration

Board members receive no pay for serving on the board. They are, however, reimbursed for authorized travel expense incurred in the conduct of Selective Service duties. This includes travel to required training sessions and to board meetings. Board members do, however, receive the satisfaction of knowing that they have had a vital role in insuring that our nation's defense manpower needs have been met in a just and impartial manner.

Information Sheet

If you meet the requirements and are interested in being considered for appointment, please complete the attached form and return it to the appropriate address indicated below.

Return Address:

1. If you live in Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island or Vermont, return the attached form to: **Selective Service System, Region I, Philadelphia, Pennsylvania 19185.**
2. If you live in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virgin Islands, Virginia or West Virginia, return the attached form to: **Selective Service System, Region II, 805 Walker Stree, Marietta, Georgia 30060.**
3. If you live in Illinois, Indiana, Michigan, Minnesota, Ohio or Wisconsin, return the attached form to: **Selective Service System, Region III, Great Lakes, Illinois 60088.**
4. If you live in Arkansas, Louisiana, New Mexico, Oklahoma or Texas, return the attached form to: **Selective Service System, Region IV, Dallas, Texas 75387.**
5. If you live in Alaska, Arizona, California, Guam, Hawaii, Idaho, Nevada, Oregon or Washington, return the attached form to: **Selective Service System, Region V, San Francisco, California 94136.**
6. If you live in Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah or Wyoming, return the attached form to: **Selective Service System, Region VI, Denver, Colorado 80250.**

Photocopy: **Selective Service System Potential Board Member Application Form**

- Mr.
- Mrs.
- Miss
- Ms.
- Dr.

1. Name: _____
(Last) (First) (Middle)

2. Residence Address: _____
(Number, Street, Route)

(City) (County) (State) (Zip Code)

Residence Telephone: () _____

3. Occupation/Profession: _____

4. Firm or Employer: _____

Business Address: _____
(Number, Street, Route)

(City) (State) (Zip Code)

Business Telephone: () _____

5. (a) Date of Birth _____ (b) Place of Birth: _____
(Month, Day, Year) (City, State, Country)

6. Are you a United States Citizen? _____
(Yes/No)

If naturalized citizen: _____
(Court of Jurisdiction) (Date Citizenship Received)

7. Race:
 White Black American Indian or Alaskan Native Asian or Pacific Islander

8. Ethnic Category:
 Not of Hispanic Origin Hispanic Origin

9. National Origin: _____

10. Sex: Male Female

11. Were you ever a member of a Selective Service Local Board or Appeal Board? _____ If yes, please give board number _____
(Yes/No)
and years of service _____

12. Are you now a member of an active or reserve component of the armed forces? _____
(Yes/No)

13. Are you a retired member of the armed forces? _____
(Yes/No)

Photocopy: **Selective Service System Potential Board Member Application Form**
(continued)

14. To what civic/professional organizations do you now belong?

Organization

Office Held (if any)

15. Would there be any reason, business or otherwise, that you could not attend board meetings on a regular or as required basis?

_____ If yes, explain below.
(Yes/No)

16. Have you ever been convicted, forfeited collateral, or are you now under charges for any felony or any firearms or explosives offense against the law; If yes,

Date

Charge

Court

17. Do you feel you could be objective and unbiased in deciding questions relating to the granting or denying of deferments and exemptions from military service? _____
(Yes/No)

CERTIFICATION

I certify that all of the statements made are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

Signature of potential Board Member (sign in ink)

Date Signed

Reprint: **DRAFT BOARDS NEED LOOK**

WASHINGTON - During the Vietnam War, many local draft board members were about as open-minded as Iran's Ayatollah Khomeini.

Before the lottery system was enacted in 1969, draft-age men were often at the mercy of geriatric town leaders and foreign war veterans. It wasn't uncommon for such board members to ignore legitimate pleas for student and conscientious objector exemptions.

Now the Selective Service System is about to install board members again. It notified newspaper editors, radio stations and civic groups last week that it's looking for 10,000 "representative" citizens to sit on local draft boards, in case of a military call up.

Will these new standby draft boards be fairer than their predecessors?

The "new" SSS says it wants a cross section from each community, including women and minority members, who were conspicuously absent on past boards. Specifically, eligible board members must be U.S. citizens between 18 and 60, and can't be an active, reserve or retired member of the armed forces (veterans are OK).

The idea, you see, is to keep draft boards a civilian - not military - enterprise.

Unfortunately, the recent scheme cooked up by the SSS won't be trouble-free. When civilian boards are filled this fall, they're bound to have a pro-military bias.

To begin with, the public appeal for "representative" board members is not as broad as it could be. When was the last time you saw a local newspaper advertisement soliciting draft board applicants?

According to the National Service Center for Conscientious Objectors*, the real emphasis of the system's appeal is on fraternal organizations.

Not surprisingly, Selective Service personnel will have the biggest say in the appointment and training of future board members.

The system is designed as follows: Each volunteer will apply in writing to his state Selective Service director. From the applications collected, every SSS state director (half of whom have military backgrounds) will then recommend a list of names to this state's governor. The governor, in turn, will forward the names to the president for final approval.

Not only will local SSS personnel be responsible for sifting through the applications, but they'll also join national guardsmen and military reserve officers in training the final nominees.

If President Reagan fears reviving the controversial draft boards of yesterday, he should intervene and consider naming one young, draft-age (18-26) American to each of the nation's 2,000 local boards.

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Here and Now

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Reprinted as appeared in the June 12,
1981 **OREGONIAN**

* Editor assumes Glen and Shearer are referring to the National Interreligious Service Board for Conscientious Objectors (NISBCO).

Unit Title: **Choosing Deferments and Exemptions****Goals/Objectives:**

Students will learn to use the terms "deferment" and "exemption" as intended by the Selective Service System.

Students will learn to critically examine rationales for deferment and exemption and they will gain an understanding of the advantages and disadvantages of making exceptions.

Students will critically examine their own values about the fairness of the draft and the fairness of deferments and exemptions.

Materials Needed:

Class set of worksheets plus one extra worksheet for each small group (attachment 1)

Classification Table (attachment 2)

Poster paper and marking pens or blackboard and chalk

Time Needed:

One or two class periods

Procedures:

1. Distribute worksheets (attachment 1) and divide students into small working groups. Explain the fictional military action in as much detail as possible. You might add geography and history by using magazine or newspaper clippings that focus on a current crisis area.
2. Have students study the worksheet and after choosing a group recorder, arrive at a consensus within each group on which deferments and exemptions should be allowed under the new law and record the group's decision on the group worksheet. Be sure that they understand the difference between majority decisions and consensus decisions. If they get bogged down in the consensus process, you might suggest that they vote to reach a decision. Students should be asked to be clear about the reasons behind their decisions.
3. With the class as a whole, record each group's consensus on poster paper or on a blackboard.
4. Discuss the agreement and disagreement between groups and encourage students to articulate their rationales for particular decisions.
5. You may wish to have the entire class reach a consensus for a system of deferments and exemptions to be used as the basis for case studies in the unit, **Deciding Deferment and Exemption Cases**.

6. You may wish to compare the students' system of deferments and exemptions with the various systems that existed in the past and the current system. An outline of past systems can be found below and the current system of deferments and exemptions can be found in the unit entitled, **Draft Bowl**.
7. As an alternative, you may want to describe the situation outlined in the worksheet (attachment 1), but do not hand out the worksheet. Instead, start out by asking students to quickly decide who should not have to go to war and why? Then have them arrive at a system of deferments and exemptions entirely on their own. The categories of the student system can later be compared with the categories outlined in attachment 1.
8. At the end of this unit, ask students the following questions:
 - Did you assume that the idea of the draft was fair?
 - Was it only a question of how to apply the draft evenhandedly?
 - How might you argue that the draft itself was unfair?
 - If it is impossible to apply the draft fairly, does that make the draft itself unfair?
 - Even if the draft could be made fair, how will people be treated differently after they are in the military?
 - How might the draft itself be unfair in some contexts and fair in others?
 - Did you find that the fictional situation made your decisions on deferments and exemptions more difficult?
 - Did your opinion on U.S. military intervention affect your decisions?
 - Would a more or less justifiable war make a difference?
 - Should individuals have the right to pick their wars?
 - Are some people more expendable than others?
 - How does the deferment and exemption system reflect the maker's values and prejudices?

Remarks:

Be sure your students understand that many of the potential categories listed on the worksheet are not now recognized by the Selective Service System as worthy of either deferment or exemption.

During the Civil War, individuals were allowed to provide a substitute for the draft or pay the government \$300 to be excused.

During World War II, there were 53 different classifications and subclassifications covering a wide variety of deferments and exemptions. Men were also drafted up to age 45. The Selective Service System and related agencies were responsible for "channeling" the employment of most of the adult males in the country.

During the Vietnam War, the post WW II baby boom provided a large pool of men available for military service. "Channeling" employment for national strength was no longer necessary and the system of deferments and exemptions was streamlined. But even with this reduction in the categories of escape from military service, the deferment and exemption system was criticized from a variety of sources, both for the lack of uniformity in the practices of local draft boards throughout the country, and for favoring those who could afford to attend college or those who had the right connections to find some other way out. The student deferments were eventually done away with and a lottery system was adopted.

In the early 1970s, Conscientious Objection was expanded to cover those who objected on purely moral grounds in addition to those objecting on religious grounds. The law continued to cover those who either objected to military service entirely or those who only objected to direct combat.

The **Classification Table** (attachment 2) is provided for further details on the changes in the deferment and exemption system during the Vietnam War.

Worksheet: **Choosing Deferments and Exemptions****Fictional Situation:**

The United States government has become engaged in a military action within a country in the Southern Hemisphere. This is not a declared war. In this underdeveloped nation, United States-based-transnational corporations have been extracting natural resources. These business interests are also building factories where local workers are paid low wages. A guerrilla war is being waged with the expressed goal of redistributing the country's wealth more equitably.

The American public is told that this military intervention will protect our allies and investments throughout the world. The public is told that the guerrillas are communists that are threatening our way of life. In addition, the public is told that we must stop these communists or we will face increased threats from the world's communist countries that could lead to a full scale war. As government spokespersons are questioned by the media, they admit that no troops from any communist country are involved in the guerrilla struggle and that the weapons that they are using are made by both non-communist and communist countries.

Draft registration has already been enacted and carried out. Now Congress has decided that people must actually be drafted to meet defense needs, but a system of deferments and exemptions must be worked out. **Deferments** would temporarily excuse people from military and civilian duty. **Exemptions** would permanently excuse people from military and civilian duty.

Your Task:

Your committee cannot question the validity of this military call-up, nor can it question the fairness of the draft itself. Your committee must determine what reasons are valid for a person to be excused from military duty, either permanently or temporarily.

Keep in mind that the Vietnam era draft was criticized for being unfair to certain groups of people, particularly minorities and the poor. Also, many deferments were granted for people studying for or performing jobs deemed important in the national interest.

After discussing each possible deferment or exemption as a group, you must try to come to a consensus - a unified decision - on the categories of people to be excused, either permanently or temporarily, from military service. Additionally, you must decide who should be drafted into military duty and who should be drafted into civilian duty.

Beside each category that starts on the next page, write a **D** for deferment,
an **E** for exemption,
a **M** for military duty or
a **C** for civilian duty

After each category, write a one-sentence explanation of why your group made this decision.

- () **Student**, any field, full-time
 () **Student**, specific fields only (list the specific fields in the space below)
- () **Parenthood**
 () **Single Parenthood**
 () **Family Hardship or Dependency**
 () **Defense Industry Employee** (list the kinds of jobs in the space below)
- () **Research Scientist** (list the fields of research below)
- () **Doctor**, any
 () **Doctor**, public health or research only
 () **Teachers**, any
 () **Teachers**, math and science only
 () **Engineers**
 () **Dentists**, all
 () **Dentists**, public health only
 () **Agricultural Workers**
 () **Professional Athletes**
 () **Professional Artists**
 () **Government Officials**
 () **Nuclear Power Plant Operators**
 () **Construction Workers**
 () **Forestry Workers**
 () **Lawyers**
 () **Men under:** _____ (fill in the age)
 () **Men over:** _____ (fill in the age)
 () **Native Americans**
 () **Blacks**
 () **Hispanics**
 () **Asian and Pacific Islanders**
 () **Whites**
 () **Family income** under poverty level
 () **Family income** over \$100,000 per year
 () **Women**
 () **Women under:** _____ (fill in the age)
 () **Women over:** _____ (fill in the age)
 () **Homosexuals**
 () **Clergy**
 () **Surviving Son** (immediate relative lost life in line of duty)
- () **Physical Disability** (explain how serious below)

- () **Mental Disability** (explain how serious below)

- () **Alien** (not a U.S. citizen, but residing in this country)
- () **Morally unfit** (specify reasons below)
- () **Politically unfit** (specify reasons below)

- () **Provides a substitute**
- () **Pays the government \$2000**
- () **Religious Conscientious Objector** (opposed to participation in war of any form due to deeply held religious beliefs)

- () **Conscientious Objector** (opposed to participation in war of any form due to deeply held moral, ethical or religious beliefs)

- () **Noncombatant Conscientious Objector** (opposed to direct combat in war, but willing to do noncombatant military duties, such as being a medic)

- () **Selective Conscientious Objector** (opposed to participation in a particular war that the objector considers unjust)

- () **Nuclear Pacifist** (opposed to participation in a nuclear war or a war that the objector believes would lead to a nuclear war)

- () **Other:** (list below)

Photocopy: Classification Table

Classification Status of Men Age 18 1/2-26

(numbers are in thousands)

	1965	1970	1971	1972
TOTAL	17,967	22,705	16,098	15,012
Available for U.S. Armed Forces (1A, 1A-O)	1,485	2,596	3,601	514
Holding Category – available, but not being drafted (1H)	(x)	(x)	140	6,929
Conscientious Objector (10)	11	28	37	10
Performing Military Duty (C, 1D, 1W)	3,166	3,504	2,356	2,222
Completed Military Duty (4A, 4W, 1W-Rel)	2,399	3,801	2,825	2,010
Deferred	5,829	6,151	2,400	393
Student (1S, 2S, 2D)	2,212	1,746	1,113	198
Fatherhood or Hardship (3A)	3,376	4,027	1,133	172
Occupation (2A, 2C, 4B)	241	378	154	23
Exempted	104	130	97	36
Not U.S. citizen and not planning to be (4C)	11	20	14	11
Clergy (4D)	93	110	82	12
Sole Surviving Son – father and brothers lost in line of duty (only valid in peacetime) (4G)	(x)	(x)	1	13
Disqualified (4F, 1Y)	4,640	5,959	3,630	2,888
Unclassified	334	536	1,012	10

(x): Not Applicable

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Unit Title: **Deciding Deferment and Exemption Cases****Goals/Objectives:**

Students will learn to appreciate the difficulties involved in deciding particular cases with a set of draft laws.

OPTION A**Materials Needed:**

Class set of worksheets (attachment 1)

Time Needed:

One or two class periods

Procedures:

1. Provide students with draft board rules agreed upon in the previous unit, **Choosing Deferments and Exemptions** or a basic list compiled by the teacher based upon the information provided in that unit and the unit entitled **Draft Bowl**.
2. Distribute worksheets (attachment 1) and divide students into small working groups. Explain the fictional military action in more detail, giving a specific location and a concrete historical position. You may want to choose a country that is currently experiencing extreme social turmoil.
3. Ask students to read the cases outlined in the worksheet, keeping in mind the reality of the military intervention outlined in the fictional situation. Students must understand that no matter what they think about this military intervention, they will have to decide which cases warrant deferment or exemption under the rules provided.
4. Ask groups to discuss the cases and try to reach a consensus decision on each.
5. Ask a representative of each group to report the group's findings to the class.
6. Compare and discuss any differences in the group decisions. Tell the class about the decisions that were made in the real cases outlined in the **Remarks** section at the end of this unit. Ask if they had any difficulties because the draft was being used for a specific kind of military action. Did their opinions on U.S. military intervention affect their decisions on cases? Would a more or less justifiable war make a difference?

Variation I

Tell your student draft boards that they have been under scrutiny for issuing too many deferments and exemptions. The military wants inductees to be processed faster

so that they can quickly meet their goals. Higher authorities are beginning to suggest that at least 25% of the cases under review should be denied and the men drafted. Therefore, they should try very hard to deny deferments or exemptions in at least two of the cases to avoid complaints from Washington.

Variation 2

Do the same as in Variation 1, but tell this to only half the groups, leaving the others to defer or exempt as many as they wish. Compare the decisions based on the application or isolation from this outside pressure.

OPTION B

Materials Needed:

Class set of worksheets (attachment 1)

Instructions for Role Playing (attachment 2)

Observer Record (attachment 3)

Time Needed:

Two or three class periods

Procedures:

1. Provide students with draft board rules agreed upon in the previous unit, **Choosing Deferments and Exemptions** or a basic list compiled by the teacher based upon the information provided in that unit and the unit entitled **Draft Bowl**.
2. Distribute worksheets (attachment 1) and divide students into small working groups. Explain the fictional military action in more detail, giving a specific location and a concrete historical position. You may want to choose a country that is currently experiencing extreme social turmoil.
3. Hand out **Instructions for Role Playing** (attachment 2).
4. Divide class into petitioners, draft board members and observers. Distribute **Observer Records** (attachment 3) to observers.
5. Set time limit for preparation of cases by petitioners.
6. Have draft board arrange the room for a hearing and decide if they will hear and decide each case separately, or hear all cases and make all decisions at once.
7. Proceed with hearing of cases.
8. Allow time for the draft board to confer and reach their decisions and for observers to complete their forms.

9. Have the draft board report their decisions and hear the observer's comments. Compare and discuss any differences in the decisions. Tell the class about the decisions that were made in the real cases outlined in the **Remarks** section at the end of this unit. Ask if they had any difficulties because the draft was being used for a specific kind of military action. Did their opinions on U.S. military intervention affect their decisions on cases? Would a more or less justifiable war have made a difference? Should individuals have the right to pick their wars? Are some people more expendable than others? How does the implementation of the deferment and exemption system reflect the board's values and prejudices?

Remarks:

Make sure students understand this unit's vocabulary before they start.

If your class is large and you want to do Option B, you may wish to have two or more draft boards. Variation 1 of Option A can also be used with Option B. Variation 2 can only be used with Option B if you have more than one draft board.

As explained in the Procedures, this unit can be used in conjunction with the unit entitled **Choosing Deferments and Exemptions**. If you have the time available, we recommend that these two units be taught during the same week to give students a deeper sense of the deferment and exemption process.

You or your students may want to invent cases of your own. Some teachers have found it instructive to alter the Conscientious Objection questions to apply to all registrants. This way, those wanting to be in combat have to prove that they conscientiously oppose being restricted to the peaceful means of solving problems. Likewise, some teachers suggest that students be asked to decide whether they would be willing to fight in the specific conflict that is described in the fictional situation. This exercise examines the feelings of the selective objector.

If a draft counselor or actual Selective Service System board member is available, they could participate in the role play to make it seem more real.

If it is possible to videotape the role play, an evaluation could take place at a later time when everyone would be less emotionally involved.

Details of the decisions of the real cases follow:

Case 1: Daniel Seeger applied for Conscientious Objector status in 1957 and was denied. He refused to report for military service after being denied his C.O. status. He was convicted of draft evasion at the district court level. Seeger appealed and the decision of the district court was reversed at the appellate level, but the U.S. Government appealed to the U.S. Supreme Court. The U.S. Supreme Court ruled in 1965 that a person didn't have to believe in God to have strong religious beliefs. Under the law, the government had to respect all religious beliefs equally. Seeger won his case.

Case 2: Elliott Welsh's case went to the U.S. Supreme Court in 1970. The court ruled that Welsh should have been classified as a C.O., giving draft boards a new test: a C.O. was someone who is "deeply and sincerely" against participating in all wars. The reason does not have to be based on religion.

Case 3: The Barry Johnson case is based upon an incident mentioned in "Evading the Draft: Who, How and Why", **Life Magazine**, December 9, 1966. A case similar to this one was denied a deferment by his local board.

Case 5: Guy Gillette refused to report for military service in 1967 because he did not want to take part in the Vietnam War. The U.S. Supreme Court ruled that Gillette should not be classified as a C.O., stating that draft boards needed a clear and simple method for classifying people. They felt that if a person could be a C.O. for one war and not another, the draft board would have too difficult a task.

Case 6: This is based upon an incident also mentioned in the **Life Magazine** article cited above. In a case similar to this an occupational deferment was granted.

Worksheet: Deciding Deferment and Exemption Cases**Fictional Situation:**

The United States government has become engaged in a military action within a country in the Southern Hemisphere. This is not a declared war. In this underdeveloped nation, United States-based-transnational corporations have been extracting natural resources. These business interests are also building factories where local workers are paid low wages. A guerrilla war is being waged with the expressed goal of redistributing the country's wealth more equitably.

The American public is told that this military intervention will protect our allies and investments throughout the world. The public is told that the guerrillas are communists that are threatening our way of life. In addition, the public is told that we must stop these communists or we will face increased threats from the world's communist countries that could lead to a full scale war. As government spokespersons are questioned by the media, they admit that no troops from any communist country are involved in the guerrilla struggle and that the weapons that they are using are made by both non-communist and communist countries.

Draft registration has already been enacted and carried out. Now Congress has decided that people must actually be drafted to meet our defense needs. Many draft registrants are requesting deferments and exemptions from being drafted. **Deferments** would temporarily excuse them from military and civilian duty. **Exemptions** would permanently excuse them from military and civilian duty.

Your Task:

Acting as a local draft board, you cannot question the validity of this military call up, nor can you question the fairness of the draft itself. You must use the rules that you are given and make decisions on the following cases. You must decide whether or not they will be drafted, deferred or exempted. After discussing each case as a group, you must try to come to a consensus - a unified decision - on how the person should be treated.

- Case 1:** Daniel Seeger wants to be classified as a Conscientious Objector. He says his religious beliefs will not permit him to participate in war. However, Seeger says that he's not sure he believes in God. He strongly believes that his participation in war would be morally wrong.
- Case 2:** Elliot Welsh wants to be classified as a Conscientious Objector. He says that his studies of history force him to reject all wars. He admits that his request is not based upon religious belief, but does hold strong convictions against participating in any war.
- Case 3:** Barry Johnson has requested that he be allowed to keep his student deferment. He is a physics student at the State University and has maintained a high grade point average. However, financial problems have forced him to drop out of school for six months to earn enough money to continue his studies.

