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FOREWORD

For the Noncommissioned Officer Corps of Cadets

Welcome to the Cadet NCO Guide! Needless to say, this guide is the result of many hours of work and years of experience. It is the product of both my years of experience as a cadet, service member and senior, and the decades of experience of those who taught me and wrote the various elements I used in the guide for inspiration and reference.

The guide is organized in a way that made sense to me. (Though I make no guarantee it will make sense to you!) I have tried to include information that is not readily available to CAP cadet NCOs and, at the same time, vital for success in CAP's cadet program. Obviously you will not find a lot of information that is available in other sources. For instance, there is nothing here about the wearing of the uniform. That information is available in CAP Manual 39-1, which you should already have. I also did not include specific information on the CAP Cadet Program or details concerning drill. There are plenty of other references for that type of information.

My goal was to include useful information that a cadet NCO could use on a day-to-day basis in the performance of his or her duties, such as instructing drill, spit-shining boots, and evaluating and raising unit morale.

In addition to the material targeted specifically for NCOs, there is also useful information for cadet airmen and officers as well. The material is included here so it can be passed down to other cadets and also help you get a head start before you become an officer.

The information in this guide, if learned and applied, will help make you an outstanding cadet NCO -- one who will be viewed as a pleasure to have as a subordinate or superior, and considered a great credit to your unit and the Civil Air Patrol. These lessons will also be useful in the future, even if you do not choose the military as a career.

Good luck and have fun!

Capt Shawn S. Stanford, CAP

INTRODUCTION

*"I'd rather be a good NCO than just another officer." -
GySgt Daniel Daly, USMC*

Why create a handbook for Cadet NCOs?

I feel that the job of the Cadet NCO is probably the most important in Civil Air Patrol. The Cadet NCO is the one who is charged with dealing with the Cadets in the squadron on a daily basis. Therefore, they have an almost incalculable amount of influence on their Cadets. Everything about them, their appearance, their bearing, their command ability, and so on, directly affects the Cadets in their charge.

This is doubly important when you realize that NCOs are also in charge of new Cadets. There is an old saying, "You never get a second chance to make a first impression." If the first impression new Cadets receive is a positive experience at the hands of a well-trained, mature and competent NCO, they're far more likely to have a good opinion of CAP and, just as importantly, a good role-model to emulate.

As a former Cadet, I can honestly say that when I was a new Cadet, the Cadet NCOs made a far stronger impression on me than the Cadet officers. The Cadet officers seemed to be distant and superior creatures that seldom even noticed me, the NCOs were there constantly. Correcting, instructing, cajoling, challenging - whatever it took to get me to fall into line and do the things that I needed to do.

This is the legacy of the NCO, not only of the military NCO, but of the Cadet NCO. The strong, motivated, well-trained, hands-on leader. Helping all of our Cadets to rise to this level of standard is what this book is all about.

THE IMPORTANCE OF NCO LEADERSHIP

"What it lies in our power to do, it lies in our power not to do." - Aristotle

This section is written for the Cadet officer and Cadet Programs personnel who may be reading this and wondering "what's the point?". Many members of Civil Air Patrol question the need for NCOs to receive special training in leadership. They seem to feel that the type of leadership that is the role of the NCO is better vested in junior officers.

This section will discuss why this NCO leadership important and how failure to teach and encourage leadership in our NCOs is harmful to every Cadet.

After many discussions about why NCOs are or are not important, there seem to be just a few reasons for downplaying the role and importance of NCOs. In no particular order, they are:

- NCOs have too little experience to be effective leaders .
- Cadet officers, are often unreliable. NCOs are worse.
- NCOs don't need to lead if the Cadet officers lead.
- If the NCOs lead, what will the officers do?

Three of the preceding reasons for de-emphasizing NCO leadership in the Cadet Program have to do with the relationship between officers and NCOs and the separate duties of each. This is a common, understandable problem. While NCO leadership and duties are very easy to identify and perform, officer leadership and duties and not quite as easy.