- Case 4:** James Winslow requests an occupational deferment. He works as a teacher aide in a special education classroom. He often handles the duties of the regular teacher, who has had less success in working with the children than James and plans to retire in two months.
- Case 5:** Guy Gillette requests a Conscientious Objector classification because he says he is opposed to the war for religious reasons. He does not state that he is opposed to all wars.
- Case 6:** Bill Homer requests an occupational deferment because he is an executive trainee for General Dynamics Corporation which does defense work for the government. He has worked there for one month and is still training for his new position.
- Case 7:** Eric Johnson requests an exemption as sole survivor. His older brother is a veteran of the Vietnam war and is now in a mental institution. His younger brother was accidentally killed during basic training. Johnson's grief-stricken father is in an emotionally withdrawn state and unable to work.
- Case 8:** Tom Dawson requests a hardship deferment. He and his mother run the family nursery. His father is ill and unable to work and his younger brother has left home and quit school. The cost of hiring someone to replace Tom is too much, especially since they are already in debt from a bad year. They fear they will lose the family business to the bank if Tom is drafted.

Instructions for Role Playing: Deciding Deferment and Exemption Cases**PETITIONERS**

Identify yourself, present your case and answer the draft board's questions after your presentation.

As a petitioner, you should know the definition of the deferment or exemption that you seek and present your case in such a way as to prove why you qualify. Understand the character of the role you are taking - his background, his values and his goals - before you attempt to convince the board.

If you are asking to be classified as a conscientious objector, be prepared to answer the following three questions.

Question 1: Describe the beliefs which are the basis for your claim for classification as a conscientious objector, and whether those beliefs would permit you to serve in a noncombatant position in the armed forces.

This question asks you to describe the basic principles by which you guide your life. Describe those values which are of utmost importance to you such as God, love, truth, nonviolence, etc., and why these beliefs are in conflict with military service. This question asks you to formulate your own statement of conscientious objection to war. The second part of this question seeks to determine whether you seek noncombatant status or a full exemption from military service and why you have chosen to do so.

Question 2: Describe how you acquired these beliefs.

In answering this question, you should include any training you have had if you feel such training has helped you arrive at your position. The influences of clergy, teachers, family members, books, membership in organizations, are essential to list. Be specific; you must show that strong influences in your life have stimulated you to think seriously and clearly about participation in war. Specific incidents can be included, such as demonstrations, seminars, or assemblies you have attended. Be careful not to give the impression that your beliefs are mainly "political".

Question 3: Describe how your beliefs affect the way you live, and the type of work you do or plan to do.

Discuss how your future plans are affected by your commitment to your beliefs. Describe kinds of employment you have had or plan to have which reflect your commitment. Discuss any public expression, written or oral, you have given to your beliefs. Describe your lifestyle; mention your life's goals as you have set them, and show how they are an outgrowth of your beliefs.

DRAFT BOARD MEMBERS

Listen to the case of each petitioner and after his presentation, ask any questions you might have about his testimony. Your questions should focus on the guidelines for the deferment or exemption that he seeks. In order to ask informed questions and make wise decisions on the cases, you must be familiar with all the classifications.

After hearing the case and asking your questions, you will be able to discuss it with your fellow board members and seek agreement on your ruling. Each petitioner will need a stated reason why he does or does not receive the deferment or exemption.

As members of a local draft board, you are required to hear each case and decide on its own merit. In reality, people who serve on draft boards are only human and have opinions and biases. For example, a board member might be a World War II veteran, convinced of the value of the military and opposed to the concerns of "undisciplined youth". Or, a member might be very religious and especially sympathetic to religious cases. Instead of taking such roles, play yourself, but while doing so, remember that people who serve on draft boards do so because they believe it is a civic duty. They take their responsibility to the government very seriously.

OBSERVERS

Listen and record your observations on the **Observer Record** that is provided to you. After the hearing, tally your responses and discuss them with fellow observers. Appoint a spokesperson who will make a report to the entire group about the observer's reactions to each case, noting how they agree or differ with the draft board's decisions. Give as many reasons for your reactions as possible.

Observers take the role of an impartial jury. You are reviewing the strength of each petitioner's case as it is presented. You are also reviewing the draft board's questions and decisions.

Observer Recorded: **Deciding Deferment and Exemption Cases**

PETITIONER

Write **Yes** or **No** on each blank line.

	1	2	3	4	5	6	7	8
1. States case clearly?	_____	_____	_____	_____	_____	_____	_____	_____
2. Knows classification guideline?	_____	_____	_____	_____	_____	_____	_____	_____
3. Reason for deferment/exemption fits the guideline?	_____	_____	_____	_____	_____	_____	_____	_____

DRAFT BOARD

	1	2	3	4	5	6	7	8
1. Know draft rules?	_____	_____	_____	_____	_____	_____	_____	_____
2. Ask questions that apply?	_____	_____	_____	_____	_____	_____	_____	_____
3. Show personal biases?	_____	_____	_____	_____	_____	_____	_____	_____

Unit Title: **Women, Combat and the Draft: Four-Way Debate****Goals/Objectives:**

Students will become familiar with the various arguments surrounding the questions of women in combat and the drafting of women and will see how those arguments can be used within a specific hypothetical situation.

Students will examine the issue of compulsory military service from the differing perspectives of male and female students.

Students will learn to extract arguments in favor of a position from outside sources, including interviews and print media research.

Materials Needed:

Class set of worksheets (attachment 1)

A few copies of the **Argument Resource Form** for each student (attachment 2)

Rosker v. Goldberg Supreme Court Case Synopsis (attachment 3)

Stopwatch

Time Needed:

Two or three class periods

Procedures:

1. Circulate worksheets and allow time for students to read the debate scenario, instructions and sample arguments.
2. Circulate the **Argument Resource Forms** to students. Explain how the forms can be used to develop arguments by interviewing selected people or by print media research in the library using the **Reader's Guide to Periodical Literature**.
3. After your students have been given an adequate opportunity to develop their opinion on the issues, poll them as a group to determine how many support each of the four positions. Divide the class into four groups, reflecting their choice of the four positions. If a position has no supporters or only one or two, you may assign students to take on those positions for the purpose of the debate. Have each group compile arguments favoring their position and arguments to be used in rebuttal to other positions.
4. After each group has had sufficient time to develop their arguments, ask them to pick two people to represent the group for the debate. Non-debaters should be encouraged to stay involved as coaches and "team support". Alternatively, the debate points could be divided so that each member of each group has responsibility for arguing the merits of one or more of the points.

5. Conduct the debate using the following rules:
 - a. each debater is allowed 3 minutes to present the points of their argument
 - b. each team is then allowed 3 minutes for the rebuttal of any of the other three positions
 - c. no topic can be reintroduced
 - d. after all points have been heard and rebutted, each team has 5 minutes to summarize their respective position
6. After the debate, poll the students again, noting any differences between this poll and the one taken before the debate. Discuss the results of the poll and the effect of the debate on the class. You may want to have students write a paragraph on the topic of women, combat and the draft.

Remarks:

If students have not discussed sexism or issues that have touched on discrimination on the basis of gender, you may need to introduce this issue before you proceed with this unit.

Implicit in the understanding of the issues underlying this unit is the concept of a hierarchy of values. Before you begin this unit, students need to understand that it may be necessary to sacrifice one value for a higher value.

Students could fill in a bulletin board with print media articles that support different sides of the debate. If the issue is not currently in the news, students could copy old articles and post them.

You may want to invite another class in to watch the debate and participate in the discussion afterwards.

You may also want to videotape the debate for later evaluation.

You may need to remind students to observe the specific hypothetical context of the debate and not to think in absolute terms. Although some students would take the same position in every conceivable situation, other students would take different positions in different fictional situations.

You may want to have a vote to determine the best debater, disregarding the position that was taken.

As an additional assignment, students could be asked to prepare, as a class, an annotated bibliography of all the references used on this topic. A finished copy could be given to the school librarian and to any other teacher interested in doing this unit. (P.S. we'd like to have a copy ourselves!)

Especially if this issue is being debated in the print media, students could be encouraged to write letters to the editor of a local newspaper.

Worksheet: Women, Combat and the Draft: A Four-Way Debate**Fictional Situation:**

The United States government has become engaged in a military action within a country in the Southern Hemisphere. This is not a declared war. In this underdeveloped nation, United States-based-transnational corporations have been extracting natural resources. These business interests are also building factories where local workers are paid low wages. A guerrilla war is being waged with the expressed goal of redistributing the country's wealth more equitably.

The American public is told that this military intervention will protect our allies and investments throughout the world. The public is told that the guerrillas are communists that are threatening our way of life. In addition, the public is told that we must stop these communists or we will face increased threats from the world's communist countries that could lead to a full scale war. As government spokespersons are questioned by the media, they admit that no troops from any communist country are involved in the guerrilla struggle and that the weapons that they are using are made by both non-communist and communist countries.

Draft registration has already been enacted and carried out. Now Congress has decided that people must actually be drafted to meet our defense needs. A debate is currently raging in Congress as to whether women should be drafted and whether they should be used in combat.

Your Task:

Given the above fictional situation, you must decide which of the following positions you support in regard to women, combat and the draft. For the purposes of this exercise, carefully think through how you would feel if the fictional situation were true.

- Position 1:** I am opposed to the drafting of women and I am opposed to women in combat.
- Position 2:** I am opposed to the drafting of women but I am not opposed to them entering combat.
- Position 3:** I am in favor of drafting women but women should be restricted to non-combat roles.
- Position 4:** I am in favor of drafting women along with men and I believe that women should share combat responsibilities with men.

On the next page are a list of arguments. Each argument supports one or more of the above positions. Reading these arguments may help you decide which position you favor the most. You may also wish to talk with people outside of class or do some library research to help you decide on a position.

Sample Arguments:

1. Even if women are restricted from combat, the majority of military jobs are non-combat, so women should be drafted to fill those non-combat jobs.
2. If you fill non-combat jobs with women, the men will become limited to combat roles and in a war they would be prevented from rotating into non-combat jobs to rest after combat assignments.
3. Women should be treated equally under the law.
4. Women should receive special protections under the law.
5. Women's hygiene requirements prevent them from prolonged duty in rugged terrain.
6. Women can operate modern weaponry as easily as men.
7. Women's progress toward equal opportunity in the military depends to a large extent on their being integrated into combat.
8. Men and women should be equally required to register for the draft to enhance military flexibility. A larger pool of potential draftees is insurance against an unpredictable future.
9. There's no military need to include women in draft registration because female volunteers already comprise 8 percent of the personnel in the armed forces.
10. Women are capable of doing combat duty, but in this fictional situation, no one, men or women, should be drafted and no one should be willing to fight against the guerrillas.
11. The drafting of women would place unprecedented strains on family life. The potential absence of a mother from a home is more disruptive than the potential absence of a father.
12. Because of his stature, the average American man has an advantage over the average American women in terms of brute strength, but we must remember that Vietnamese men (who are on the average smaller than American women) demonstrated that smaller men can be victorious because of skill, training and desire.

Sample Supportive Evidence and Opinions:

1. Phyllis Schlafly, anti-feminist leader, has said, "Aside from the moral implications of men and women sharing foxholes, a coed military could mean a weakened defense...The Soviet Army, she said ominously, is less than 1 percent female and its combat troops are exclusively male."

Because women have, on the average, only 60% of the upper body strength of men, and because of the high rate of pregnancy among women in the volunteer army, Schafley believes that female troops would be less fit for battle than males.

2. Sue Kinchy, a member of the Central Committee for Conscientious Objectors, has said, "With women entering military service on a broad scale, that half of the population which has mitigated rampant militarism will gradually decrease, leaving us with a society of men, women and children dominated by a militarized social order...The concept of 'military obligation' may soon be assumed by women.

"Women should not be denied equal rights in the military. They should, however, exercise that right with the wisdom and foresight to understand that resistance to militarism will preserve their dignity and prolong the existence of humanity."

3. The National Organization of Women's Position Paper on Registration and the Draft states, "Clearly, neither men nor women should be exposed to war. It is obvious, however, that without the establishment of a war-free society, it is impossible to shield women from the violence of war either as civilians, soldiers, or both...

"If civilian women have been unable to escape from war, it is surely evident that women in the military have been repeatedly exposed to combat conditions. Although women have been banned from combat on paper, they have often served in the midst of it, and have been exposed to the same dangers as their male counterparts...

"Using even the most liberal of measures, a total potential of only 27% of military positions are open to women, and women comprise even less, an estimated 8%. Discrimination against women in the military depresses opportunities, career paths, training, and benefits for women.

"Restriction on women in the military, far from protecting them, serves to continue their second class citizenship, pay and opportunity. And this discrimination exercised by the military affects women's employment opportunities and wages throughout their entire work lives because of veterans' hiring preference."

4. According to the Women's Equity Action League and Legal Defense Fund, "During World War II, 200,000 military women in the Army, Navy, Marine Corps and Coast Guard served as nurses, mechanics, truck drivers, parachute riggers, typists, radio operators, technicians and air traffic controllers. They performed bravely and competently under hostile fire.

"American military women landed on the beaches at Normandy, France as part of the 'D-Day' Allied invasion. Army women travelled with the Fifth Army close to the front lines during the invasion of Italy.

"Army women also served in the South Pacific and North Africa. They received many military decorations for bravery, including the Purple Heart - awarded to those wounded by enemy fire. Nearly 100 Army and Navy nurses were prisoners of war for three years in the Philippines during World War II.

"Over 7,000 women served their country in Southeast Asia during the Vietnam War and received combat pay. Some of these military women died as a result of enemy action."

Argument Resource Form: Women, Combat and the Draft: A Four-Way Debate

Source of Information: (name of person interviewed or name of print media article)

Position Supported by Source: (of the four possible positions)

Argument Presented by Source: (reasons why source supports above position)

Supporting Evidence Presented by Source: (facts)

Argument Resource Form: Women, Combat and the Draft: A Four-Way Debate

Source of Information: (name of person interviewed or name of print media article)

Position Supported by Source: (of the four possible positions)

Argument Presented by Source: (reasons why source supports above position)

Supporting Evidence Presented by Source: (facts)

Case Synopsis: Rostker v. Goldberg

One of the most controversial cases in the Supreme Court's 1980-81 term, **Rostker v. Goldberg** (101 S. CT. 2646), dealt with questions on the constitutionality of registering only males for the draft. The case raised the issue of sexual equality in American society, as well as questions regarding the constitutional powers of Congress when acting in areas of national defense and military affairs.

The case began in 1971, as a challenge by several men to the Vietnam-era draft. The men claimed that because women were not eligible for the draft, men suffered from sex discrimination. The case went unresolved until 1975, when it was suspended. In 1980, the case took on a new light after the Soviet invasion of Afghanistan. President Carter had asked Congress for authority to register both men and women for the draft, but after lengthy hearings, Congress allocated money to register only males.

Three days before the draft registration was to resume, a Federal court in Philadelphia declared the "men only" provision illegal. An "emergency order" given by Supreme Court Justice Brennan allowed registration of young males to proceed.

In the Supreme Court's eventual 6 to 3 majority decision, the case seemed more a question of institutional imperatives than that of sex discrimination. Writing the majority's opinion, Justice Rehnquist emphasized the power of Congress as mandated in the constitution. "The case arises in the context of Congress's authority over national defense and military affairs." He continued to say that "perhaps in no other area has the court accorded Congress greater deference."

Rehnquist went on to examine the law that prohibits female participation in combat, concluding that the law doesn't violate equal protection because "men and women ... are simply not equal in the eyes of the military," nor are they "similarly situated for the purposes of the draft." Because women, by law, are excluded from combat, and the purpose of registration is to have a pool of combat-ready troops, Rehnquist mandated that it was neither illogical nor unconstitutional to exclude women.

Those three justices dissenting argued that the court didn't use its customary test, that is, showing whether the exclusion of women from registration was substantially related to achieving the draft's goal of maintaining national defense. Justice White in his dissent pointed out that the purpose of the draft was to fill both combat and non-combat jobs in the event of a national emergency. Uncontested testimony in the Senate, in fact, established that women could fill at least 80,000 positions in any likely draft -- even under the present combat ban.

Unit Title: **If the Draft Begins, What Would You Do?**

Goals/Objectives:

Students will critically examine personal opinions about military service and United States military policy.

OPTION A

Materials Needed:

Class set of worksheets (attachment I)

Time Needed:

One or two class periods

Procedures:

1. Make sure that students can comfortably use all of the vocabulary found on the worksheet.
2. Have students carefully read both sides of the worksheet.
3. For each of the **Crisis Scenarios**, have students decide how they would respond to a draft. You may wish to add new crisis scenarios of your own or you may wish to use less than the ten given.
4. After students have made their choices, you may wish to explain how many of the scenarios described are analogous to actual historical crises. There are limited explanations of these historical analogies in the **Remarks** section.
5. Divide the class into small groups. Have each group select a recorder. Have students compare their reactions to the situations described with others in their group. Ask students to note which items provoked the greatest agreement and the greatest disagreement.
6. Have each recorder summarize his or her group's positions to the entire class. The class as a whole may now discuss the most obvious similarities and differences among positions taken by the groups.
7. As homework, have students interview an adult or peer not in this class using the worksheet. Ask them to report the results of the interview at the next class session.
8. Have students write a paragraph summarizing what they have learned from this unit.

OPTION B

Materials Needed:

Class set of worksheets (attachment 1)

Butcher paper, marker and tape

Time Needed:

One to two class periods

Procedures:

1. After students have read the worksheet, spread a long piece of butcher paper along the width of the room and mount it in place with tape. At intervals, write the five **Possible Choices** on the paper. You may abbreviate the choices: **Volunteer**, **Wait for draft**, **Deferment** or exemption, **Conscientious objector** and **Refuse to go**.
2. Have students clear all desks and chairs out of the way and stand facing the wall with the butcher paper on it.
3. For each of the **Crisis Scenarios**, ask students to place themselves next to the label on the wall that most closely matches their personal response. This option will enable students to graphically see the relationship between their own opinions and the opinions expressed by their classmates. Be sure that you encourage students to assert their own opinions without being intimidated by peer pressure.
4. You may ask selected students to explain their choice in a specific crisis.
5. After students have been reseated, you may wish to explain how many of the scenarios described are analogous to actual historical crises. There are limited explanations of these historical analogies in the **Remarks** section.
6. As homework, have students interview an adult or peer not in this class using the worksheet. Ask them to report the results of the interview at the next class session.
7. Have students write a paragraph summarizing what they have learned from this unit.

Remarks:

Certain items in the student worksheet have direct relation to historical events. Students could be asked to identify which of the scenarios are drawn from real situations and which have no historical precedent. This could provide topics for research.

Worksheet: If the Draft Begins, What Would You Do?**Fictional Situations:**

A serious crisis has prompted the U.S. government to begin drafting eighteen year olds. A war has not been declared and U.S. troops have not been sent anywhere as a result of the crisis. The President says that the draft is necessary to demonstrate our ability to respond militarily, even if we do not choose to do so. On the other hand, there is a much speculation in the media that the draft is being used as part of a general mobilization of U.S. armed services and that U.S. military intervention will happen quickly after enough troops have been trained.

Your Task:

The details of several crises are listed below. After you have studied them, you must decide what you will do in response. Be realistic in your answers. In other words, say what you might actually do, not just something you'd like to do. You have many choices, but each choice has a serious consequence. The following list of choices includes some of those consequences. Feel free to answer with a choice that is not listed as long as you think that it is a real possibility for you.

Possible Choices:

1. Immediately **volunteer** for military service, even before you are drafted. If you decide to do this, you may have more choices about the kind of work you will do in the military. You may also quickly find yourself in a war zone where you may be required to directly kill someone or you may be killed.
2. **Wait** for your name to be called in the draft. There's a chance that you might not be called, or that you may be disqualified for some reason. However, if a war is being planned, they may need a lot of people and there may be few disqualifications.
3. Prepare to get a **deferment or exemption** from the draft. You must know about how to qualify for a deferment or exemption and you must have your case well documented with letters from professionals. There may be little time to prepare a strong case for deferment and exemption. If a war effort is being planned, there may be little draft board sympathy for people trying to escape their "duty".
4. Apply for **Conscientious Objector** status. Again, this will take a lot of preparation. You will need to quickly assemble a written request that includes answers to several draft board questions along with letters from a variety of people who will back up your claim. You must decide which of the following you are willing to do: noncombatant military service, or civilian alternate service for the same period of time as those drafted into the military.
5. Protest against the draft and this potential military intervention by **refusing to go** when you are drafted. You must be prepared to go to jail, live in hiding as a fugitive or try to find a country to flee to that will accept you as a war objector. It will be very difficult to find a country that will accept you as an exile until U.S. troops have actually been committed.

Crisis Scenarios:

1. The United States has installed small and highly mobile nuclear weapons in **West Berlin** which is geographically inside a communist bloc country, **East Germany**. In retaliation, the **Soviet** military has landed on an unoccupied island in the **Aleutians**, which are a part of Alaska. The Russians say that they will remain on the island and develop a military base unless we remove our nuclear weapons from West Berlin.
2. **Mexico** elects a socialist as president who begins to nationalize **U.S. corporate holdings** within the country. This new president announces that Mexico will not repay debts that it owes the U.S. because of all the riches that U.S. corporations have taken from Mexico without ever paying a fair price. U.S. business interests and many members of Congress are furious.
3. **Cuba** begins to train **Haitian** exiles in an attempt to return to Haiti to overthrow the dictatorial regime. The U.S. supports the Haitian government because it is anti-communist even though it is dictatorial and cruel to its people.
4. **Polish** workers go on a general strike and are armed to defend themselves against the Polish military. **Russia** sends in troops to aid the Polish military against the workers.
5. Workers in **Chile** have gone on general strike against the military dictatorship in their country. They are armed and have begun to fight with the Chilean military. **U.S. corporations** doing business in Chile feel threatened by this revolt and have asked the U.S. government to intervene. The President says that **American citizens** living in Chile might be taken as hostages.
6. Residents in **San Francisco** and **New York** decide to refuse to work until the U.S. government agrees to stop producing new nuclear weapons. Enough residents stop working in these two cities that their ability to do business has been paralyzed. The President has declared a state of emergency, but the **National Guard** is too small to do anything to stop the crisis.
7. A U.S. Navy ship has "accidentally" entered **North Korean** waters. A North Korean Navy ship has captured our ship and taken the sailors into custody. The North Koreans say that our ship was spying. Our government demands the immediate release of our ship and sailors.
8. Guerrillas operating in the mountains of **Honduras** begin to organize thousands of peasants against the Honduran government. In retaliation, the government begins to destroy village after village in the mountains, killing a large segment of its own population. The war is not going well for the government and it asks the U.S. to send troops soon or it fears that Honduras will soon become communist.
9. **Iraq** attacks **Iran's** oil fields and begins to demolish their ability to produce needed oil for our allies in **Europe** and **Japan**. It is reported that this will cripple these economies. Several European countries and Japan have asked the U.S. to intervene militarily against Iraq to prevent the oil field destruction.
10. **Libyan** anti-aircraft guns shoot down two U.S. jets that "stray" into Libyan air space. The pilots parachute to safety but are later captured by Libyans and are executed. Libya claims that U.S. jets have been harassing Libyan planes for the last two months and this is a logical retaliation. Many members of Congress are asking for a punitive air strike against the Libyans. This could lead to a war.

Unit Title: **Draft Bowl**

Goals/Objectives:

In one quick unit, students will gain a general understanding of registration and the draft.

Materials Needed:

Draft Bowl: Questions and Answers (attachment 1)

Class set of worksheets, **Draft Bowl Questions** (attachment 2)

Class set of fact sheets, **Registration and the Draft** (attachment 3)

clock with a second hand

Time Needed:

One or two class periods

Procedures:

1. Have students study the fact sheets (attachment 3), either individually or in groups. Explain that there will be a quiz-game made on the particulars of the fact sheets.
2. Divide students into two teams.
3. Alternately ask questions of each team from attachment 1.
4. Suggested rules for **Draft Bowl**:
 - a. Allow each team 5 seconds to respond to a question.
 - b. After 5 seconds, the opposing team gets a chance.
 - c. 1 point is given for each correct answer.
 - d. Anyone on a team can answer but no one person can answer more than 3 questions.
5. To add suspense, cut questions from attachment 2 and draw one at a time.
6. You may want to add other questions as a review of material in other units.
7. You may want to give your students the answers and have them come up with the questions.
8. You may want to distribute the questions (attachment 2) to your students and have them test each other.
9. You may want to have students make up their own questions and answers and test each other.

Draft Bowl: Questions and Answers

1. What is the Selective Service System?
 1. the government agency in charge of the draft
2. After his 18th birthday, a male is required to register within how many days?
 2. 30 days
3. After registration, the registrant should receive a Selective Service letter of acknowledgement within how many days?
 3. 90 days
4. Any change of address or other registration information requires what action?
 4. notification within 10 days
5. If you fail to register or show up when drafted, the maximum penalty is what?
 5. 5 years in jail and/or \$10,000 fine
6. If you fail to register or report when called, it is considered what type of crime?
 6. federal felony
7. What is the maximum penalty for late registration or failure to report an address change?
 7. 5 years in jail and/or \$10,000 fine
8. If you fail to register and the SSS discovers this failure, what is the first thing Selective Service does?
 8. sends one or more warning letters

9. What is the purpose of registration?
9. preparation for a possible draft
10. During the Vietnam War about how many failed to register?
10. 250,000 - 1 million
11. During the Vietnam War, of those who failed to register, how many received the maximum penalty?
11. none
12. If there is a draft, how long are you at the "top of the list" to be drafted?
12. 1 year
13. In reference to the draft, what is the "first priority selection group"?
13. Draft-eligible men who are in the calendar year in which they turn 20 years old
14. How does the lottery system work?
14. Random assignment of numbers 1 - 366
15. During a draft, if your number is called, what kind of notice do you receive?
15. induction by Mailgram
16. When your number is called in a draft, what is your classification and what does it mean?
16. I-A, meaning available for military service

17. Give two ways you can postpone induction into the military?
17. See **Registration and the Draft**
18. What is the maximum length of postponement Selective Service may grant?
18. 90 days
19. Claims for deferment must be filed within how many days after receiving a draft notice?
19. 10 days after the mailing of the draft notice
20. If you receive a draft notice and report for a physical exam, how soon are you officially in the military?
20. immediately after passing exams
21. You may be drafted after your first "priority year" under what conditions?
21. military need
22. How long do you remain eligible for the draft?
22. usually to age 26, in some cases until age 35
23. If you want to seek a deferment, what is the first thing you should do?
23. see a draft counselor
24. What is a I-0 classification?
24. will not serve in military in any capacity for reasons of conscientious objection

25. To be classified a C.O., you must object to what kinds of wars and on what grounds?

25. object to war in any form on religious, moral or ethical grounds

26. What is a I-A-O classification?

26. C.O. but eligible for non-combatant military service

27. What occupation might exempt you from the draft?

27. minister, rabbi, priest, judge or public official

28. Is there any student classification that would exempt you from the draft?

28. only ministerial students

29. Give two medical reasons that might exempt someone from the draft.

29. see **Registration and the Draft**

30. Give two psychological reasons that might exempt someone from the draft.

30. see **Registration and the Draft**

31. What might make you exempt as an only son?

31. service-related death of father or brother or sister

32. What is the difference between deferments and exemptions?

32. deferments postpone the possibility of being drafted; exemptions are permanent waivers of the draft

Worksheet: Draft Bowl Questions

1. What is the Selective Service System?
2. After his 18th birthday, a male is required to register within how many days?
3. After registration, the registrant should receive a Selective Service letter of acknowledgement within how many days?
4. Any change of address or other registration information requires what action?
5. If you fail to register or show up when drafted, the maximum penalty is what?
6. If you fail to register or report when called, it is considered what type of crime?
7. What is the maximum penalty for late registration or failure to report an address change?
8. If you fail to register and the SSS discovers this failure, what is the first thing Selective Service does?
9. What is the purpose of registration?
10. During the Vietnam War about how many failed to register?
11. During the Vietnam War, of those who failed to register, how many received the maximum penalty?
12. If there is a draft, how long are you at the "top of the list" to be drafted?
13. In reference to the draft, what is the "first priority selection group"?
14. How does the lottery system work?
15. During a draft, if your number is called, what kind of notice do you receive?
16. When your number is called in a draft, what is your classification and what does it mean?
17. Give two ways you can postpone induction into the military?
18. What is the maximum length of postponement Selective Service may grant?
19. Claims for deferment must be filed within how many days after receiving a draft notice?
20. If you receive a draft notice and report for a physical exam, how soon are you officially in the military?
21. You may be drafted after your first "priority year" under what conditions?
22. How long do you remain eligible for the draft?
23. If you want to seek a deferment, what is the first thing you should do?

24. What is a I-0 classification?
25. To be classified a C.O., you must object to what kinds of wars and on what grounds?
26. What is a I-A-O classification?
27. What occupation might exempt you from the draft?
28. Is there any student classification that would exempt you from the draft?
29. Give two medical reasons that might exempt someone from the draft.
30. Give two psychological reasons that might exempt someone from the draft.
31. What might make you exempt as an only son?
32. What is the difference between deferments and exemptions?

Fact Sheet: Registration and the Draft

Have you been wondering about draft registration? What does it mean? Is there ever going to be a draft? Does anyone really take this thing seriously?

Here are a dozen questions and answers that tell you what you **really** want to know from people who are concerned about your rights and options.

WHY AM I SUPPOSED TO REGISTER FOR THE DRAFT?

Registration is the method used by the government to identify and keep track of young men who could be drafted into the military. The Selective Service System is the government agency that registers and drafts young people. Selective Service regulations require every male to register for the draft within 30 days of his 18th birthday. Forms are available at local post offices.

If you register, you should receive a letter within 90 days from Selective Service confirming your registration. If you do not receive an acknowledgement letter, it is your legal obligation to contact the Selective Service System. You are required to correct any errors immediately. You are also required to notify Selective Service of any change of address within 10 days of the change until age 26.

WHAT IF I DON'T REGISTER?

If you fail to comply with any provision of Selective Service law or regulations, you may be committing a federal felony. If arrested and convicted, you would face a maximum penalty of five years in prison and/or \$250,000 fine.

Estimates of non-registrants during the Vietnam-era draft (1964-1973) ranged from 250,000 to 1 million. Of these, 250 were convicted, none receiving the maximum penalty. As the war continued, increasing numbers were put on probation. The Selective Service System has admitted that at least 550,000 young men have not registered since July, 1980.

As of April, 1986, twenty non-registrants had been indicted and fourteen had been convicted. Eighteen of those non-registrants were public resisters. A young man is a resister when he refuses to register because it goes against his beliefs. He is a public resister when he tells the government or media that he has refused to register. Those convicted received sentences varying from probation to 2 1/2 years in prison. The longest time actually spent in jail was six months. The highest fine imposed was \$10,000.

Even when the odds are good that a person will not get caught for breaking a law, each young man must realize the possible consequences, should he be caught.

WHAT IF I REGISTER LATE?

Late registration is a criminal offense with the same penalty as not registering. In the Vietnam era, some late registrants were prosecuted and convicted, but, as of March, 1983, no late registrants had been prosecuted. In fact, in a variety of ways, the government is vigorously promoting late registration without penalty.

WHAT CHOICES DO I HAVE?

Since no one is currently being drafted, your choices must be made in the context of the registration requirement. Those choices are as follows:

1. You can **register** and wait to see if a draft is started. If you are opposed to the draft, you can protest against it. If you think you might qualify for a deferment or exemption (see next page for details), you can begin to document your claim.
2. You can decide **not to register** and wait to see if the government finds out.
3. You can publicly **refuse to register** as an act of civil disobedience.
4. You can **volunteer** for the military by enlisting in the service branch of your choice.

DOES REGISTRATION MEAN THERE WILL BE A DRAFT?

As of early 1983, the government says that it is not planning a draft before 1986. If an emergency occurred before then, a draft could begin as quickly as Congress acted upon it (see below).

It should be remembered that the purpose of registration is to prepare for a draft. Powerful members of Congress and the military are already calling for a peacetime draft. During 1982, Selective Service has created and publicized draft regulations and has chosen and educated local draft board members - the people who will decide who is drafted.

It is also important to remember that Congress must restore the induction authority to the President before anyone can be drafted. If and when a proposal to start the draft comes up in Congress, it will be hotly debated as there is deep-seated opposition to the draft in Congress and among the public at large. As a person who may be drafted, you may want to be a part of that debate.

IF THERE IS A DRAFT, WHO WILL BE THE FIRST TO GO?

In the event of a draft, you will be at the top of the list of registrants to be drafted during the calendar year (January through December) in which you turn 20. During this entire year, you will be in the "first priority selection group". Selective Service will conduct a lottery and assign a random number from 1 to 366 to each birthdate of the year. You and others in your priority group will be called in the order determined by the lottery.

If you are not drafted during your first priority year, you drop to second priority during the calendar year in which you turn 21, to third priority when you turn 22, and so on. Some deferments may extend your draft eligibility to age 34, but for most people, age 25 is the last year of draft eligibility.

IF THERE IS A DRAFT, WHAT HAPPENS WHEN MY NUMBER IS CALLED?

If your number is called, you will automatically be classified I-A, available for military service, and you will be sent an induction notice by Mailgram. The induction notice will order you to report for a military physical examination on a certain date, which could be as soon as ten days from the date the notice was sent.

If you pass the examination, you will be inducted into the Armed Forces on that day, unless you have previously filed a claim for a deferment or exemption. All such claims must be filed before the date of the examination, that is, in less than 10 days.

WHAT IF I REFUSE TO BE DRAFTED OR I LEAVE THE U.S.?

Refusal to be inducted into the Armed Forces is a violation of Selective Service law and like failure to comply with any other provision of this law, you would face a maximum penalty of five years in prison and/or a \$10,000 fine.

During the Vietnam war, many draft resisters either hid in the U.S. or left the country to avoid prosecution. Often, they went to Canada and Sweden. Since the war ended, these two countries have changed their immigration laws and policies so that it is now extremely difficult for a young man to gain entrance to either country.

If you find a way to move to another country and you renounce your U.S. citizenship to avoid registration for the draft, you would become permanently ineligible to enter the U.S.. If you register and then move to another country to avoid being drafted, you could never safely return to the U.S., not even to visit, unless there were a Presidential amnesty or pardon, as there was several years after the Vietnam war.

CAN I DELAY BEING DRAFTED?

When you receive an induction order, you may apply for a postponement of your date to report if:

- you are a student
- there is a death or an extreme emergency in your immediate family
- you are seriously ill
- or there is some other emergency beyond your control

If you are a student, you may receive a postponement until the end of the term in which you are currently enrolled or - if you are a senior - until the end of the school year. In other circumstances, the Director of Selective Service may grant you an initial postponement of up to 60 days and one further postponement which brings the total to no more than 90 days.

HOW CAN I LEGALLY GET OUT OF BEING DRAFTED?

Deferments and exemptions are the legal ways by which you can get out of being drafted into the military. Following is a list of the more common deferments and exemptions. Note that students (with the exception of ministerial students) are no longer eligible for a deferment.

For some classifications, you may request an appearance before a local claims board to argue your case. Conscientious objectors must appear before a board. Whatever classification you claim, supporting documentation is usually necessary. The classification regulations are complex and you may have only a few days in which to file supporting evidence for a claim.

In addition to gathering records, you may want to discuss the matter with others to sort out your thoughts. These things take time and you may not have much time after an induction notice arrives. If the induction authority is restored to the President, you should move at once to do these things, if you have not already done them earlier.

If you think you might qualify for any of these classifications, see a draft counselor as soon as possible. You will probably need more information than you will find here. You can reach a draft counselor by contacting one of the organizations listed at the end of this fact sheet. Keep in mind also that deferments and exemptions may be affected by changes in Selective Service regulations. The organizations listed can keep you up-to-date on any changes.

Draft counselors are trained, independent citizens concerned about your rights and options. They also have information that is especially applicable to racial minorities and gay men, as well as women who are concerned about this issue.

Conscientious Objection (C.O.)

You are a conscientious objector if you are opposed to war in any form on moral, ethical or religious grounds. You will need to prove the sincerity of your beliefs. The following are the two types of C.O. classifications.

- I-O** If you are not willing to serve in the military in any capacity, you can be required to perform two years of alternative (civilian) service.
- I-A-O** If you are willing to serve in the military but are not willing to receive weapons training or serve as a combatant, you can be inducted into the military and serve in a non-combatant role, such as medical duty.

Ministerial Students (2-D)

You can be deferred from service while preparing for the ministry under the direction of a recognized church or religious organization. Once you are a minister, priest or rabbi, you may also receive an occupational exemption.

Hardship (3-A)

You can be deferred if your induction would cause a financial, physical or psychological hardship to someone who depends on you. This hardship must be very serious. Substantial documentation is necessary. Your deferment would be reconsidered after one year by the claims board.

Allied and Dual Nationals (4-S, 4-C, 4-T)

If you are a citizen of a foreign country living in the U.S. or you are a dual national, you **may** be eligible for an exemption.

Medical, Psychological, "Moral" Problems (4-F)

You **may** be disqualified from military service if:

- you are confined to an institution
- you have a felony record
- you have some "obviously disqualifying" mental or physical condition
- you fail the military physical or psychiatric examination on your reporting date (having a medical report from your doctor is important)

Surviving or Sole Surviving Son (4-G)

You **may** be exempt from the draft if a member of your immediate family has died from service-related causes.

WHERE CAN I GO FOR MORE INFORMATION OR COUNSELING?

Northwest Draft Counseling Center, Inc.
313 East Burnside Street
Portland, OR 97214
Michael Stoops, Director
(503) 238-0605

Fellowship of Reconciliation
1838 SW Jefferson
Portland, Oregon 97201
Chuck Bell, Director
(503) 222-7293

Unit Title: **Military Skills/Civilian Skills**

Goals/Objectives:

Students will gain an awareness of the civilian career potential of military training.

Materials Needed:

Class set of worksheets (attachment 1)

Photocopy: **Learn a Skill That Could Last a Lifetime** (attachment 2)

Photocopy: **I Learned My Lesson In Today's Military** (attachment 3)

Student access to a telephone and telephone directory outside of the classroom

Any up-to-date recruiting ads that are around your school or community (optional)

Time Needed:

One to two class periods

Procedures:

1. During the last part of a class period, circulate the worksheets.
2. Ask your students to read the instructions on the worksheet carefully and ask if they have any questions. If you do not want every student to do this homework project, you can explain the project objective to the whole class and then ask for volunteers or assign certain students to make the required phone calls. Students could also be divided into teams to share the phone calling responsibilities.
3. If you feel that your class will be reluctant to do phone interviews, you might have them role play the phone calls in small groups or teams in the classroom beforehand. Students playing the role of recruiters should act like salespeople. Students playing other people receiving calls should act as helpful, uncooperative or busy as these people are likely to be.
4. Students who do not want to receive repeated solicitations from recruiters should be forewarned not to give out their home phone numbers or addresses.
5. When calling employers or union personnel, students may not get satisfactory answers from the first person they reach, so they will have to ask for someone else to help them.
6. Be sure to have students identify themselves as students working on a high school project.
7. You may want to circulate copies of attachments 2 and 3 to give students an idea of the problems of military training promises and civilian career realities. This could be done before or after the phone calls.

8. Allow a couple of days for students to make their calls.
9. Have students report or write about the results of their calls.
10. Discuss the following questions:
 - a. When the military advertises that they will teach you a skill, do they mean a military skill, a civilian skill, or both?
 - b. How are military jobs different from civilian jobs?
 - c. Military officers must have a college degree. What kind of college training would **not** qualify you to be a military officer?
 - d. If you plan to go to a civilian school to learn a skill for a civilian job, should you check with an employer or union officer as you did in this exercise?

Remarks:

At first glance, you might feel that only a few students could gain from this unit, specifically those students who have considered joining the military to pursue career training. There are, however, a number of conditions that might cause other students or their friends and relatives to consider joining the military for such training. A student's plan for a future career might not have formed yet or it might change. A student's ability to attend college might change. Or, the draft might resume and a student might want to volunteer to gain entry to a specific military job training program. And since **any** career choice should be researched, this unit should be a valuable exercise for all of your students.

Up-to-date advertisements from recruiters and experiences that your high school career counselors have had with students who joined the military can give this unit a firmer context. Also, you might consider inviting a recruiter and a veteran to your class to present their viewpoints personally. If you decide to invite speakers, try to balance their perspectives and be sure that the class is prepared to ask good questions. A recruiter may try to avoid talking about the uniqueness of military jobs and hazardous working conditions and a disgruntled veteran may have had unfair expectations or may have found the military uncomfortable for reasons other than useless job training. Probing questions can open up a deeper view of military career training realities.

Attachment 3 raises the issue of discharge from the military as a conscientious objector. It is possible to be discharged from the armed services if a person becomes a conscientious objector after joining. Students should be made aware that this is a possibility. If they find themselves in this circumstance, they should contact civilian help because the military may try to discourage them. Their home congressional office might be able to help them or they can contact the Central Committee for Conscientious Objectors who produced this attachment.

Worksheet: Military Skills/Civilian Skills**Fictional Situation:**

Imagine that you would like to learn a certain skill in the military. You might find it hard to imagine joining the military under any circumstances. If this is the case, you might think about a situation where all your other plans fell through and the military was your only choice for getting trained in an employable skill.

You want to use that skill to get a civilian job after you get out of the military. The four branches of the military, Army, Navy, Marines and Air Force advertise that they will teach you a skill.

Possible Choices:

You may pick the skill that you want to learn from the list below or you may pick one that is not listed as long as the military offers training in that field.

Nursing
Heavy Equipment Operation
Secretarial
Air Traffic Control
Laboratory Technician
Photography
Electrician
Mechanic
Computer Repairperson
Computer Programming

Pilot
Law Enforcement
Motor Transport
Printing
Journalism
Plumbing
Weather Forecasting
Accounting
Firefighting
Baker/Cook

Your Task:

For the skill that you chose, call a recruiter for a branch of the armed services. Pick just **one** skill and **one** branch only. Look in the telephone directory under the heading, **U. S. Government**.

First, explain to the recruiter that you are doing a high school project on career training in the military. Remember that it is the recruiter's job to get young people, such as yourself, to join the military. If you do not want to get repeated solicitations from the recruiter, do not give out your telephone number or your address.

Ask the recruiter the following questions about the skill that you would like to learn. Be sure to get specific responses and have a pen and paper handy to take notes.

1. Exactly what kind of training would I receive?
2. Would I get a written guarantee that I would receive the training?
3. Is there any way that I might be disqualified from receiving the training?
4. After I have finished the military training, will it be guaranteed that I will use that skill for the rest of my enlistment?
5. After I have completed my enlistment, what civilian job will I be qualified to begin?

Next, you need to find a potential employer that might hire someone with the skill you plan to learn in the military. In some cases, it might be best to find a union that helps people with this skill find work. You will need to thumb through the yellow pages of the telephone directory to locate the appropriate company, institution or union. Ask your teacher for help if you are having trouble finding the best place to call.

You may need to call a couple of different places to get the information you need. Also, the first person that you reach may not be able to answer your questions, so you will need to ask for someone who can. Be persistent. Be sure to explain that this is a high school project on military career training. Ask the employer or union official the following questions about the possibilities of getting a job.

1. Will the military training in this skill qualify me for a civilian job with your organization?
2. If yes, how often do you have jobs for a new person and how many people apply for a single job?
3. If no, what additional training would I need to qualify me for a job?
4. Where is the best place to be trained in this skill?

How do the employer's or union official's answers compare with the recruiter's? Be sure to take complete notes on both of these phone calls so you can share the results with the class. Also, be sure to thank the recruiter and the employer or union official for their time and their help.

Photocopy: Learn a Skill That Could Last a Lifetime

Learn a skill that could last a lifetime.

Once you've completed Basic Training, you've mastered the basics of soldiering. The next step is Advanced Individual Training (AIT), where you will learn the skills of the job you've enlisted for.