While the subject of Cadet officership is a subject for another guidebook, the general duties of the Cadet officer can be gleaned from reviewing the requirements of Cadet Commander and Cadet Flight Commander in the 20-1 and by a reading of the Leadership: 2000 volumes II and III, which are the text for Phases III and IV.

The question of the NCO/officer duty split is always a sticky one. It is a given that things don't always function properly in the Real World. Your job as a leader in the Cadet Program is to realize they way things *should be* and do your best to make that happen. Give NCOs duties and goals and hold them accountable. Make amends and adjustments where absolutely necessary, but for the most part hold NCOs responsible for the appropriate jobs and let them occasionally drop the ball. The Program will go on.

Common Points Against NCO Leadership

NCOs have too little experience to be effective leaders

This can often be true, but there are several contributing factors to this situation:

- **Cadet NCO-hood can come far too early in the program (7 months!).** Commanders should seriously consider slowing the progress of Cadets who aren't mature enough or experienced enough in the Cadet Program to be Cadet NCOs. Take a 13 year-old Cadet who's an C/SrAmn. Sure, he can take tests, but does he have the faintest idea what an NCO should be or the maturity to handle the responsibility? Probably not. He should probably sit at C/SrAmn for a while. The average Cadet should spend upwards of a year getting ready to put on that fourth stripe. By promoting Cadets too fast, they're being set up to fail.
- **Cadets often shoot through the NCO ranks in order to achieve the Mitchell.** Sometimes you will have a Cadet who will move through Phase I & II in the absolute minimum time required, which is 15 months. This is almost always a grave disservice to the Cadet and the Program. Far too often in this situation you will end up with a Cadet captain who is just getting to be a pretty good NCO. The ideal is for a Cadet to get his fill (or nearly so) of the nit-picky details of NCO life before he promotes to officer. That will help keep him from sticking his nose into the business of the NCOs. When Cadets move through the NCO grades too quickly they never really learn and get comfortable with the NCO aspects of leadership. This puts them at a distinct disadvantage when it is time to move on to the officer style of leadership.
- **Cadet officers often 'over control' their NCOs and Cadets and fail to allow room for growth.** This can be a tremendous problem. The difference between the duties of the NCOs and officers is palpable and clearly spelled out in reference after reference in CAP materials. Officers plan and organize, NCOs delegate and supervise. However, when a Cadet promotes too quickly, doesn't have enough 'officer duties' to perform, or simply won't let go, it can have a terrible effect on the NCOs and Cadets around him.
- **Too much is sometimes expected of 'new' NCOs.** See the section "What Should You Expect From Your Cadet NCOs?" for more discussion of this topic.

Cadet officers are often unreliable. NCOs are worse.

Yes, we're dealing with teenagers here, not that adults are always better. This is a tough issue. There are some rules of thumb to use to motivate people to take their responsibilities and assignments seriously:

- Make sure the person you're assigning the task to is capable of accomplishing the task, knows that it is an important task and why it is an important task.
- Give the assignee room to reach your goals in his own way.
- Make sure that there is a reward at the back end. Even if it is just an 'attaboy' at the squadron meeting or in the newsletter.
- And, of course, let them know that there will be some sort of consequences for not coming through.

This won't work all the time; nothing does. However, people tend to respond better when they feel responsible and important to the success of the mission. They also appreciate being able to add something of themselves to their jobs and being challenged to come up with a personal solution.

Of course, the need to get things done means that tasks can't always be handed off when you're not sure they'll be accomplished. However, starting slow and small and working up as confidence increases and reliability improves will do the trick. For instance, if you charge an NCO with making sure the schedule is followed and he doesn't follow through successfully, start impacting their break time and bite off a piece of his butt. He'll get the message soon enough.

NCOs don't need to lead if the officers lead.

This is just nonsense. Of *course* NCOs need to lead. The NCO grades were in part designed to be a training program for Cadet officers. If the NCOs don't learn to lead as NCOs, they won't be effective officers.

Officers shouldn't be practicing NCO leadership. It's just wrong, no two ways about it. If the officers are doing the job of the NCOs, who's doing the job of the officers? Find things for your officers to do that don't put them in day-to-day, hands-on contact with the Cadets. If you don't, you're stealing valuable leadership experience from your NCOs.