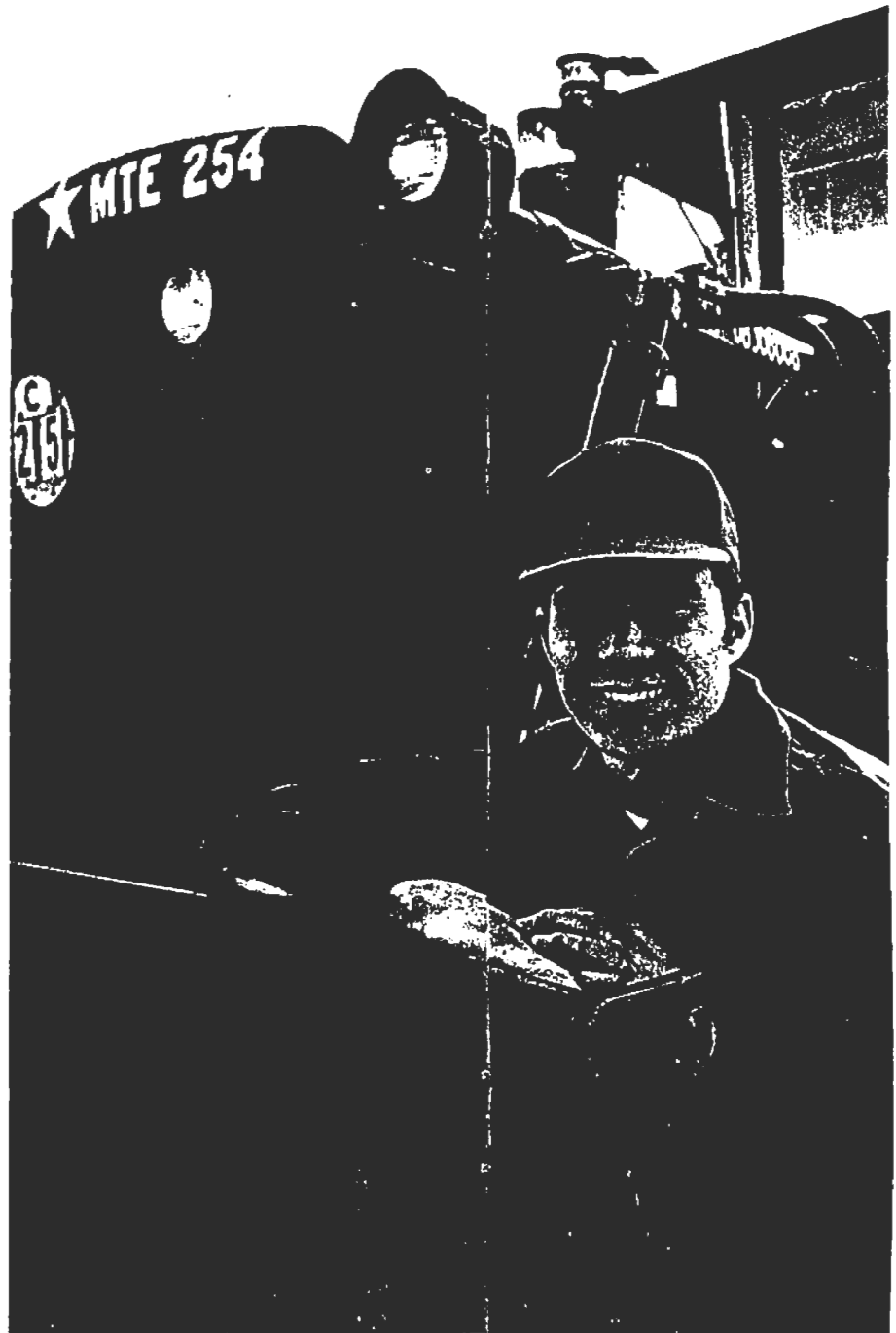
If you're a young man who has enlisted for a branch of Combat Arms, you'll spend the next eight weeks learning the specific skills of an infantryman, artilleryman, or tanker.

If you're a young man or woman who has enlisted for training in a specific skill, such as electronics, AIT is where you learn it.

Today's Army has hundreds of school courses, lasting from 3 to 50 weeks, to train you for hundreds of Army jobs.

Our courses include classroom, laboratory, and "hands-on" training that lets you practice with the equipment your skill involves. You learn to use the most modern equipment and technology, under the guidance of expert instructors.

Take a look at the overall career categories, and the job specifications, in the back of this booklet. You'll find what qualifications are called for, what to expect in the career field, the kind of training you'll get, the military and civilian job opportunities.



Photocopy: Learn a Skill That Could Last a Lifetime (continued)

36 Army Career Management Fields

What you will be doing...
what the qualifications are...
the training you can get...the
civilian applications.

Administration

In this Army career field, the opportunities range across a wide spectrum, from Clerk Typist and Stenographer, through such specialties as Finance Specialist, Information Specialist, Court Reporter, Physical Activities Specialist, and many more. Obviously the training varies just as widely. The individual may come into the Army already possessing needed special skills and aptitudes, or may learn the skills on the job in the Army or through special schooling.

Qualifications and interests, speaking generally, include any high school courses or job experience in any of the administrative specialties, such as bookkeeping, typing, office management; or any special aptitudes that point to such specialties as Finance Specialist, Broadcast Specialist, Physical Activities Specialist, etc.

In every case there is a directly related civilian counterpart, again ranging across the field from clerk typist to athletic coach; and many of these skills are clearly in continuing and growing demand. Ask your Army Representative for the full details of training opportunities and civilian counterparts.

Aircraft Maintenance

This Army career field covers every phase of aircraft maintenance, including such specialties as hydraulics and turbine engine repair, rotor and propeller repair, powertrain repair, and includes helicopter repair and maintenance. The necessary training takes place in Army schools and on the job under experienced, expert instructors. Aptitude tests may point the individual toward these aircraft specialties, but it would be helpful to have taken high school courses in mechanics, electricity, shop, math, physics; and to have some work experi-

ence or interest in mechanics, electrical repair, shopwork, etc.

Civilian opportunities are directly related and cover the same specialties in the maintenance of aircraft. These skills obviously will continue to be in high demand, and to be well rewarded.

Air Defense Artillery

This Army career field is concerned with the maintenance and operation of highly sophisticated missile systems, which include Hercules, Hawk, Chaparral, and with such specialties as operations and intelligence, radar and fire distribution systems. Some of these specialties are recommended for men only.

Training is acquired on the job and through Army schooling, and can lead to highly skilled specialties in the mechanical and electrical maintenance and repair of these systems.

Aptitudes and experience that point the individual toward this field are in mechanical, electrical, and shop areas. Two specific civilian job-related titles are radio mechanic and map draftsman, but this Army career experience could also be highly valuable preparation for the overall civilian field of electricity and electronics, which are clearly "here to stay...and grow."

Air Defense Missile Repair

Jobs in this Army career field use the skills of electronics, radar mechanics, radio and television maintenance and repair. They are applied in advanced air defense missile systems, including Nike Hercules, Hawk. Some specialties are recommended for men only.

The training is on the job and through Army schooling with mechanical and electrical aptitudes or experience as the key qualifications. Courses in math, physics, and electricity are helpful, as well as any hobbies involving radio, television, or electrical equipment.

This field can provide excellent background and training for civilian applications in electrical equipment and maintenance, ranging all the way from television repair and service through electronics

technician, electrical instrument repairman, radio repairman, and many more. This entire field can be regarded as having a bright future for trained people.

Ammunition

This Army field is concerned with the inspection, shipping, disposal, maintenance and storage of ammunition.

The field requires mechanical ability, but the Army provides the special training needed. High school courses in such fields as chemistry, math, or electricity are helpful, as well as any work experience in construction jobs or excavation.

Army experience here can be directly related and helpful in such civilian fields as electrical repairman, and in construction and excavation work; but this Army experience can also provide a good basic experience in the maintenance of inventory records, shipping, the testing of electrical equipment, general inspection, and the renovation of materials.

Automatic Data Processing

This Army field is directly related to the rapidly expanding general field of automatic data processing; and jobs cover all operations from computer programming to tabulating equipment repair, from processing systems analysis to computer repair. The Army field includes working with such systems as the NCR 500 computer, UNIVAC 1004/1005, DCT-9000, IBM 360, SDS 920.

Training is on the job and through Army schooling. Any background in clerical courses or office experience, or experience in operating mechanical and electrical office machines is helpful, but not required.

This entire field, and the various specialties within it, are clearly of growing importance in the world of business and industry generally. Army experience which can be directly related to civilian careers ranges across the field, from key punch operator to electronic technician, from coding clerk to systems analyst.

Photocopy: Learn a Skill That Could Last a Lifetime (continued)

Ballistic Missile Repair

This Army field is devoted to the repair of highly complex missile systems, with emphasis on electrical and electronic testing, maintenance, troubleshooting, and repair.

While much of the training is given on the job through "learning by doing" under skilled technicians, a number of school courses in electronics and repair are offered for both Pershing Missiles and Sergeant Missiles.

This field will appeal to the student who has taken algebra, trigonometry, physics, electricity, electronics (radio, TV), automotive mechanics or metalworking; who has work experience, hobbies, or aptitudes in electrical, radio, TV assembly or repair.

The practical civilian applications of this Army experience are in electrical and electronics fields, ranging from radio and TV repair to electrical instrument repair, and these are obviously careers of growing importance and satisfying rewards.

Band

This is the Army career field for those who have special musical aptitude and experience. Evaluation is required through audition by an experienced bandmaster. Acceptance will result in being assigned to an Army Band, after successful completion of basic training and Advanced Individual Training.

Included among the instrumental specialists needed are the usual brass, woodwind, and percussion components of a marching band, plus guitar and piano performers.

Army band experience, of course, can be highly valuable toward civilian careers as musical performers in any type of music, and may add valuable experience in leading a band, and in such areas as listing, indexing, and filing music.

Chemical

This Army career field includes the use of chemical applications to decontamination, the generation of smoke for concealment and camouflage, the repair of chemical equipment and chemical testing.

Much of the training is provided on the job under skilled technicians and expert supervisors; but school courses are also offered for the Chemical Equipment Repairman, Chemical Operations Assistant, Chemical Staff Specialist, and Chemical Laboratory Specialist.

This field will be especially appealing to the student who has studied chemistry or biology, or who has taken mechanical shop, electricity, mechanical drawing, and drafting; or who enjoys repairing cars, or equipment like pumps and compressors.

This field can provide useful background and training leading to civilian careers in chemical development and manufacture, or positions in chemistry labs. With the growing concern for new developments in petroleum and coal technology, this training could be invaluable for the future.

Combat Engineering

Combat Engineers are expertly trained in construction and maintenance, building roads and bridges, laying out minefields, building temporary shelters, and setting up camouflage. The training is mostly on the job, learning by doing under experienced officers, though special schooling is offered for the Combat Engineer Tracked Vehicle Crewman, and for Atomic Demolition Munitions Specialist.

Aptitudes or experience in construction work and use of tools is valuable, as is schooling in mechanical drawing and carpentry, woodworking, auto mechanics and shopwork.

Experience as a Combat Engineer can be valuable and can lead to civilian careers in construction and general vehicle operation. This experience can be useful toward operation and maintenance of construction equipment and trucks; and there is specialized experience in blasting, rigging, and bridge building. Army experience may well open up opportunities that are interesting and rewarding in the construction trades.

Combat Missile Maintenance

Maintenance and repair in

this Army field are in technologically advanced missile systems... Chaparral, Land Combat Support, Lance, TOW, Dragon, Redeye, and Shillelagh. These are primarily jobs requiring skills in electricity and electronics—assembly, troubleshooting, repairing, inspecting and maintaining proper functioning. Much of the training is given on the job under skilled technicians.

Training is also available in the advanced technology represented by each of today's missile systems.

Qualifications include basic aptitudes and abilities in electrical, electronic, and mathematical fields. High school courses in math and science, and electrical or electronic hobbies are valuable.

This Army experience can be highly valuable in any civilian career relating to the "ceiling unlimited" fields of electricity and electronics. Specific civilian-related jobs include radar mechanic, radio mechanic, electronic technician, electrical equipment tester, and others.

Combat Surveillance and Target Acquisition

This is a field involving the operation and maintenance of highly complex target detection equipment, much of it electronic—air and ground radar, sensors, searchlights, meteorological and survey instruments.

While much of the training is on the job, there are Army courses for the Airborne Sensor Specialist, Sound Ranging Crewman, Artillery Surveyor, and others.

The basic aptitudes called for are in the areas of mechanics and arithmetic. Courses and experience are useful in basic mathematics, electricity, electronics, construction and mechanics.

There are a number of directly related civilian job specialties, including electronic technician, surveyor, and weather observer. But in addition, the field provides valuable job experience that can be developed in the overall fields of electronics, electricity, mechanical maintenance and

Photocopy: Learn a Skill That Could Last a Lifetime (continued)

repair, and may include the operation of light trucks.

Electrical/Electronic Instrument Maintenance

This Army field requires the performance of all levels of maintenance of electrical/electronic and mechanical instruments, devices and avionics equipment. It includes such specialties as Electronic Instrument Repairman, Avionics Mechanic, Biomedical Equipment Repairman, Avionic Navigation Equipment Repairman, and others, all highly technical in requirements.

Obviously your aptitudes and interests should be in electricity and electronics, and any school courses or hobbies in these areas provide valuable background.

Your training will begin assisting skilled technicians, but you may also qualify for special Army schooling in such specialties as Electronic Instrument Repairman, Calibration Specialist, and Avionic Flight Control Equipment Repairman.

The civilian counterparts to these Army specialties are numerous and generally belong to a distinctly "tomorrow" field with outstanding satisfactions and rewards.

Exceptional Management Specialties

This Army field brings together a total of 17 highly specialized occupations, so diverse that it may be well to list them all:

- Race Relations Equal Opportunity Specialist
- Special Duty Assignment
- Meteorological Equipment Repairman
- Parachute Rigger
- Firefighter
- Dog Trainer
- Meteorological Observer
- Electrical/Electronic Engineering Assistant
- Mechanical Engineering Assistant
- Civil Engineering Assistant
- Mathematics Statistics Assistant
- Physical Sciences Assistant
- Chemical Engineering Assistant
- Biological Sciences

Assistant Club Manager
Recruiter and Career Counselor
Command Sergeant Major

These are fields where you probably pretty well know "who you are" in terms of your aptitudes, interests, and experience. In each of these career opportunities you can, of course, apply your special abilities, gain important experience, and advance in the chosen specialty.

These are fields where it would be especially important to discuss requirements, training, and current opportunities with your Army Representative.

Many of these career skills, as evidenced in the titles of each, offer extremely promising civilian career opportunities.

Field and Area Communications Maintenance

This Army field involves the high level maintenance and organization of teletype, radio relay equipment, unattended ground sensor systems, and tactical electronics equipment. This means your career specialty will be concentrated in the area of electronics/electrical maintenance and repair.

Your training for the most part will be given on the job, but there are special courses such as Field Radio Repairman, Teletypewriter Repairman, Tactical Circuit Controller, and Field Systems COMSEC Repairman.

Your interests, aptitudes, and school or work experience should be in the area of electronics/electricity, "ham" radio, mathematical subjects, drawing and drafting.

The most promising civilian career opportunities are obviously in the growing field of electronics, where this Army experience can be highly worthwhile preparation.

Field Artillery Cannon

In these duties you learn operation, fire direction, and organizational maintenance of field artillery guns, howitzers, and related weapons. The training stresses the use of these field artillery pieces, and

also includes learning to drive vehicles ranging from 1/4-ton wheel vehicles to large prime movers and self-propelled field artillery weapons.

The qualifications are those of a combat unit. You are a man's man who wants to be where the action is, a man who can accept challenge, win the respect of others and become a proved member of a proud team.

The direct civilian applications may be more important than you realize. Not only are you skilled in driving and maintaining large wheeled vehicles, but you demonstrate courage, dedication, and dependability, and you may well demonstrate a very important capacity to lead men.

Field Artillery Missiles

This field involves the emplacement, testing, and operation of field artillery missile systems. The Army provides the training needed, which means learning the functioning, assembly, and testing of a wide variety of mechanical, electrical, electronic, hydraulic, and pneumatic components of highly complex weapons systems.

Qualifications include mechanical aptitude, and knowledge of mathematics or shop crafts is helpful. All positions in this field require security clearance.

Civilian occupations, with exception of drafting, are not directly related; but the overall basic experience in electronics/electricity, and mechanical maintenance, can be valuable background for entering civilian fields, particularly the "tomorrow" field of electronics.

Field Services

This field ranges across a wide variety of activities, including textile and leather repair, canvas repair, fabric repair, memorial activities, and others. Many of these activities can lead to a valuable specialized "trade" in the military, or in civilian life.

The Army provides the training required to handle any of these specialties, and of course there is opportunity to advance to supervisory levels.

Photocopy: Learn a Skill That Could Last a Lifetime (continued)

Certain of these specialties, including the repair of various materials, can provide secure skills for civilian applications.

Fixed Plant Communications Maintenance

This field is responsible for the operation and maintenance of fixed plant communications equipment, including radio and cryptographic equipment. Your work will be installing, maintaining, and adjusting electronic equipment. All positions in this field require clearance for access to secret information. Your training will be provided on the job, but you may also receive special schooling as a Fixed Plant Carrier Repairman, Fixed Station Radio Repairman, Strategic Microwave Systems Repairman, and in other specialties.

The student who has studied mathematics, physics, electricity, or electronics, or has "ham" radio experience, will find such training and experience valuable.

There are directly-related civilian opportunities throughout the field, ranging from radio operator to electronics mechanic, from central office repairman to electrical engineer—and they are in the vital, expanding field of electricity/electronics.

Food Service

This field provides job opportunities across every facet of a very important and rewarding career area—from planning menus to the preparation and cooking of food, cutting and storing meats, pastry baking, bread baking and serving.

Much of the training is learned on the job under skilled instructors, but there are opportunities for special schooling in cooking, bread baking, management, meat plant management, and food service supervision.

Your interests and aptitudes in this field should be apparent, and any experiences, from courses in home economics to work in a restaurant, meat market, or bake shop, would be helpful.

The civilian opportunities in this field are important

ones—if one looks forward to a future in the fast-growing food service industry, this experience could be priceless preparation.

General Engineering

General Engineering involves the use of all construction skills, including surveying and drafting for the erection and maintenance of buildings, bridges, post facilities, roads, air fields, drainage structures, pipelines and storage tanks. Job specialties cover a very wide range in the engineering area, from Carpenter to Pipeline Specialist, from Construction Surveyor to Heating and Cooling Specialist, from Electrician to Crane Operator, and General Construction Machine Operator.

Practical work experience in any construction or engineering area is obviously helpful, and of course you should have demonstrable aptitude for any of the specialties—such as carpenter, plumber, electrician, heavy equipment operator, and so on.

Training will be given you on the Army job, but many Army school courses are given throughout the field, such as Construction Draftsman, Heating and Ventilating Specialist, Crawler Tractor Operator, and others.

The related civilian skilled jobs are obvious, and most often are exactly comparable. The opportunities to learn and advance in "a skill that lasts a lifetime," through Army training and experience, are very evident.

EW/ Intercept Systems Maintenance

Men and women in this field maintain and repair highly complex systems created to intercept enemy attack. The specific jobs in this field involve basic and advanced electronics maintenance.

Specific training will be provided by the Army. As good preparation, however, a student who has excelled in such studies as electricity, electronics, physics, sciences, and mathematics, will find such knowledge helpful. Experience

or hobbies in electricity, mechanics, radio/TV, repair of motors and equipment, are helpful.

A soldier in this field will learn advanced electronics skills, performed under the most exacting conditions, and will be very well prepared for positions in the exciting and rewarding electronics industry.

Law Enforcement

Your duties enforcing law and order involve patrolling areas, arresting violators, controlling traffic, quelling disturbances, protecting security sites, and criminal investigation.

You should have a clear interest and aptitude for police work. It is especially helpful if you have demonstrated prowess in athletics and other group work, such as scouting.

Your training will be on the job, but special Army courses are offered for Correctional Specialist and Assistant Special Agent.

Army experience in law enforcement can be valuable in leading to rewarding civilian police careers.

Maneuver Combat Arms

This is a man's job—the combat job—protecting your country. It calls for dedication and courage. You've got to be willing to prove yourself. But today the Army wants and needs your brain as well as your muscle.

You may find yourself mastering complex equipment, operating infantry and armor vehicles and weapons. You may be handling a field radio, or infantry radar equipment.

Perhaps most important, you may find that you're learning to lead—and these are real men you're leading.

It's an experience you can be proud of, and your pride will show. If you don't think there are related civilian jobs, consider the leadership qualities, the dependability, and the sense of duty, that you've demonstrated. And consider those special skills you've learned in operating vehicles, radar, radio, or repairing equipment—which can be highly valuable skills anywhere.

Photocopy: Learn a Skill That Could Last a Lifetime (continued)

Mechanical Maintenance

In this area you learn the maintenance of a wide variety of mechanical and electro-mechanical equipment, including office machines, metal bodies, small arms, artillery, tanks, aircraft armament, power generation equipment, construction equipment, wheel and track vehicles, and materials handling equipment.

The basic mechanical aptitude and interest should be apparent, and school courses can also be helpful: math, physics, auto mechanics, electricity or other shopwork.

There is a long list of repair and maintenance specialties, for which you will be trained. They include, just as a few examples, Office Machine Repairman, Wheel Vehicle Mechanic, Armament Maintenance Foreman, Fuel and Electrical Systems Repairman—and many more.

The civilian job opportunities are directly related, and your Army job training could be the best "investment" you'll ever make for lifetime security.

Medical

Your duties in this field involve the whole range of medical disciplines—care and treatment, laboratory testing and analyses, and the making and repairing of prosthetic equipment. The Army provides all the training an individual needs in this field, but your interest and aptitude should be clearly evident. Valuable preparation includes any training in first aid; courses in chemistry, health, hygiene, or biological sciences, and any practical experience assisting dentists, doctors, pharmacists, or experience as a nurse's aide.

The actual jobs you may train for are widely varied—they include, just to name a few, Brace Specialist, Optical Laboratory Specialist, Medical Specialist, Operating Room Specialist, Neuropsychiatric Specialist, Veterinary Specialist, Cardiac Laboratory Specialist, X-Ray Specialist.

Comparable civilian jobs offer highly promising futures for interesting and rewarding careers.

Military Intelligence

Generally the specialties in

this field involve the collection, analysis, protection, and dissemination of intelligence information. Your training in this field will be generally given on the job. However, school courses are provided for Intelligence Analyst, Image Interpreter, Military Intelligence Coordinator, and Expert Linguist.

You should have clearly demonstrated aptitude for this field. Helpful school courses include foreign languages, typing, economics, geography. Experience in general office work will also be helpful. You must be able to pass a rigid character examination.

There are a number of specialties in the field that you may be trained for, including Interrogator, and Translator-Interpreter.

Except for language specialties and drafting, there is little direct coordination with civilian jobs; but the overall experience in collecting, analyzing, and disseminating information, as well as experience in general office and organization procedure, may prove very helpful in a civilian career.

Non-Integrated Radar Maintenance

The specialties in this field are used primarily in Signal Corps units. Duties involve direct and general support maintenance of radar equipment that is not an integral part of a gunlaying or missile system. In this field you will receive valuable on-the-job training under skilled technicians and factory representatives. There are school courses in a wide variety of radar repair specialties and electronic equipment.

Your aptitude in electronics and mechanics should be clearly demonstrated. It will be helpful if you have taken courses in math, physics, electricity or electronics, have had practical experience in radio and television installation and repair, or made a hobby of "ham" radio or hi-fi construction.

The civilian world of electricity and electronics can be opened to you through your Army training and experience

in this field—and electronics clearly has a tremendous future.

Petroleum

Duties in the petroleum field involve receipt, storage, preservation and distribution of petroleum products, and standard physical and chemical testing of petroleum products. Comparable civilian jobs might be called "dispatcher" and "laboratory specialist." Such school courses as math, chemistry and other physical sciences will be helpful.

Much of the training you will receive is on the job, but schooling is offered for the Petroleum Supply Specialist and the Petroleum Laboratory Specialist.

In view of the continuing energy concerns of the country, these petroleum specialties would seem to offer every possibility for excellent civilian employment and advancement.

Power Production

Power production involves the operation and maintenance of electrical and nuclear power generating equipment, transmission systems and equipment. Much of the work is with electrical equipment and ranges in complexity from electrician to powerhouse engineer and power plant chief.

Much of the training takes place on the job, but special schooling is offered in electricity, power plant operation, and nuclear plant operation.

Electrical and mechanical aptitudes are obviously important. Any previous school courses in shop, electricity, or blueprint reading are good preparation.

Civilian opportunities are directly comparable; and your Army training can lead to excellent careers in power plant operation, both in the Army and in the power industry.

Signal Intelligence

Signal intelligence makes use of intelligence specialties—ranging from Cryptanalytic Specialist to Traffic Analyst—to identify and analyze intentions of an enemy, or to maintain security of operations.

The Army provides all the

Photocopy: Learn a Skill That Could Last a Lifetime (continued)

training needed in this field. Special schooling is offered in the major intelligence specialties. As preparation, school courses in foreign languages, economics, geography, and experience in general office work will be helpful.

Specific duties cannot be described because of security classification.

Obviously there are no direct civilian counterparts to these intelligence specialties; but the experience in gathering information, in analysis, and in general organizational procedures could be very helpful when applied and adapted to civilian careers.

Supply

In the supply field, personnel work in receiving, classifying, storing, and issuing of supplies, parts, and equipment. Your aptitudes should be in the area of clerical and computation work.

As preparation, high school courses in accounting, bookkeeping, or other commercial subjects are helpful. It would also help if you have worked as a stock clerk, done filing or kept records or accounts.

Within the supply field there are opportunities in specialty areas, including medical equipment and materiel supply.

There are good civilian opportunities comparable to all the Army supply specialties, ranging from shipping clerk to stock control supervisor. Once again, the skill you learn in the Army—and get paid for learning—is a skill that's yours for a lifetime.

Telecommunications and Audio Visual

"Communications" involves the operation of radio, teletype, telephone and data equipment, and "Audio Visual" involves operation and maintenance of photographic, television and audio equipment. These are clearly "fields with a future," both in military and civilian applications.

Experience in office communications is valuable, as is school training in electronics/electricity, and physics, hobbies in photography, "ham" radio, electricity, or the oper-

ation and maintenance of audio visual equipment.

Your aptitudes and experience are of great importance in entering this field, where you may receive special Army schooling in such specialties as Telecommunications Center Specialist or Central Office Switchboard Operator, or in such audio visual specialties as Motion Picture Photographer, TV Cameraman, Photographic Laboratory Specialist, or Television Equipment Repairman.

This field offers virtually unlimited civilian career futures, ranging from photographer through recording engineer, radio operator, electronics mechanic and many more in a field that is rapidly expanding.

Topographic Engineering and Map Reproduction

People working in this field develop topographic surveys, perform map making and reproduction, printing, repair topographic instruments and reproduction equipment, perform terrain analysis, and illustrating.

Training is given on the job, but you may also be eligible for special Army courses such as cartographic drafting, topographic surveying, and offset printing.

Mechanical drawing and drafting provide good preparation for this field, as well as art courses, and hobbies in drawing, sculpture, modelmaking. Basic math is needed in order to work according to prescribed scales.

This field provides excellent training for a wide variety of comparable civilian careers, including draftsman, rodman, surveyor, instrument repairman, photoengraver, bookbinder, offset pressman, and others.

Transportation

Transportation involves the operation and maintenance of cargo and passenger vehicles, marine harborcraft, and air traffic control systems. There are a wide variety of job specialties in the field, including Watercraft Engineer, Motor Transport Operator, Flight Operations Coordinator, Air

Traffic Control Tower Operator, and many more.

Experience in driving, auto mechanics, or with watercraft, provides a good background. Mechanical aptitude is important. Many of the jobs in this field can be learned through on-the-job training, but there are also many specialized schools teaching the great variety of skills included in the field.

In civilian applications there are excellent opportunities in many careers, including tractor-trailer truck driver, boilermaker, locomotive electrician, air traffic control tower specialist, and many others.

Wire, Antenna and Central Office Maintenance

This field involves the installation and maintenance of wire and cable communications systems. Specialties in the field range from Telephone Installer and Lineman to Cable Splicer, from Central Office Operations Specialist to Tactical Wire Operations Specialist.

Much of the training is given on the job under skilled technicians. But there are also special school courses in such specialties as Antennaman, and Dial Central Office Repairman.

You will have valuable preparation for the field if you have taken courses in electricity, physics, math, electronics, blueprint reading and related subjects. Mechanical aptitude is important.

Good civilian opportunities are directly comparable, and include lineman, cable splicer, central office repairman, central office installer, switchboard operator. Again, the skills you learn in the Army are yours to keep.

This is an Army of opportunities. One of the outstanding opportunities is job training, in hundreds of skills. You don't pay to learn—in fact, you get excellent pay while you're learning. And then...that skill can serve you for a lifetime in the Army or out! Talk to your Army Representative about all the details.

Photocopy: **I Learned My Lesson in Today's Military**
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I LEARNED MY LESSON



IN TODAY'S MILITARY

The people who prepared this pamphlet counsel hundreds of enlisted men and women every year. The problems of these counselees are similar and could have been avoided if they had stayed out.

Why do they go in? For the same reasons that the people pictured in this pamphlet gave—jobs, travel, to get away from home. Most say nothing would have changed their minds about going in. But, now, they say they personally would warn others not to enlist.

If you're thinking about the military, think twice and be sure you talk to someone who knows the whole story about military life. Military counselors across the country, many of whom are veterans, will see you free of charge and talk to you about contracts, jobs, and rights in the military. Even if you are positive you will go in, you should know these people are around in case you have trouble once you're in.

For more information, or the name of a counselor near you, contact:

or:
CENTRAL COMMITTEE FOR CONSCIENTIOUS
OBJECTORS
2016 Walnut St.
Philadelphia, Penna. 19103
215/568/7971

(Copies of this pamphlet, single copies free, \$.60 for 10, and free copies of CCCO's literature list are available from: CCCO, 2016 Walnut St., Philadelphia, Penna. 19103.)



Photocopy: I Learned My Lesson in Today's Military
(continued)

Wayne Mounts joined the Navy to support his wife and child and pay his debts. His scores were good so he signed a 6-year Navy contract. In return he was to go to nuclear power school and then serve his enlistment working in that field. Instead of going to school he was assigned to a grueling job as a machinist's mate on a ship. He hated his assignment and Navy life. Once his baby daughter was hurt seriously and Wayne wasn't allowed to visit her in the hospital 4 blocks from his duty station. But Wayne stuck with his job and was finally transferred to prep-school for nuclear power. His record was clean and his grades were good but after several weeks he was dropped from the nuclear program with no explanation.

He was reassigned to machinist's mate and finally discharged in 1976.



Walter J. Burke's Air Force recruiter told him there would be no problem getting into computer programming. But, in basic training he was given three job choices—radio intercept analyst, weather observer, or transportation specialist. He didn't get to choose. He was told he would work on radio intercept or be a cook if he complained. He then

received new orders—to be a weather observer. And finally, he got a job underground with computers. He said, "I never used the training I received and could have learned operating computers in civilian schools."

Other things bothered him about Air Force life and he was discharged for CO reasons. He said, "I had the mistaken impression that the Air Force was less violent than other branches."

JOINING TO LEARN A SKILL?

Maybe. But you're gambling up to six years of your life and the odds are against you. According to a 1972 study by Dr. Scott Cunningham, most servicemembers leave the military without usable skills and feel they have been deceived about the nature of military duty. 13% of all military jobs are combat and others are low-skill jobs that you don't need the military to teach you, like short order cook or supply clerk.

If you join the military to learn a skill that will help you get ahead in the civilian world, you are just like most everyone else who is joining now. You're all competing for the same handful of good jobs.

Even if you have a written guaranty, it will cover perhaps 10 weeks of training. Rarely will the military guarantee your job after training. And even the training guaranty will be conditioned on your performance in basic training. Many people don't even work at the jobs they've been trained for—electricians can work as mess hall cooks and boiler technicians as typewriter repairmen.

The military has plenty of recruits who want to get into the "showcase" jobs. But it also needs to fill the combat and menial jobs. So, if you're one of the majority who don't get the job they wanted, where do you guess you'll be reassigned for the next 3 to 6 years?

Photocopy: I Learned My Lesson in Today's Military
(continued)

CONSCIENTIOUS OBJECTION

How often do you see military ads reading, "Join the Army and learn to kill?" How many recruiters say the military's job is to prepare for war? How many recruits want to make war?

The fact is, the military advertises jobs that seem unrelated to combat—electrician, mechanic, nurse. The problem is, people join thinking these are just like civilian jobs. They aren't. According to Brig. Gen. Mildred C. Bailey (Ret.), "The Army's mission is national defense, not to create job opportunities."

But people now usually don't join to learn to fight. They are looking for job training. Or a job. Or even a chance to help others. They usually don't think about war or combat—until after they've enlisted.

In fiscal year 1975, the Defense Department recorded 1188 applications for conscientious objector (CO) discharge. These people, after joining, began to think about war and killing. They decided they could not participate in the military for moral, ethical, or religious reasons. Many others don't want to kill, but don't know about CO status. Or are discouraged because the CO discharge process may take as long as 6 months.

The people who become COs after enlisting are from different backgrounds . . . different places . . . and different religions. But in one way they are alike. They didn't think seriously about the purpose of the military and the real reason for military jobs when they enlisted.

Have you?

Tom Clark joined the Navy to get a good job and get out of Texas. He'd done well in high school and was given a written guaranty for nuclear power school by his recruiter. He was dropped from that school because of a traffic ticket and was assigned to electrical maintenance on a nuclear powered ship. He was surprised that most people on ship didn't care about their jobs—especially because they were handling dangerous weapons. But he wasn't a conscientious objector until he started thinking about the weapons that surrounded him. One day a friend told him that the bomb he was leaning on held 250 warheads, each capable of piercing a tank. He decided the weapons were outrageous and he didn't want to be responsible for using them. Tom was discharged for CO reasons in 1975.



Kathleen Guest-Smith's family in southern California didn't have enough money for her college. The Army did. Kathy started college for an Army scholarship to learn nursing. At first she was proud of her assignment. Later she didn't like what she was being trained to do. She said, "In nursing school I had been taught that every human being is a unique individual, that part of the goal of nursing is to help the individual actualize his or her full potential. When I began to see that the Army was requiring me to work at cross purposes to these goals, I asked myself how I, as a nurse, could support the triage system, where those most able to return to battle are treated first. Staying in the Army was not only impossible for me as a Christian, it was impossible for me as a nurse." Kathy was discharged for CO reasons in 1975.

Photocopy: **I Learned My Lesson in Today's Military**
(continued)**SO YOU WANT TO SEE THE WORLD?**

About 24% of typical male recruits enlist for adventure and travel. If they are stationed outside the U.S., they often wind up in places like Korea or Germany. Rarely are they welcomed. "For most of the nearly 200,000 American soldiers stationed in West Germany, the Germans are a nation of taxi drivers, bar keepers, and bar girls." (New York Times, 3/29/76.)

In the Navy, travel means half-year tours on a warship or aircraft carrier. Living quarters can be rooms for 300, 8 stories below deck.

In the U.S., assignments are usually 8 months to a year in one place. Transfers can come without warning and with little regard to a person's family situation. The military is not a paid vacation.

Michael Berardi joined the Army when a football scholarship to college fell through. He wanted to leave Philadelphia, travel, and get an education. Law enforcement was the field of his choice—combat soldier was the Army's choice. First he went to Italy, then Germany. In Germany, his "tours" were with his unit—learning to live in mud, maneuver in snow, and get used to the "field." He said, "If you get time off, you can travel. But we only got 4 days off if we got anything. And, they gave us that with no warning. After we came in from the field, we'd be too tired to move anyway. Plus the Germans don't like American soldiers because we bombed them out in World War II. They look at you only for the money you have to spend. After you're in you find out "see the world" means "go to the field here, go to the field there."



Sareta Dobbs left her college in Kansas to get the on-the-job training the military seemed to offer women. Sareta enlisted in the Army and after basic training was sent to Germany as an office filing clerk and typist. She said about her job, "I joined the Army to gain a skill/work experience realizing that I'd have supervisors—not expecting to confront the senseless brutality it nurtures. . . . I disliked my job and an NCO [non-commissioned officer] was relating to me how with a good performance record, etc., I could apply for a transfer to a better job. I nearly ran out of that office because at that moment the realization hit me: it wouldn't matter where I was or what I was doing in the military, I'd still be a part of the same degrading/dehumanizing system." Sareta thought more about her role and decided she was a conscientious objector. After 6 months of appeals, she was discharged in 1975.

EQUAL OPPORTUNITIES FOR WOMEN

Because of promises of equal opportunity for women, many women are considering military careers. But in fiscal year 1975, about 70% of enlisted Army women worked in the major traditional career fields—as secretaries, clerks, and medical aides.

The Pentagon's recent policy changes toward women stem from practical needs. The military needs 2.2 million people. Former Secretary of Defense Elliot Richardson said, "An important consideration in implementing the all-volunteer force is the potential trade-off between men and women." The trade-off comes when women handle support jobs, thus letting more enlisted men train to fight.

And, if women insist on being soldiers, they are going to kill if they go to war. This, in the military, is true equality.

Photocopy: I Learned My Lesson in Today's Military
(continued)**MILITARY LIFE AND JUSTICE**

A job in the military is more than a paycheck. Along with your pay, you get people who watch over you all day everyday. People who give you orders when and where to sleep, eat, and move. People who can search all your personal possessions anytime. People who can put you in prison for talking back to a superior officer, quitting your job, or refusing to cut your hair.

Commanding officers get their jobs by following orders and their job is putting and keeping you in line. They believe that what keeps everyone in line is fear and humiliation. The fear and humiliation you can't escape in military life is a big reason over 500 people go AWOL from the military every day.

Jay Patch joined the Coast Guard for four years. He said, "Military training degrades people till they're like pieces of meat. It robs them of all individuality on purpose. The military just doesn't take care of its recruits. I was at sea and found out my younger brother had died. They wouldn't put me on another ship so I could get to the funeral and when we got to shore, they wouldn't give me leave. There's no way to fight back because you're under their own code of "justice" which is the most unjust system I know. I wish I could change it." Patch has been waiting over a year for his application for CO discharge to be approved.



Gregory Kane entered the Air Force to finish college but was turned down for "Operation Bootstrap" after he was in. Instead, he worked a XEROX machine. He found he had pseudo-folliculitis, a skin condition common among black males which causes painful bumps and scars if they have to shave. The military made him shave, his condition continued, and he was hassled in his unit about his "military bearing." When he complained, he was illegally sent to a mental hospital. His Air Force psychiatrist said, "We own this man," and wouldn't release Kane until a black Congressman intervened. "When I first got to the base, another Black said, 'Be careful. They're prejudiced. They'll do it to you if they can.' Now that I saw it, I know he was right. I wouldn't tell my brother to join," said Kane after he was discharged in 1976.

MINORITY OPPORTUNITY

Though blacks and other minorities are promised a fair shake, the statistics show a different story. According to the Department of Defense:

- In the Navy, 61.5% of all blacks vs. 30.9% of whites served in the bottom 3 pay grades in 1974.
- In 1974 blacks made up 18% of all enlisted Marines but filled 25.9% of all combat jobs and only 5.4% of electronics jobs.
- In jail, blacks make up 35.9% of all prisoners at Ft. Leavenworth and 43.2% of prisoners at Lowry Air Force Base.

A black officer writing in the *Army Times* in 1975 about racism in the military said, "Measurable progress between 1956 and today is merely a function of aggressive rhetoric that borders on public relations rubbish."

Unit Title: **Ask a Veteran**

Goals/Objectives:

Students will gain a deeper understanding of "the selling of the military".

Through interviews with veterans, students will gain a broader understanding of the realities of military service.

Materials Needed:

Class set of worksheets (attachment 1)

Reprint: **Pro and Con: Military Recruiting**, The Pennsylvania Counselor, February, 1982 (attachment 2)

Time Needed:

One to two class periods

Procedures:

1. At the end of a class period, hand out the worksheets and copies of the article, **Pro and Con: Military Recruiting** (attachments 1 and 2). If you do not want every student to conduct an interview, you can explain the project to the class as a whole and then ask for volunteers or assign certain students to conduct the interviews.
2. Allow students a couple of days to read the article and to conduct the interviews.
3. Have students prepare oral or written reports based on the article and their interviews with veterans.
4. Have students discuss and compare the varying experiences of military service that they have compiled. Use the following discussion questions to focus class discussion:
 - a. How do veterans differ in their feelings about military service?
 - b. How do veterans view military advertising?
 - c. How did veterans decide whether or not to make the military their career?
 - d. What surprises did they find in the service?
 - e. What resources are there in the military to help in solving personal problems?
 - f. Are there certain kinds of people who should go into the military and certain kinds of people who should stay out?

Remarks:

The aim of this unit is to have students exposed to a wide variety of military experiences. You may want to insure this by having students first inventory the veterans that they know and report back to you so that you can assign them to contact a veteran that fits the pattern of greatest diversity. Be sure and try to cover both sexes and as many racial and ethnic populations as possible. If someone knows a gay or lesbian veteran who is willing to be interviewed, so much the better. Veterans of different wars may have dramatically contrasting experiences.

It would also be instructive if you can arrange to have a few veterans come to speak in your class. Students could interview them in class in a mock press conference style, asking prepared questions. Again contrasting viewpoints will make this option lively and thought provoking.

It may be helpful to collect examples of military advertising and private industry recruitment information and compare the two. For those students not aware of it, you might bring in military advertisements that are in student magazines to explain how high school students are a targeted population for intensive recruiting.

When students survey veterans using the worksheet, make sure that they pursue explanations for "yes" and "no" answers.

Worksheet: Ask a Veteran**Why Should I Ask a Veteran?**

You may be thinking: "Why should I ask anyone about military service? I'm not planning on joining." There are three answers to this question.

1. You might change your mind. There are a number of reasons why you might change your mind. These are a few: You might want to get the training that the military offers. Your plans for college or some other training institution may fall through and you might have to consider the military as an option. You might want to leave your hometown for awhile and the military offers a way to go somewhere else. You might decide to serve your country through military service. You might have difficulty finding any other job.
2. You might get drafted.
3. Someone you know may consider enlisting or might be drafted. He or she may turn to you for advice.

Can I Trust Military Advertising?

The military spends millions of dollars in advertising each year. For each person who enlists, the military has spent a few thousand dollars in advertising alone. You've seen the glossy brochures, the billboards advertising adventure, heard the snappy radio jingles and watched the action-packed television commercials.

Like the Pepsi-Cola Company, the military tries to create an image of military service that is attractive to young people. You may think that whether you love or hate to drink Pepsi-Cola has nothing to do with their advertising. The Pepsi-Cola company disagrees. They spend a lot of money making you wish you were having fun while drinking Pepsi like the attractive young men and women in their commercials. The military does the same thing. They are spending a great deal of money to get you to want to be a part of today's adventurous, action-packed and skillful military. They show attractive people having fun in uniforms. And it works. Young people see the advertising and they enlist.

Consumer protection organizations tell us not to believe everything that advertisers tell us. They tell us to research the advertised claims. They tell us to look for exaggerations. They tell us to look for the side of the picture that might not be so pretty.

Ask a Veteran:

Rather than relying on the advertised image of the military alone, you can get additional viewpoints from veterans. A man or a woman who has served in the military can give a personal account of military service.

Your Task:

Find at least two friends, neighbors or relatives who are veterans. Try to find veterans who have had very different experiences. This will help create a more varied and realistic picture of life in the military.

You might try to find veterans who were in different branches of the service or who were in the service at different times. However, you should be careful if you interview a veteran who has been out of the service for a long time. The military has changed a great deal since World War II. A woman veteran may have had a different experience than a man. A Black, Chicano, Native American or Asian veteran may have had a different experience than a white veteran. A gay or lesbian veteran may have had a different experience than a straight veteran. A veteran who became handicapped because of military duty may be left with a different feeling for the service than a veteran who was never injured.

Below are some questions that you might want to include in your interview. Don't feel limited by these questions. Feel free to make up your own questions. Just be sure to have your questions prepared **before** you talk with the veteran. This will make the interview go more smoothly.

Before you begin to ask your questions, explain to the veteran that this is a class project. Be sure to take notes during or just after the interviews and be prepared to share what you learn with the class. Also, before you leave, thank the veterans for their time and their help.

1. Was the military service like you thought it would be?
2. Did you go to a recruiter? How did the things that the recruiter told you fit with your experience in the military?
3. What did you like about military service?
4. What did you dislike about military service?
5. Why did you go into the military? What are good reasons to go in? What are bad reasons to go in?
6. Do certain kinds of people adapt more easily than others to life in the military?
7. Did you consider a military career of 20 years or more?
8. Where did you go for help when you had problems in the military?
9. If I were thinking about going into the military, to whom should I talk first?
10. How have you been treated as a veteran? Does being a veteran help you?
11. Did your military training prepare you for a job in civilian life?
12. What do you think about today's military advertising? Is it honest or deceptive?

Reprint: PRO AND CON: MILITARY RECRUITING

(**Pennsylvania Counselor** Editor's Note: There are two sides to every question, or so the saying goes. In an effort to present issues constructively, the **Pennsylvania Counselor** invited the Army and Friends Peace Committee to submit articles on military recruiting in the schools.)

TODAYS ARMY - KEY TO A CAREER

by Army Recruiting Command, Harrisburg District

The Army's new promotional campaign "Be All You Can Be" was rated as one of the ten best to air in 1981, according to an article in the January 18th issue of **Advertising Age**.

By now, most are familiar with the campaign's catchy theme song. But, according to Army recruiting officials, there is more to the campaign than words and pictures.

"Be All You Can Be" encourages young men and women to reach their full potential in life. The Army believes individuals can reach their full potential with the Army's help through positive incentives, skill training, and educational benefits.

Lieutenant Colonel Robert W. McKeen, commander of the Army's Harrisburg District Recruiting Command, explains that the Army is probably one of the only employers around that hires on the basis of potential. "Most employers want experience," he said, "and a young person in the job market is in a no-win situation. You don't get credit for potential. In the Army you do. The Army provides the experience and training to enable an individual to reach his potential."

The Army today is more than marching, drills, carrying a rifle and other stereotypes promoted by the movies and television. The Army is proud of the level of skill training it can provide its soldiers.

McKeen explained that, "Many of the skills that soldiers learn are similar to civilian jobs. A military post has car-

penters and cooks, electricians and mechanics, just like any small town. In fact, the Army's Apprenticeship Program documents a soldier's training and experience for civilian employers, helping the soldier to get a good job after his tour of duty."

There is more flexibility and personal choice in the Army today. A soldier can be guaranteed the occupational training he or she will receive plus the first place of assignment.

"The Army has become a leader in high technology. Today the soldier uses computers to keep records or calculate trajectories, lasers for range finding and communications, thermal imaging devices to see at night, and turbine-powered tanks," McKeen added.

Possibly the most attractive offer the Army can make an individual is its Educational Assistance program. The Army College Fund is the Army's way to help a soldier finance at least a part of a college education. It's the Army's way of encouraging smart high school graduates to think seriously about Army service now and a college degree program later.

"If a soldier qualifies to participate in the program," McKeen explained, "he has the potential to realize from \$15,200 for a two-year enlistment up to \$25,100 for a four-year enlistment."

The Army College Fund is a voluntary program and participants must contribute no less than \$25 and no more than \$100 each month. The government matches these contributions at a ratio of 2 to 1 and then the Army adds an educa-

tional incentive ranging from \$8,000 to \$12,000. "The Army College Fund is just one important reason that joining the Army can be a wise move for a smart young person, because if you're willing to succeed as a soldier, the Army will help you to succeed as a student," McKeen said.

Along with the excellent skill training and educational benefits available in the Army today, traditional soldiering skills are as important as ever in the U.S. Army. Soldiers today are involved in hundreds of different jobs that require a variety of different skills - everything from administration and man-

agement to electronics and science. But the infantryman, the Army's traditional idea of what it means to be a soldier, is still vital. So vital, in fact, that the Army offers bonuses of up to \$5,000 to recruits who agree to pursue infantry skills as a career in the Army.

"While the Army has some amazing military equipment today," says McKeen, "the Army also has some amazing people, people you don't usually associate with the idea of 'soldiers'...people like teachers and scientists and technicians. But the traditional soldier is as important as ever. He's the heart and muscle of the Army."

CAUTION REGARDING RECRUITING

by Michael Mongeau
Friends Peace Committee

As the military recruiting standards go up to the point that a high school diploma is almost necessary for enlistment, there is increased pressure placed directly on high school guidance counselors. At best, this squeeze is a difficult situation for the counselor, and at worst a disaster for student and counselor.

The United States military is in the unique position of being able to pay upwards of \$3,000 per enlistee in total costs. They have a wealth of literature, audio-visual materials, and sales training behind them in their pursuit of filled recruitment quotas and higher enlistment standards.

With the economy as it is today, the high school student often faces a dreary future and little escape from hard-sell military pressures. As seniors are confronted with recruiting ads on television, radio, in student magazines, through the mail, and sometimes in the school cafeteria, will they find help in making their own decisions in the counselor's office? Or will guidance counseling stray away from factual information and good counseling into the realm of military recruiting?

Counseling plays an important educational role in the school. The unique position of the counselor between the student and life after graduation is critical for the student in the areas of further studies and careers. The student will be making important choices as well as learning about him or herself. This critical thinking and examining process is quickly altered by the sales and promotion tactics that are characteristic of military recruiting. The following is a quote from Army Memorandum AG 71-1, "Army Recruiter Salesmanship":

To be effective as a recruiter there are three things you must learn: WHAT people buy, HOW people buy, and WHY people buy. Once you have learned these three things, you will know how to appeal to your prospects. You will know the features to stress, how to make them attractive to the prospect; how to handle objections, and how to close a sale. You will know these tactics, and, consequently, will do the right thing at the right time. You will be selling according to your prospect's buying desires.

You will be selling your prospect an enlistment by appealing to the things he wants most. You will be making it easy for yourself to sell by making it easy for your prospect to buy.

Enlisting in the U.S. military is not the everyday career decision. Armed Forces jobs are among the few where it is a federal crime to quit and walk off the job. Military training has little application to careers outside the Armed Forces. In fact, the unemployment rate is higher for veterans than for non-veterans. The problem of veteran unemployment is especially troublesome for minority people, who so often turn to the military as an "equal opportunity employer".

The issues of fighting, killing, and dying are rarely raised by recruiters during their contact with high school students. However, continued world tensions make the danger to U.S. military personnel simply a fact throughout the world. Often students who are seeking travel and training find themselves in a conflict situation with very unsupportive relations with the people they are protecting.

The issue of recruiter promises has become such a critical one for military courts that the United States Uniform Code of Military Justice has been changed so as to eliminate the liability of recruiters for promises they make which are subsequently broken.

In 1980, the Department of Defense spent over \$100 million for recruitment advertising alone. The military sells well and sells hard, yet the irony is that the product is just the enlistment, not what the enlistee must live with after signing up.

While the individual recruiter usually cannot be faulted for dedication and job performance, the role of military recruiting as an aspect of high school guidance counseling is counter-productive to the goals of civilian education.

1. In-school military recruiting severely alters the education environment and decreases state and local control over the schools.
2. Military recruiting tends to treat students as sales targets, rather than affirming their unique individuality.
3. Recruitment sales methods are frequently manipulative, while recruiters' claims about military life are often one-sided.
4. The Armed Forces' use of the educational system puts the school (and its counselors) in the position of serving the needs of the Department of Defense rather than serving the needs of the student or meeting the standards of professional counseling.

Every student has many opportunities to reach military recruiters when they choose to do so, yet when recruiters have access to the school scene the student faces a difficult situation. The Friends Peace Committee is opposed to military recruiting in the schools, but since it does and will continue to occur, we feel strongly that schools and counselors have the responsibility to supply a wide range of information concerning military recruiting to create an atmosphere of learning and guidance rather than sales and de-humanization.

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Pennsylvania Counselor
February, 1982
for
Pennsylvania School Counselors
Association

Unit Title: **Volunteer Army vs. the Draft: Four-Way Debate****Goals/Objectives:**

Students will become familiar with the various arguments surrounding the issue of voluntary armed forces and will see how those arguments can be used within a specific hypothetical situation.

Students will examine the issue of compulsory military service in specific opposition to the volunteer armed service conception, as well as learning about both the similarities and contrasts between the two methods of obtaining personnel for the military.

Students will learn to extract arguments in favor of a position from outside sources, including interviews and print media research.

Materials Needed:

Class set of worksheets (attachment 1)

A few copies of the **Argument Resource Form** for each student (attachment 2)

Stopwatch

Time Needed:

Two or three class periods

Procedures:

1. Circulate worksheets and allow time for students to read the debate scenario, instructions and sample arguments.
2. Circulate the **Argument Resource Forms** to students. Explain how the forms can be used to develop arguments by interviewing selected people or by print media research in the library using the **Reader's Guide to Periodical Literature**.
3. After your students have been given an adequate opportunity to develop their opinion on the issues, poll them as a group to determine how many support each of the four positions. If a position has no supporters or only one or two, you may assign students to take on those positions for the purpose of the debate. Have each group compile arguments favoring their position and arguments to be used in rebuttal to other positions.
4. After each group has had sufficient time to develop their arguments, ask them to pick two people to represent the group for the debate. Non-debaters should be encouraged to stay involved as coaches and "team support". Alternatively, the debate points could be divided so that each member of each group has responsibility for arguing the merits of one or more of the points.

5. Conduct the debate using the following rules:
 - A. each debater is allowed 3 minutes to present the points of their argument
 - B. each team is then allowed 3 minutes for the rebuttal of any of the other three positions
 - C. no topic can be reintroduced
 - D. after all points have been heard and rebutted, each team has 5 minutes to summarize their respective position
6. After the debate, poll the students again, noting any differences between this poll and the one taken before the debate. Discuss the results of the poll and the effect of the debate on the class. You may want to have students write a paragraph on the topic of voluntary service and the draft.

Remarks:

Students could fill in a bulletin board with print media articles that support different sides to the debate. If the issue is not currently in the news, students could copy old articles and post them.

You may want to invite another class in to watch the debate and participate in the discussion afterwards.

You may also want to videotape the debate for later evaluation.

You may need to remind students to observe the specific hypothetical context of the debate and not to think in absolute terms. Although some students would take the same position in every conceivable situation, other students would take different positions in different fictional situations.

You may want to have a vote to determine the best debater, disregarding the position that was taken.

As an additional assignment, students could be asked to prepare, as a class, an annotated bibliography of all of the references used on this topic. A finished copy could be given to the school librarian and to any other teacher interested in doing this unit. (P.S. we'd like to have a copy ourselves!)

Especially if this issue is being debated in the print media, students could be encouraged to write letters to the editor of a local newspaper.

Worksheet: The Volunteer Army vs. the Draft**Fictional Situation:**

The United States government has become engaged in a military action within a country in the Southern Hemisphere. This is not a declared war. In this underdeveloped nation, United States-based-transnational corporations have been extracting natural resources. These business interests are also building factories where local workers are paid low wages. A guerrilla war is being waged with the expressed goal of redistributing the country's wealth more equitably.

The American public is told that this military intervention will protect our allies and investments throughout the world. The public is told that the guerrillas are communists that are threatening our way of life. In addition, the public is told that we must stop these communists or we will face increased threats from the world's communist countries that could lead to a full scale war. As government spokespersons are questioned by the media, they admit that no troops from any communist country are involved in the guerrilla struggle and that the weapons that they are using are made by both non-communist and communist countries.

Draft registration has already been enacted and carried out. Now Congress has decided that people must actually be drafted to meet defense needs.

Your Task:

Given the above fictional situation, you must decide which of the following positions you support in regard to the volunteer military and the draft. Following these positions is a list of sample arguments. Each argument supports one or more of these positions. Reading these arguments may help you decide which position you favor the most. You may also wish to talk with people outside of class or do some library research to help you decide on a position and to support whatever position you decide to take.

- Position 1:** I am in favor of the draft and opposed to the voluntary military.
- Position 2:** I am in favor of the voluntary military and opposed to the draft.
- Position 3:** I am opposed to both the draft and the voluntary military.
- Position 4:** I am in favor of either the draft or the voluntary military or a combination of the two.

Sample Arguments:

1. The draft is more fair than the voluntary military because it does not discriminate on the basis of economic status. In other words, rich kids can go to college and poor kids have little choice but to volunteer to go into the military. Rich kids don't have an equal responsibility to defend the country because they can avoid military service as long as there is no draft. A draft would affect rich kids the same as poor kids.

2. The volunteer military is more fair than the draft because it allows young people to make a choice about whether they want to serve their country in a military or non-military capacity. A draft would give young people no choice.
3. The volunteer military is just as bad as the draft as long as youth unemployment is so high that the volunteer military is really a poverty draft. In other words, both systems are just different kinds of a draft where youth have few choices.
4. The U.S.A. needs to be able to fill the ranks of the military in any way that it can to defend itself and its interests. To expect citizens to fight in a war will always take coercion, whether it is legal, as in the draft, or economic, as in the volunteer military.
5. War is wrong and it is especially wrong these days because it can destroy the planet, so we must reduce our military, not figure out ways to increase its size.
6. The purposes of the military in regard to the specific fictional situation are inappropriate. Our military should be withdrawn from the country in question and a diplomatic solution should be attempted. This diplomatic solution would include full dialogue with all of the parties to the conflict.

Sample Supportive Evidence and Opinions:

1. Bill Armstrong, republican senator from Colorado and advocate of a volunteer armed forces believes, "a draft is no solution to the military manpower problem" without there first being "a solution to the problem of retention." Armstrong feels that if people would stay in the military and not quit after their first or second enlistment, there would be no recruiting shortfalls.

Armstrong also believes that an increase in pay and benefits is essential for retention "whether first-termers enlist voluntarily or are drafted. While a higher wage may give incentive to enlistees, this notion contradicts a major argument of the draft supporters, that the draft "would somehow save the taxpayers money."

2. Without the draft, argues James Webb in the Oregonian, "we would soon have a military comprised of minorities and unemployables." While the military does give minorities "a shot at mobility", Webb argues that "without the renewal of the draft, a majority of the army... and 70 percent of the body bags in our next encounter will belong to Harlem, as the men from Harvard go off to graduate school."

Webb's experience in the armed forces as a Marine infantry commander has led him to the conclusion that the volunteer system destroys one's sense of obligation and commitment to the military unit. He sees the draft as a social obligation similar to our society's agreement to pay taxes. "It (the draft) is a societal duty...we surrender a portion of our income to the common good, and we should all be willing to give a portion of our lives in order to assure that our freedoms will not disappear."

3. In a New York Times editorial, Cynthia Roberts insists on the reinstatement of the draft, "because the volunteer army would be too expensive and may deprive career officers of higher salaries." Roberts also believes that a draft would be received favorably because of "the changing attitudes of today's youth who are more serious about career opportunities, and more responsive to the idea of strengthening our defenses."
4. Ron Paul, in a letter to the New York Times editor, disputes Cynthia Robert's support of conscription calling it an "illegitimate business". If young people owe their country several years of their lives Paul asks, "how much do we older Americans owe? Yet, it's not the 40 year olds who are conscripted but the 18 year olds. The truth of the matter is that the defense of a free country must be mounted voluntarily, and not by force, or the country is not truly free."
5. Barry Goldwater, conservative senator and past candidate for the Presidency, has spoken out against the draft for "moral and military reasons". Goldwater supports a volunteer armed forces so long as this career is well-paid. "We are in this military manpower mess basically because the (past) Secretary of Defense, Robert McNamara, had steadily eroded military morale, opposed decent military wages and made huge errors in our military manpower requirements...The draft is a poor way to build military manpower. The proper way would be to raise pay, to a level that would attract volunteers."
6. Clifford Alexander, ex-Secretary of the Army during the Carter administration, finds little redemption in the return to a draft system. Alexander defends the volunteer army by saying, "this is not the time to run down the Army based on unsubstantiated charges about soldier intelligence. This is not the time to imply that an Army that has more black soldiers than in the past is therefore less capable. This is not the time to conclude that coming from a low-income background makes you something less of a soldier." Alexander believes that military readiness is a commendable goal, but that "it will not be furthered by any form of draft."
7. "The numerical trends and potential financial savings will make a draft an attractive prospect pretty soon," said Martin Binkin, a senior fellow at the Brookings Institute and author of several studies on military manpower issues. "If the force is going to grow and the budget pressures remain high, there will be a lot of support for it." Binkin stated in a recent interview that he wouldn't recommend a return to conscription because it offers no solution to the shortages of personnel problems, especially of experienced people. He still fears that the budget-conscious politicians will always support the military's manpower strategies, whether they be a volunteer or draft system.
8. Gary R. Nelson, a former Deputy Assistant to the Secretary of Defense who specialized in manpower planning acknowledges "the familiar complaints that the military has become too dumb, too black, too expensive and too small as often charged to the all-volunteer force," although he still believes that "the more one spells out the draft option the less attractive it becomes. With conscription you would end up with more turnover, less experience in a force that badly needs trained soldiers, and problems related to life styles that the military has largely avoided. Also, any conscription program would take a fraction of the eligible people because we could not possibly afford to conscript more than 100,000 people each year."

9. Senator Mark Hatfield, advocate for peace and a non-nuclear military policy remarked in an Oregonian letter to the editor that "the draft is an odious system which I totally reject as being compatible with the democratic society."
10. In a recent article, Elliot Cohen prescribes "a reserve draft" as an alternative to the "failing volunteer armed forces". He recommends drafting young men into the reserves because it "would improve the quality of our active forces.... The notion of a military obligation embodied in such a plan would fit our liberal institutions."

Cohen relies heavily on war history to justify his opinions of a draft. He states that "an all-volunteer force was compatible with American institutions and needs in the days when our role in world politics was small. Such is not the case today when our Navy sails the globe, and when over a third of our soldiers and airmen guard our European and Asian allies. To repudiate conscription under these circumstances is not merely to embrace a false notion of obligations and rights; it is to risk humiliation of needless loss of life, and perhaps catastrophe."

Argument Resource Form: **The Volunteer Army vs. the Draft**

Source of Information: (name of person interviewed or name of print media article)

Position Supported by Source: (of the four possible positions)

Argument Presented by Source: (reasons why source supports above position)

Supporting Evidence Presented by Source: (facts)

Argument Resource Form: **The Volunteer Army vs. the Draft**

Source of Information: (name of person interviewed or name of print media article)

Position Supported by Source: (of the four possible positions)

Argument Presented by Source: (reasons why source supports above position)

Supporting Evidence Presented by Source: (facts)

Unit Title: **How Destructive is a Nuclear Bomb?**

Goals/Objectives:

Students will learn the destructive power of a single nuclear explosion in their community.

Students will learn how to mark mileages and radii on a community map.

Materials Needed:

Blank map of Portland and fact sheet/map of Portland (attachment 1, sides 1 and 2)
compass and pencil for each student

Time Needed:

One class period

Procedures:

1. Circulate copies of the two maps of Portland to each student (attachment 1, sides 1 and 2).
2. Have students find the approximate location of their school and draw a box.
3. Have students find the approximate location of their home and draw a box.
4. Have students mark an x on the Burnside Bridge.
5. Using the compass with pencil, have students mark concentric circles using the x on the Burnside Bridge as the center. The circles will have the following radii: 1 1/2 miles, 3 miles, 4 miles, 5 miles, 6 miles, 8 1/2 miles. Each of these circles corresponds to the factsheet/map on the reverse side. The circles represent the scope of the damage done by a one megaton nuclear weapon air burst.
6. You might want to project the maps on an overhead projector to help students visualize the details of the circles. This way, students will be able to see the circles' relationship to school and their homes as a group.
7. After your students understand the scope of destruction involved in a one megaton blast, you might explain some of the effects of a 20 megaton blast as outlined below. A 20 megaton nuclear explosion is a thousand times as powerful as the Hiroshima atom bomb, but it is by no means the largest now in the armories. The following information is from a 1962 study published by the **New England Journal of Medicine**.
 - This weapon would destroy everything within four miles.
 - The bomb crater would be half a mile in diameter and several hundred feet deep.

- Beyond the four-mile radius of total destruction, a pressure wave, followed by winds over 1000 miles an hour, would build an enormous fire storm.
 - Forty miles away, people looking in the direction of the explosion would be blinded by retinal burns.
 - In a city such as Boston, of the 3 million people living in the metropolitan area, 2.2 million would be killed at once by the blast or fire storm.
8. Have students write a paragraph answering one of the following questions.
- What would happen to you if a nuclear bomb exploded right now?
 - What is the most important thing that you learned from this activity?
 - How can a winner be determined in a nuclear war?

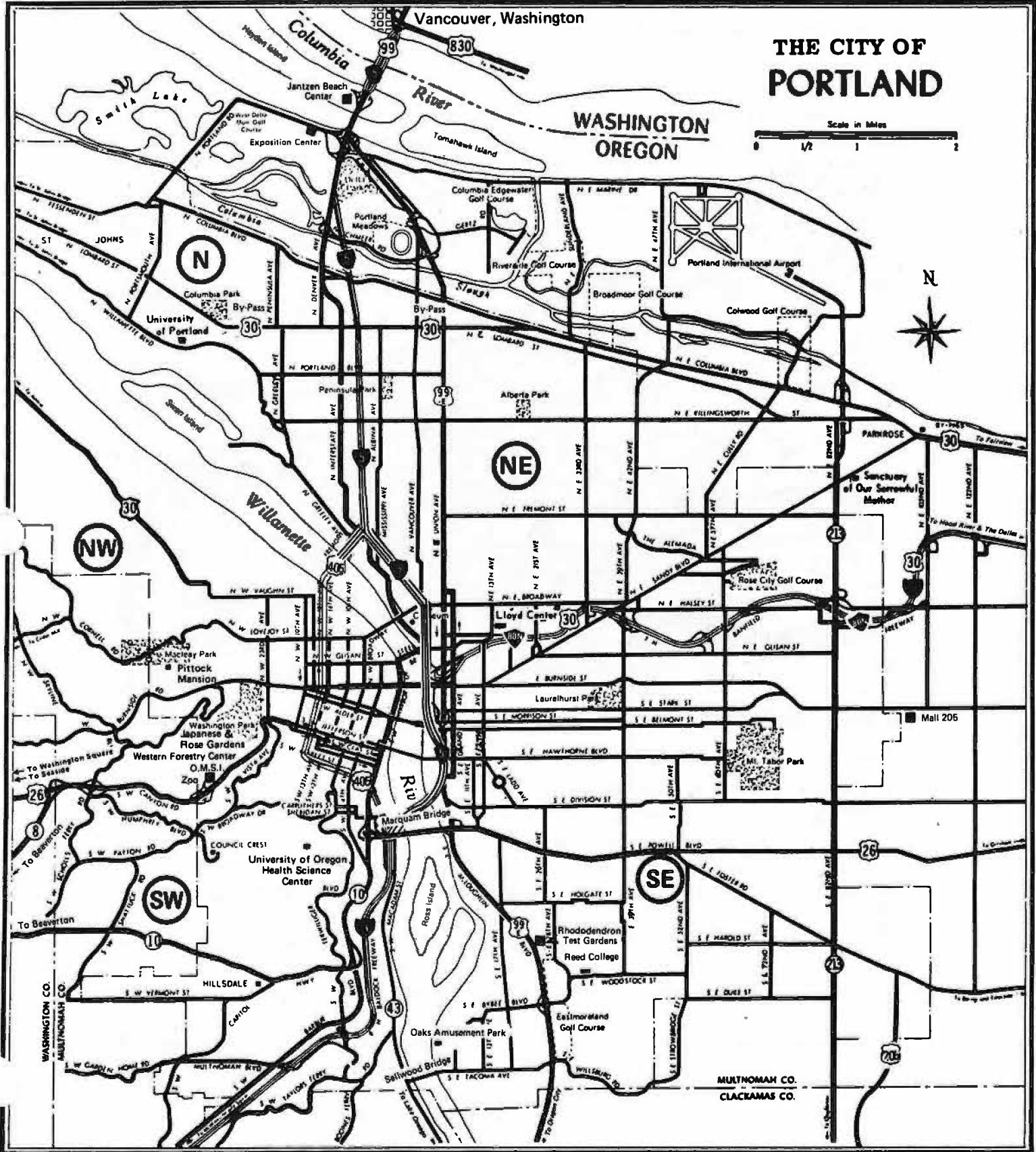
Remarks:

Students may need some vocabulary building for this unit (megaton, survivability etc.). Students could be encouraged to write stories about a nuclear war or they could draw pictures of what would happen to them and their communities in a nuclear attack.

There are a lot of possibilities for expanding this unit. Speakers could be invited to present information. Films could be shown or additional readings could be assigned.

Worksheet: How Destructive is a Nuclear Bomb

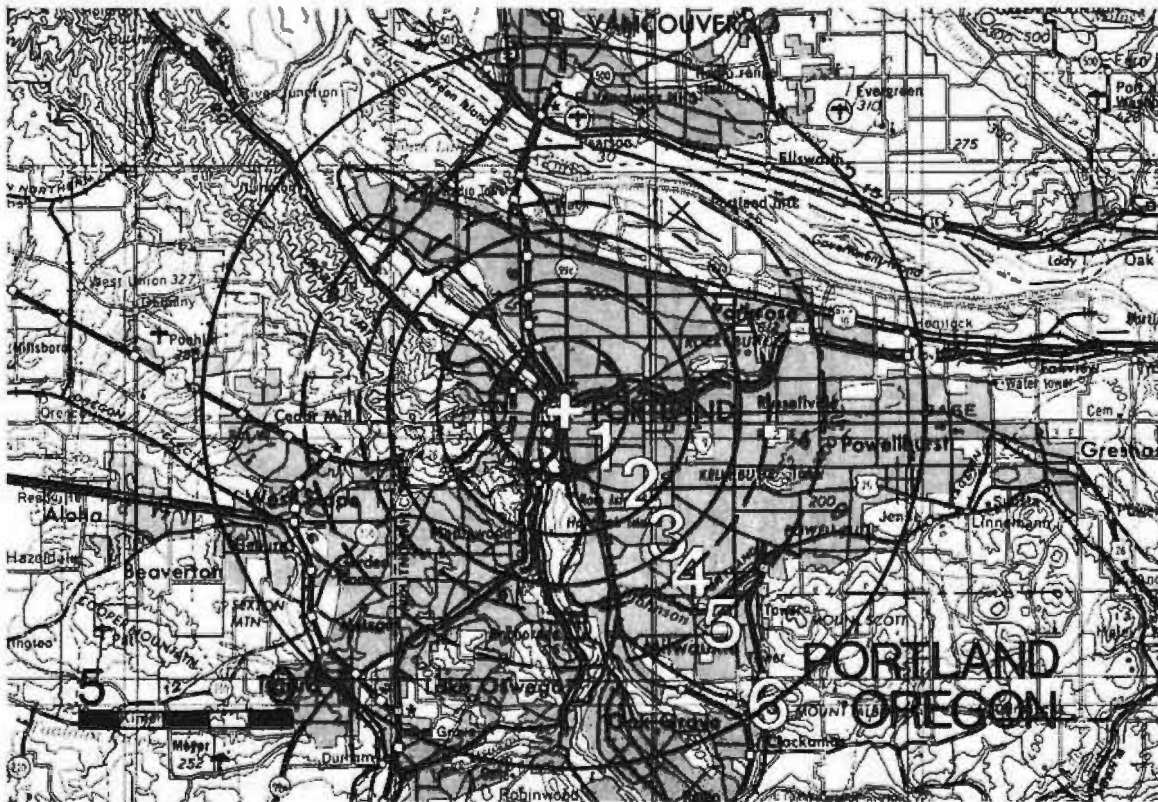
Map of the City of Portland:
(reprinted by permission)



Worksheet: How Destructive is a Nuclear Bomb

One Megaton Nuclear Weapon Air Burst:
(reprinted by permission)

"The splitting of the atom has changed everything save our mode of thinking, and thus we drift towards unparalleled catastrophe . . ." Albert Einstein



ONE MEGATON NUCLEAR WEAPON AIR BURST

Circle	Conditions	Effects**
+	Ground Zero over Burnside Bridge.	
1	1½ miles, 20 psi overpressures (pressure above atmospheric)	All life and buildings pulverized.
2	3 miles, 9 psi, winds 260 mph	Lung hemorrhage, third degree burns.
3	4 miles, 5 psi, winds 160 mph	Brick and frame houses destroyed, ear drum rupture.
4	5 miles, 4 psi, 25 cal/cm ²	Spontaneous ignition clothing and combustibles, fire storms likely, 50% dead.
5	6 miles, 3 psi, 12 cal/cm ²	Third degree burns of all exposed skin, multiple trauma and lacerations.
6	8½ miles, 2 psi	Exposed people burned and blinded by flash, all windows broken, second degree burns, trauma.

**Source: Glasstone, S. and Dolan, P.J., *The Effects of Nuclear Weapons*, U.S. Dept. of Defense, 1977. U.S. Govt. Printing Office, Washington, D.C. 20402

Unit Title: **The Federal Budget: Spending for War and Peace**

Goals/Objectives:

Students will become familiar with the categories of federal spending.

Students will learn to appreciate the amounts of yearly federal spending.

Students will gain an understanding of the purposes of the federal budget in terms of military and non-military spending.

Materials Needed:

Worksheet: Circle Graph (attachment 1)

Reprint: **Your Income Tax Dollars at Work** (attachment 2)

Reprint: **The Facts about Military Spending** (attachment 3) This is included as background information to help you prepare for this unit.

Time Needed:

One or more class periods, depending upon the detail that you decide is desirable

Procedures:

1. In a brainstorming session, ask students to name categories of federal spending in a budget year. Explain to them that they have a budget of \$687 billion. After you are sure they understand how much a billion dollars is, you might have them simplify their thinking by assuming that the circle represents \$687 or \$1. Record their responses on the blackboard. Shape into five or six general categories. You may want to use the categories on the attachment, **Your Income Tax Dollars at Work**.
2. Have each student prepare a circle graph (attachment 1) that identifies each of the categories and a sense of the percent that should be spent in each category.
3. Have students compare their graphs with the circle graph on attachment 2. Students should not see attachment 2 until they finish with their own graphs.
4. Ask your students the following questions. You might have them write a paragraph on one of them.
 - The interest on the national debt is approximately \$139 million dollars. 80% of that amount was placed in the Past Military section of the circle graph in attachment 2. Do you think that was fair? How would the chart look if all of the national debt was placed in the General Government section?
 - Do you think that most people know how much of their income tax dollars go to the military? Were you surprised? Would your parents be surprised?

- How many different things did you learn in this exercise?
- If you were running for President, how would you use a circle graph like the one you made in a campaign speech?

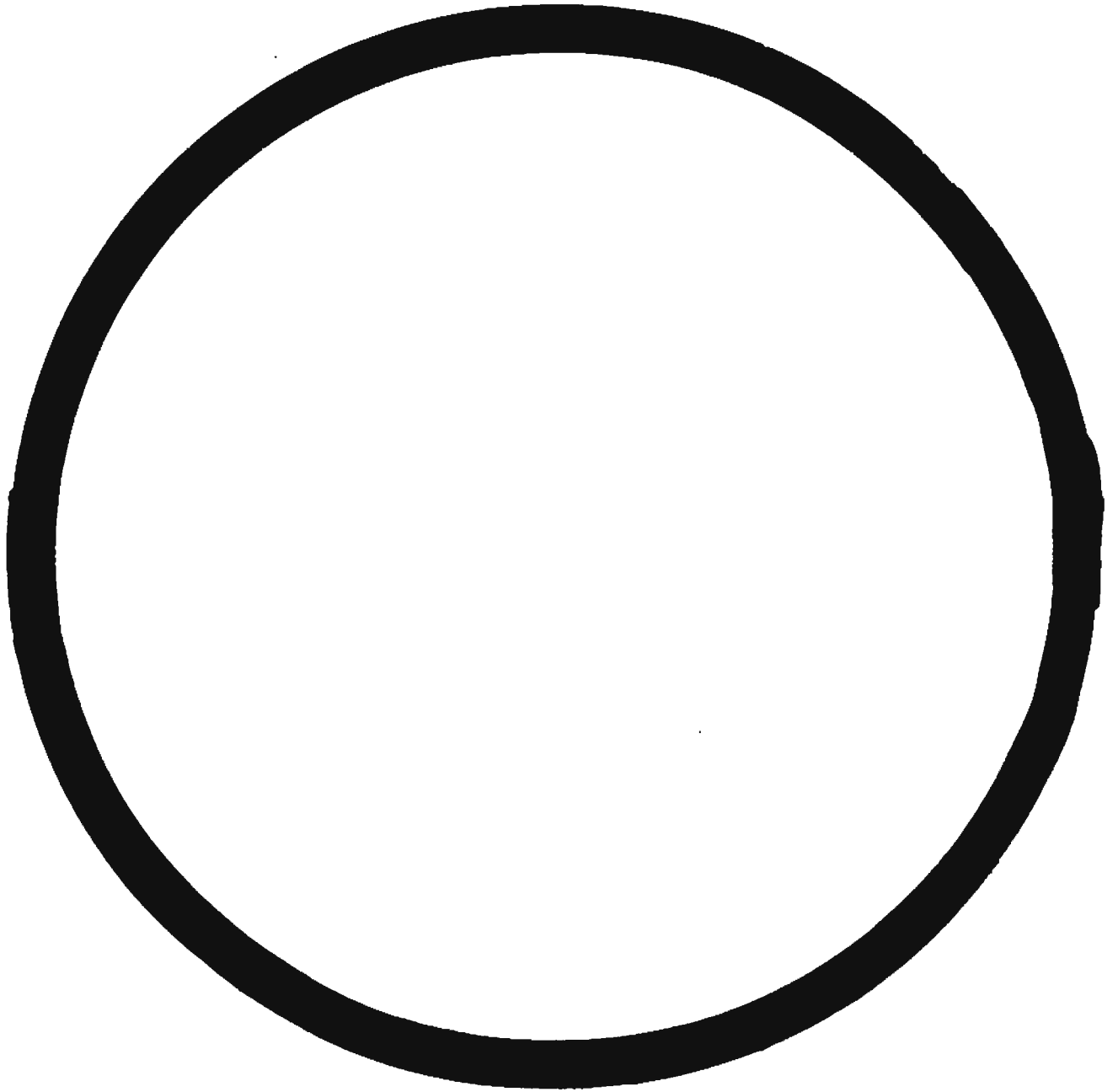
Remarks:

In addition to the exercises in this unit, you might have students interview an adult and/or a peer about what they think the circle looks like in terms of percentages for each of the general categories. The results could be shared with the class or submitted in writing.

Procedure #2 could be made into a small group decision-making activity. Groups could each draw a wall-size circle graph on poster paper reflecting group consensus on budget allocations. The circle graphs could then be compared in a class discussion.

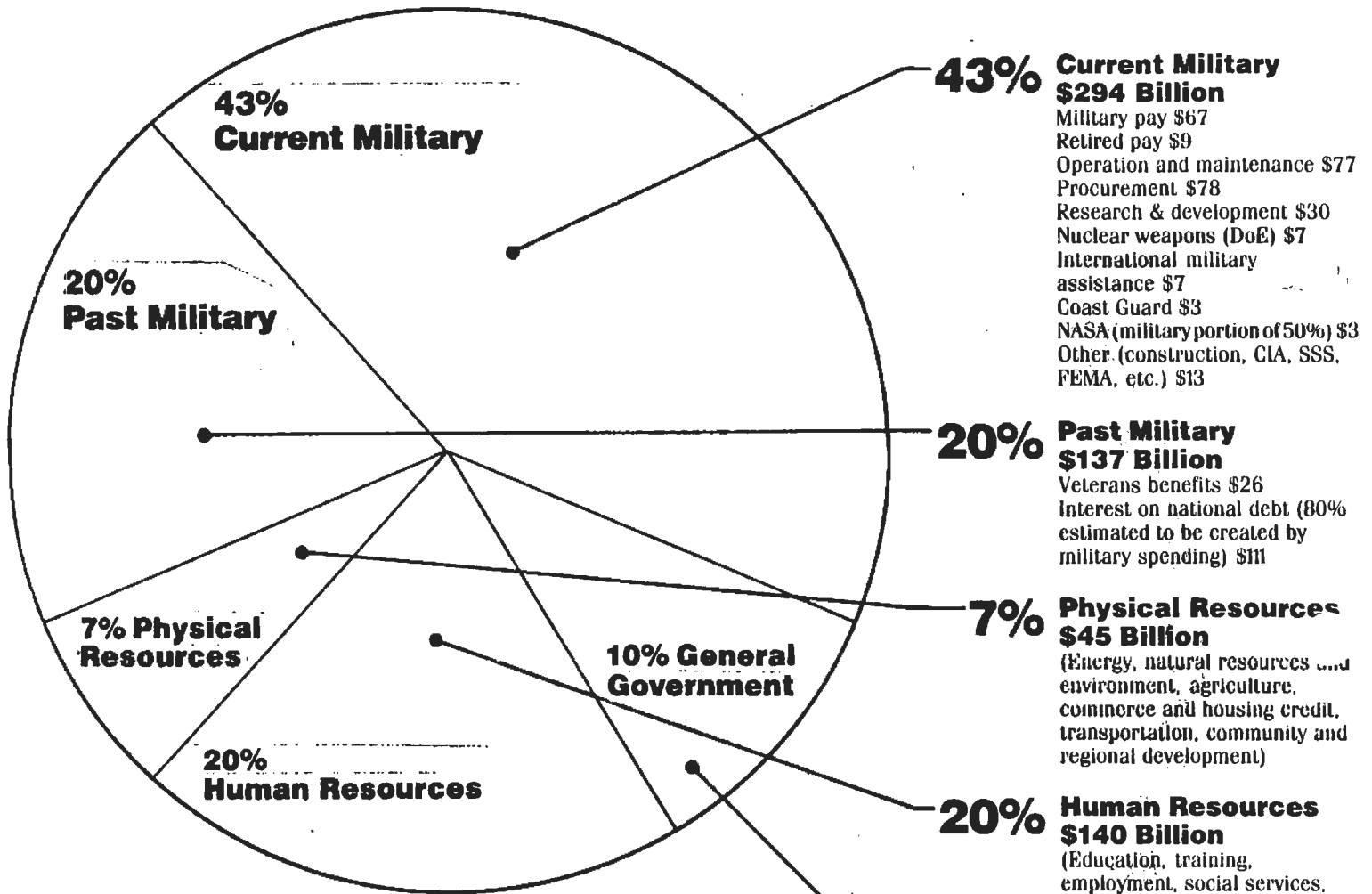
You may want to use some of the information in attachment 3 to further the class discussion on military spending.

Worksheet: Circle Graph



Reprint: Your Income Tax Dollars at Work
 (reprinted by permission: War Resisters League)

The United States Federal Budget for Fiscal Year 1985



These Budget figures were derived from *The Budget of the United States Government—FY 1985* (released on February 1, 1984). The percentages were calculated after the Trust Funds (e.g., Social Security) were removed in order to give a more accurate representation of what taxpayers pay (or don't pay) for when they file their income tax returns. Trust Funds are raised separately and spent only for programs for which they were specifically raised. The practice of combining "Trust Funds" and "Federal Funds" (creating the so-called "Unified Budget"), which began in the 1960s, makes the human needs part of the Budget seem larger and the military portion smaller.

"Current military" spending adds together money allocated for the Department of Defense plus the "defense" portion from other parts of the Budget, as indicated in the figures above. Spending on nuclear weapons (without their delivery systems) amounts to above 1% of the Budget. Including delivery systems, the "nuclear" portion increases to about 10% of the Budget.

"Past military" is represented by veterans' benefits plus 80% of the interest on the national debt. If there had been no military spending, most (if not all) of the national debt would have been eliminated. Analysts differ on how much of the debt is military-created. Estimates range from 50% to 100%. We feel that 80% may even be conservative.

We have used "Outlays," rather than "Budget Authority," figures because we wanted to reflect what is to be spent for FY 1985 alone.

Reprint: **The Facts About Military Spending**
(reprinted by permission)

The Facts About Military Spending

"The nation's total resources being limited, it is necessary to consider what is being given up to meet the threat . . . The fiscal alternatives are either to hold down spending to the level of full-employment revenues or to raise taxes to cover the deficit."

Georgy Wetsbergler, 1972, when he was Director of the Office of Management and Budget rather than Secretary of Defense.

"Right now, we are just beginning to turn on the big production lines that will create the new systems we have authorized and funded. The B-1B bomber, the C-5B airlifter, the MX missile, the M-1 tank, and DDG-51 destroyer, the CG-47 cruiser, and F-18 fighter and many others. Given this, I can understand why Pentagon managers may not be thinking about retrenchment. But, all of our budgetary plans—defense and non-defense—must be reviewed in light of the deficit problems we now confront."

Senator Pete V. Domenici, Chairman of the Senate Budget Committee, February 6, 1984.

"Throughout my years in Congress, I have consistently supported strong military measures. When in doubt I have resolved that doubt in favor of strength . . . And yet, I am deeply troubled by what I see as a policy of painfully misguided priorities . . . For two years we have followed a self-destructive policy of systematically eroding our revenue base while indulging the biggest military spending spree in our peacetime history. Our priorities have become cruelly deformed . . . The scales of justice have been unhinged . . . This has produced not only unprecedented deficits but an unprecedented social retrogression . . . I have concluded that a nation which cannot afford first-class education for its young cannot afford every new military gadget it craves."

House Majority Leader Jim Wright, explaining why he would oppose funding for the MX missile, July 30, 1983.

Senator: CD, 80302
1 APR 21, 1983

Coalition for a New Foreign and Military Policy
110 Maryland Ave., N.W.
Washington, D.C. 20002

Dear Committee:

I recently wrote to my Senators from Chairman to ask them to work for substantial cuts in military spending. I received a response from both the military spending committee and the House of Representatives. The military spending committee report stated that I should not try to reduce the level of military spending. The House of Representatives report stated that I should not try to reduce the level of military spending. I am sure that you will find these reports interesting.

In general, I hope to challenge some of Senator Armstrong's conclusions that you were in the report for the military spending committee. The military spending committee will increase spending on weapons for the next 20 years. I am sure that you will find this report interesting. I have included a copy of the report in the enclosed. I hope you will find it interesting. I have included a copy of the report in the enclosed. I hope you will find it interesting.

I hope you will find this information on the military spending committee report interesting. I have included a copy of the report in the enclosed. I hope you will find it interesting. I have included a copy of the report in the enclosed. I hope you will find it interesting.

I am really appreciate any help you could give on this matter. Thank!

Sincerely,
James H. Armstrong

Source: Outside 86182

Dear :

Thank you for your letter. I know how strongly you feel and I will pass comments.

In my opinion, defense spending is with virtually every other major program. It must be carefully controlled. It is a very limited program for meeting the nation's needs. It is a very limited program for meeting the nation's needs. It is a very limited program for meeting the nation's needs.

Respectfully,
Bill Clinton

Even pro-defense leaders in Congress, like House Democratic Majority Leader Jim Wright, are becoming skeptical of the Reagan Administration's continuing demands for higher military spending.

Supporters of the buildup, on the other hand, often repeat a number of arguments which can be misleading. At the Coalition, we often get letters like the one above asking for the facts about military spending.

Here's why Senator Armstrong is wrong.

Reprint: The Facts About Military Spending

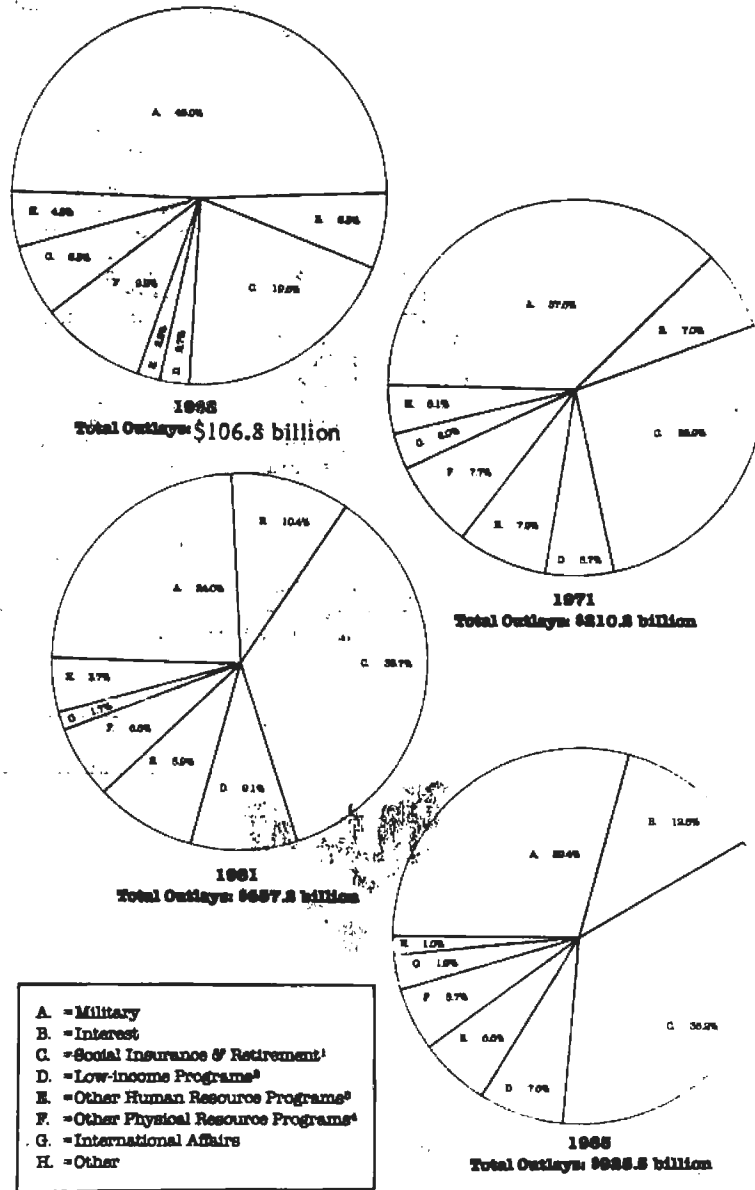
The Shift in Budget Priorities

While it is technically true that military spending takes up a smaller share of the federal budget now than it did as recently as 1971 (a year which the administration has chosen for comparison), the composition of the budget has changed so much that it is terribly misleading simply to compare military with social spending. The parts of the budget which have increased most rapidly in recent years are Social Security and other retirement programs, Medicare, and unemployment compensation—programs which are not “welfare” spending at all, but which are more like insurance. In these programs, benefits are paid out to those who have contributed to separate trust funds, and most of the payments go to middle income groups, based on the amount contributed by the individual participants.

From a budgetary point of view, these programs cannot be held responsible for the growing deficits, since their full cost is covered by separate payroll taxes. From a political point of view, while the Reagan administration may complain about the cost, it has so far backed away from calling for deep cuts in these areas for the simple reason that this kind of federal spending is extremely popular.

Because of this, the only way to cut total federal spending while increasing the military budget, is to make Draconian cuts in all the other things the federal government does—aid to education, child nutrition, food stamps, housing, mass transit, environmental protection, job training, urban development, highways, sewers, etc. The Reagan budget cuts have slashed many of these programs deeply already (especially programs for the poor and powerless), and further cuts, if possible at all, would reduce them to a lower share of federal spending than ever.

The notion that we ought to restore military spending to the share of the federal budget which it took up 18 years ago, therefore, is either an empty political pose, or a very extreme political position. To put it into effect, a Congress would have to slash social insurance spending, or drastically change the historic role of government in society. Since neither course is likely, it is a matter not only of fairness and justice, though fairness and justice are also at issue, but of simple budgetary realism that Congress must raise revenues, reduce military spending, and stop pretending that the budget can be balanced with further cuts in social programs.



Notes:

1. Social Insurance & Retirement: Includes Social Security, Medicare, Unemployment Compensation, Federal Retirement, Military Retirement, Railroad, Black Lung Benefits.

2. Low-income Programs: Includes Medicaid, Housing assistance, Food Stamps, Child Nutrition, other nutrition programs, Supplemental Security Income,

AFDC, other income support.

3. Other Human Resource Programs: Includes Social Services, other health care services, education, employment and training.

4. Other Physical Resource Programs: Includes Transportation, Agriculture, Natural Resources and Environment.

Reprint: The Facts About Military Spending

Jobs and Military Spending

"Of course, military contracts 'make jobs.' ... [C]ontracts for bad weapon programs make as many jobs as contracts for good ones. Maybe more, because the big contractors are paid extra to work at correcting their own blunders."

Pentagon Cost Expert Ernest Fitzgerald, *More Deaths, Less Spending*, 1983.

It is certainly true that military spending creates jobs—every time a weapon program is challenged in Congress, the Pentagon provides computer printouts showing the number of jobs at risk in each state or Congressional district. But almost any other way of adding to the federal deficit would create at least as many jobs as weapons production.¹ The Defense Department's standard lecture on the employment benefits of military spending, therefore, is not really an argument about employment policy at all, but an old-fashioned exercise in pork-barrel politics. It is safe to say, for example, that the B-1 bomber is being built today only because its parts are made in more than 300 Congressional districts in 46 states.

That is a problem, however, not a virtue. Since every member of Congress is reluctant to vote against programs which mean jobs back home, it is very difficult to gather a Congressional majority to eliminate any particular military program, even when a clear majority in Congress agrees that military spending needs to come down, and that the best way to cut is to make choices among major weapons programs. Pentagon pork-barrel politicking makes it more difficult to reach rational decisions on defense issues.

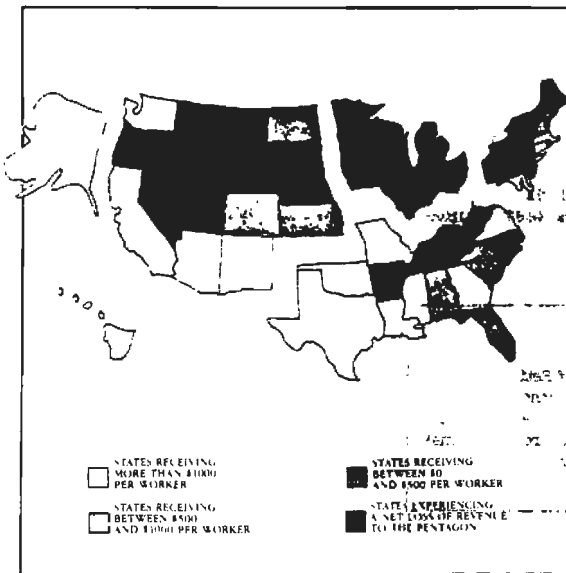
Pork-barrel politics aside, military spending is an inefficient way to create employment, because it is not targeted to those areas of the country, or to the job

skill levels, where unemployment is a severe problem. While it can't be said that military spending is responsible for high unemployment, anyone who sees unemployment as serious enough to justify high military spending ought to support, instead, a more effective, targeted, federal jobs program.

Note: [1] See, for one study, Congressional Budget Office, *Defense Spending and the Economy*, February, 1983. CBO found that \$10 billion in defense spending in 1983 would create 260,000 jobs, roughly the same as \$10 billion spent in the non-defense, public or private sector. If spent on defense industry purchases, however, where most of the recent increases in spending have come, \$10 billion creates 210,000 jobs. For a review of other studies see Robert DeGrasse, Jr. *The Costs and Consequences of Reagan's Military Buildup*, 1982. Available from the Coalition.

Map on Regional Distribution of Contracts*

Military spending tends to drain funds out of those parts of the country where unemployment is most severe. This map illustrates the most recently available data on the regional distribution of prime contracts for weapons. The distribution of spending on personnel and operations is even more biased against the Midwest and Mid-Atlantic states, since military bases are concentrated in the South and West.



PERCENTAGE OF WORK FORCE IN DEFENSE INDUSTRIES BY OCCUPATIONAL CATEGORY

OCCUPATION	AIRCRAFT & PARTS	COMMUN. EQUIP.	GUIDED MISSILES	ORDNANCE	SHIP BUIL. & REPAIR	OTHER MANUFAC.
Professional & Technical	24.4%	32.3%	55.7%	15.2%	7.0%	9.1%
(Engineers)	11.5	15.0	31.1	5.1	1.8	2.9
Managers	7.4	7.3	7.2	5.3	3.1	5.9
Clerical	13.9	15.7	12.3	10.9	7.3	11.3
Craft	21.3	12.4	10.8	22.5	40.9	18.5
Operatives	27.3	27.3	11.2	33.5	31.6	43.4
Service	2.0	1.5	2.1	5.0	1.5	2.0
Laborers	2.0	2.9	.6	7.3	8.3	7.7

UNEMPLOYMENT RATE BY OCCUPATION (Dec., 1982)

OCCUPATION	UNEMPLOYMENT RATE	OCCUPATION	UNEMPLOYMENT RATE
Overall rate	10.8%	Operatives	20.5
White Collar	5.6	Laborers	20.4
Professional & Technical	3.7	Youth (16 to 19 years old)	24.5
Managers & Administrative	4.0	Blacks	20.8
Blue Collar	16.3	Black Youth	49.5
Craft & Kindred	11.9		

Military Spending and the Distribution of Unemployment by Job Skill*

Jobs in military industries tend to be highly skilled, while unemployment today is concentrated among less educated, less skilled groups. As this table illustrates, military industries have relatively few production workers, and what production jobs there are tend to be in skilled trades where unemployment rates are lower.

*Data is from Robert DeGrasse, Jr., *Military Expansion, Economic Decline* (New York: Council on Economic Priorities, 1983). The map is reprinted directly from the book.

Reprint: The Facts About Military Spending

What About the Russians

"The Soviet Union has steadily increased its defense expenditures in both relative and absolute terms since the 1950s, despite well-known economic difficulties. . . . From 1972 to 1982, the estimated cumulative dollar costs of Soviet defense activities exceeded U.S. defense outlays by about 45 percent."

U.S. Joint Chiefs of Staff, **United States Military Posture for FY 1986**, February, 1984, p. 12.

There is no doubt that the Soviet Union has been building up its military forces steadily since the early 1960s. There is, however, a considerable tendency to overstate the extent, and the effects, of the Soviet buildup. Beginning with some technical problems in estimates of Soviet spending, here is a series of factors which suggests a somewhat more moderate assessment of the Soviet threat:

1. According to the CIA itself, the "dollar cost" procedure which it uses to estimate Soviet military spending somewhat exaggerates the level of expenditures. As the CIA explains it:

"Dollar cost calculations tend to overstate Soviet defense activities relative to those of the United States because of a basic measurement problem . . . known . . . as the index number problem . . . [C]ountries tend to use more of the resources that are relatively cheap—and less of those that are relatively expensive—for a given purpose. A comparison drawn in terms of the prices of one country thus tends to overstate the relative value of the activities of the other."¹

To give one example: The Soviets draft people into their armed forces, and pay much less than we do. When we calculate Soviet spending, we assume U.S. pay rates—but if the Soviets had to pay our salaries, they wouldn't use as many people. Dollar comparisons thus exaggerate what the Soviets get for their money. According to some experts, the exaggerations are so big that an accurate comparison would show the United States spending more.² Other experts see the Soviet Union as slightly ahead, in recent years.

2. A direct, U.S.-Soviet comparison ignores the substantial contributions of U.S. allies. Even using CIA estimates of Soviet military spending, and similar dollar cost estimates of spending by Soviet allies, the U.S. Arms Control and Disarmament Agency (ACDA) estimates that NATO as a whole outspent the Warsaw Pact by \$1.674 trillion to \$1.586 trillion during the 1970s.³ At no time has NATO spending been lower than that of the Warsaw Pact, and the gap is increasing.

3. Since the late 1960s, the Soviet Union has had to be concerned not only about the military balance in Europe, but also about security along its long border with China. According to the U.S. Joint Chiefs of Staff, the Soviets now devote 30% of their tactical air and ground forces to the Far East.⁴ Perhaps more significantly, the buildup of forces in the Far East has taken up a very large portion of the overall increase in Soviet spending since the late '60s.

4. Advocates of a big U.S. military buildup have often complained that the Soviet buildup is "rainless"—never slowing down even when U.S. military spending declined in the early 1970s. According to new information, however, the rate of increase in Soviet military spending has slowed in recent years—though no one can claim it was a response to U.S. policy. According to the CIA:

"Total Soviet defense costs, measured in constant 1970 rubles, grew at an average annual rate of 4-5 percent during 1966-76 (about the same as reported in earlier estimates). Our new estimate, however, shows that . . . the rise in the total cost of defense since 1976 has been slower—about 2 percent a year. The rate of growth of overall defense costs is lower because procurement of military hardware—the largest category of defense spending—was almost flat in 1976-81. New information

indicates that the Soviets did not field weapons as rapidly after 1976 as before. Practically all major categories of Soviet weapons were affected—missiles, aircraft, and ships."⁵

5. None of this is meant to deny that the Soviet Union is a threat to the West. It does, however, draw into question some of the more alarmist analyses of Soviet intentions which were commonly heard when the SALT II Treaty was being debated. Congressman Les Aspin once investigated claims that the Soviet buildup in recent years was the biggest military expansion since Nazi Germany's before World War II.⁶ Aspin found that the steady, long-term Soviet increase in spending did not come close to matching any pre-war buildups in the 20th Century—not the Nazi buildup, nor the North Korean buildup in the late '40s, nor the Arab and Israeli buildups before the 1967 and 1973 wars. Nations which think a war is just around the corner tend to more than double or triple spending in a very short period—they don't steadily add 4 percent a year to their military budgets.

6. The ultimate question is whether the growth in Soviet military strength has made the USSR more aggressive and significantly shifted the world balance of power. A good case can be made that the opposite is true, though events in Poland and Afghanistan should counsel us against trusting Soviet intentions. The Soviet Union has avoided, over the past 20 years, the kinds of superpower confrontations which were common before the Cuban Missile Crisis in 1962. In the Middle East, and elsewhere, the Kremlin has been far too cautious to challenge vital U.S. interests. Although the Soviets have intervened in a number of Third World trouble spots, they've accomplished little from it. Soviet losses of influence in China, Egypt, Algeria, Tunisia, Somalia and elsewhere have more than offset any gains in places like Ethiopia. Not all Third World "socialist" regimes are in the USSR's pocket—Zimbabwe and the Soviet Union are barely on speaking terms, for example. So-called Soviet allies, like Syria, have their own agendas which Soviet leaders must, by now, despair of influencing. That the United States has had its own difficulties is a sign, not of Soviet gains, but of the limits of power in today's complex world.⁷

1. Central Intelligence Agency, "A Dollar Comparison of U.S. and Soviet Military Expenditures," 1980, p. 2

2. Franklyn D. Holzman, "Soviet Military Spending: Assessing the Numbers Game," *International Security*, Spring, 1982.

3. ACDA, *World Military Expenditures and Arms Transfers, 1970-1979*, 1982.

4. U.S. Joint Chiefs of Staff, *U.S. Military Posture for Fiscal Year 1986*, February, 1984.

5. CIA Office of Soviet Analysis, "Joint Economic Committee Briefing Paper—USSR: Economic Trends and Policy Developments," September 14, 1983.

6. Les Aspin, "What Are the Russians Up To?" *International Security*, Summer, 1978.

7. See: Center for Defense Information, "Measuring Soviet Influence," *Defense Monitor*, June, 1982.

Unit Title: Editorial and Editorial Response on the Impact of Military Service on Racial Minorities and the Poor**Goals/Objectives:**

Students will critically examine the problem of the burden of military service falling most heavily on Black, Native American, Latino, Asian and Pacific Island youth and on all racial and ethnic groups that are poor.

Students will learn about the mechanics of how society's institutions benefit certain groups and penalize others.

After recognizing the difficulties that both the draft and the all-volunteer concept have in solving problems of discrimination, students will suggest creative alternatives.

Materials Needed:

Editorial and Fact Sheet (attachment 1)

Time Needed:

One or two class periods

Procedures:

1. Preview the **Editorial and Fact Sheet** and look for vocabulary words that need to be explained to students in advance.
2. Circulate attachment 1 to students and ask them to read the materials carefully.
3. It is important that students understand the facts that follow the Editorial. You might ask them the following questions.
 - A. Why would low income youths be drafted with greater frequency than high income youths?
 - B. What is it about being wealthy that could keep you out of the draft? (One answer could be the greater likelihood of wealthy youths being able to document Conscientious Objector status or a medical disability.)
 - C. Once in the military, why are more low income youths in combat?
 - D. How could a college graduate avoid combat after he was drafted?
4. At this time, students could be asked to gather further facts that contradict the Editorial or are supportive to an Editorial Response. You will need to direct students to appropriate sources for these facts. If there is not adequate time for research before the Editorial Response is written, these facts could be presented to the class at a later date after the unit is completed.
5. Ask students to suggest examples of where societal institutions, other than the military, penalize racial minorities and the poor. You might suggest they examine the criminal justice system, the education system or the health care system.

6. Ask students to write an Editorial Response, or brainstorm in small groups, addressing the Editorial. Their first task should be to explain the difficulties that prevent reaching a solution. If they have a solution, ask them to explain how it would lessen the burden of military service on racial minorities and the poor. Also ask them if anyone is penalized in their solution. Have students share their solutions with each other. Is it ever possible to limit military service to only those who really want to serve? And for those who want to join, can they ever really know what war is like?

Remarks:

This unit is particularly controversial because we are examining the military's difficulty of fairly acquiring and using personnel from a society-at-large that unfairly burdens its racial, ethnic and sexual minorities and its poor. Both the draft and all-volunteer concepts are criticized for their inability to solve this society-wide problem.

As stated in the introduction, a close examination of discrimination and unfairness is built into this curriculum. However, it is approached in a critical and thoughtful way, so that students can make fair and informed decisions.

When emotionally-charged materials are included in these units, they are never meant to provoke a purely emotional or manipulated response. They are included to challenge students to think and become engaged in the crucial issues of peace, justice and war.

The disproportionate representation of Blacks, Native Americans, Hispanics, Asians and Pacific Islanders in the military, in the lower ranks, in military prisons and in combat is difficult to track because statistics are either unreliable or not kept at all. Most of the information that is collected is about Blacks because the military has identified them as a significant minority group.

Often, we must rely on personal accounts by those who have had first hand experiences in the military. The half hour slide show entitled **Choice or Chance** is an informative mix of available statistics and experiences by a group of racially diverse veterans as well as veterans from low-income families. This slide show is available from most American Friends Service Committee offices nationwide. If requested, a speaker is usually available to accompany the slide show.

When discussing prejudice with students, it is important to distinguish between structural prejudice and attitudinal prejudice. An example of structural prejudice is the fact that many youths of racial minority heritage have fewer marketable skills because of the lack of educational opportunities. Attitudinal prejudice is the primary attitude of racial or economic superiority.

It may also be helpful to know that when anti-draft activists are faced with the Editorial criticisms of the all-volunteer concept, they counter that even with existing problems, it is better to avoid a draft where larger numbers of youth could be quickly sent to a war before an adequate public debate of the merits of such a war takes place. However, for small scale, surgical-strike style military interventions, it may be easier to use a volunteer cadre that has been isolated from broad public debate and opinion.

Editorial and Editorial Response on the Impact of Military Service on Racial Minorities and the Poor

Introduction:

Occasionally newspapers and magazines print an editorial and an editorial response on particularly controversial issues. Below is an editorial in favor of a return to the draft on the grounds that this would be fairer to minorities and the poor.

After reading the editorial below and the facts on the next two pages, write an Editorial Response about how a return to the draft does not solve the inequities that exist in the all-volunteer system. Also write about the difficulties of making military service fairer for minorities and the poor. You might also mention any additional problems that the draft might create. If you believe that our entire society must change before military service can be shared equally, then explain why this is so, and what things must change in our society before this can happen.

Editorial:

THE DRAFT IS BETTER FOR MINORITIES AND THE POOR

It's time that we gave up an illusion. That illusion is that the military draft is evil. It is not. We have all heard the draft called slavery. It is not. Rather, it is the only way to fairly distribute military service throughout the citizenry, no matter what the income level or the racial heritage.

Today's military is made up of all volunteers. But why did they volunteer? A great many of them volunteered because they couldn't find another job. And who couldn't find other work? Racial minorities (as well as ethnic and sexual minorities) and youths from low income families couldn't find work and so joined the military. Now they flood the lower ranks of the military. If there is a war, they will flood the lists of the dead and injured.

It is the volunteer concept that means slavery to the poor and racial minorities. Stopping the draft did not give them the freedom to choose. Is it a choice if the only other alternative to joining the military is no job at all. That's slavery.

Who gained the freedom to choose by ending the draft? One group did avoid slavery and that group is full of privileged, white, wealthy youths. They can choose to avoid military service because they can easily find other jobs. If there were a draft, they wouldn't have this luxury.

Let's stop giving luxuries to those who already are living the good life. Let's be fair about military service and spread it evenly around to every group, rich or poor, of European heritage or African, Asian, Latino, Pacific Islander or Native American heritage. The draft is not slavery. The draft is a way to make military service democratic and in the best interests of every citizen.

Facts:1. Who served during the Vietnam Era when there was a draft?

- A. Likelihood of Vietnam-era Service by Income and Education
(All percentages below compare to those of military age in the income or education groups listed.)

	Military Service	Vietnam Service	Combat
Low Income	40%	19%	15%
Middle Income	30%	22%	7%
High Income	24%	9%	7%
H.S. Dropouts	42%	18%	14%
H.S. Graduates	45%	21%	17%
College Grads	23%	12%	9%

- B. "Throughout the 1960's a proportionately higher percentage of blacks (30%) than whites (18%) were drafted from the lists of Selective Service." ("Racism in the Ranks" by Manning Marable, WIN Magazine, July 1980)
- C. "The pre-induction examination process rewarded careful planning...If a person came without a letter from his doctor, he was very likely to be declared fit for induction, regardless of any medical problem. All but the most obvious physical problems were easy to overlook...and disadvantaged youths who had not received adequate medical care were often classified I-A...In 1966...a mentally qualified white youth was 50% more likely to fail the pre-induction physical than his black counterpart." (Chance and Circumstance, p. 47)
- D. "Qualified whites of relatively low incomes in rural areas are probably the most draft vulnerable of all identifiable groups." (Little Groups of Neighbors, Davis and Dolbedare, 1968, p. 17)

2. Who fights and dies in a draft military?

- A. In 1965, 38.4% of all black draftees were in combat units, while only 23.9% of white draftees were in such units. (Selective Service and American Society, Roger Little, editor, 1968, p. 150)
- B. "Blacks totaled about 11-12% of the enlisted troops in Vietnam but always comprised significantly higher numbers of combat personnel." ("Racism in the Ranks" by Manning Marable, WIN Magazine, July 1980)
- C. "In the average rifle company, strength was 50% composed of Negroes, Southwestern Mexicans, Puerto Ricans, Guamanians, Nisei, and so on. But a real cross-section of American youth? Almost never." (General S.L.A. Marshall commenting in the late 1960's on Vietnam, quoted in Chance and Circumstance, p. 8)
- D. "In California during the Vietnam-era, people with Spanish surnames made up only 10% of the population yet supplied 20% of the servicemen and 22% of the state's casualties." (The Hispanic Veteran of the Armed Services, doctoral dissertation by Angelita Garcia-Cabrera, Brandeis University, 1978)

- E. "Any draft system may appear less discriminatory, but in the end, black and brown youth will still be placed in disproportionate numbers in combat or 'high risk' units. In both the Civil War and Vietnam...black troops were never more than 12% of the total number of armed forces, yet they suffered almost twice the casualty rate as whites." ("Racism in the Ranks" by Manning Marable, WIN Magazine, July 1980)
 - F. "It was found in a study of Chicago neighborhoods during the Vietnam War that youths from low-income neighborhoods were three times as likely to die in Vietnam as those from high-income neighborhoods." (Chance and Circumstance, p.10)
3. Unequal punishment for draft resistance and military offenses and unequal discharge treatment during a drafted military
- A. "Throughout the country, the prison sentences (for draft violations) imposed on blacks averaged about one year longer than those given to whites." (Chance and Circumstance, p.100)
 - B. A 1971 study by NAACP discovered that half of all soldiers in confinement were black, a white first offender in the military was twice as likely to be released without punishment as a black first offender and that 45% of all less-than-honorable discharges went to blacks. (Chance and Circumstance, p.138-139)

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