This also has the effect of feeding off itself and being self-perpetuating. "The NCOs can't seem to do their jobs, so have the officers do them." This is a classic Catch-22. How will the NCOs ever learn their jobs if they aren't given a chance to try, fail, and learn? Tell the NCOs what's expected and hold them accountable and don't ever let them off the hook by having the Cadet officers do it for them.

If the NCOs lead, what will the officers do?

Simply put this is a problem for the Cadet Commander. However, there is always planning to be done and classes to be taught. Each Senior could use a Cadet for an assistant, and Cadet officers are perfect candidates if they're not spending all their time hanging around the Cadets.

The Leadership: 2000 achievements are named for various staff positions. Obviously it is the intent of the Program that these are the types of jobs that Cadet officers should hold. Of course some of them would rather be playing with the Cadets than shuffling papers, but that's part of the job. And it's an important part, because the world runs on paperwork!

What Should You Expect From Your Cadet NCOs?

"Blessed is he who expects nothing, for he shall never be disappointed." – Pope Alexander

This is a very subjective question. Every commander wants something a little different and has different needs. Also, every Cadet has different abilities. Some may excel in some areas and be behind the curve in others. However, commanders should have a general set of guidelines to measure their NCOs against.

The following table is a gleaned from various sources, mostly personal experience and the Leadership: 2000 materials. Feel free to accept or ignore it at your discretion:

Grade	Time	Abilities
SSgt	1 yr & 4 mos	Drill a flight, teach basic drill, teach a Curry class, do a call-out, assist Cadet airmen with administrative tasks.
TSgt	1 yr & 8 mos	Teach drill 'on the march', assume flight sergeant duties, run a PT session, perform in-ranks inspections, supervise junior Cadets at tasks, counsel junior Cadets with supervision.
MSgt	2 yrs	Assume staff duties (admin, supply, etc), teach complex drill movements, drill a large flight, assume some autonomous leadership (move Cadets from place to place, stay on schedule, etc.).
SMSgt	2 yrs & 4 mos	Assume First Sergeant duties, drill a squadron, assist with innovative drill, assist in planning, plan minor events (cleanup, PT) without assistance, ensure schedule is met, counsel juniors without supervision, supervise NCOs.
CMSgt	2 yrs & 8 mos	Assume First Sergeant duties for a large activity (encampment), plan and execute a large drill movement (pass in review), plan innovative drill, closely advise the Cadet commander, plan major squadron activities with some assistance.

As you can see, the time in program column is far past the minimum specified by National, but it is far more realistic. And everything in this list is clearly an NCO duty, not an officer duty. If your NCOs aren't capable of performing them, slow down their progress and pick up their training!

The Role Of Cadet Officers In NCO Leadership

- **Ensure junior officers have duties and responsibilities.** Keep you junior officers entertained and occupied. They are the ones most likely to step on the toes of the NCOs, as they were most recently NCOs themselves. They may not have learned to step back and relax and let things go wrong sometimes. Wanting to personally make everything perfect is an NCO trait. Cultivate a more relaxed attitude in your officers.

Rely on your First Sergeant and flight sergeants. They have specific duties and tremendous leadership potential. Use them.

- **Give the NCOs the authority and latitude to accomplish their leadership goals.** The big part of this is to keep Cadet officers away from the NCOs and the Cadets. This more than anything else will give your NCOs authority and latitude they need.
- **Let them make mistakes and learn while providing correction and guidance.** While 'nothing succeeds like success', nothing teaches like failure. You often learn as much or more by doing something wrong as you do by doing it right. If it won't endanger Cadets or seriously impact some portion of your program, let your NCOs make mistakes. Correct them gently, not harshly. And make sure that all of your Cadets know that you don't expect your NCOs (or any Cadet) to be perfect, only improving. This will take some of the fear of making mistakes out of your Cadets and make them more willing to take charge, improvise and try new things.
- **Make sure you show that you value your NCOs.** There's an old saying that goes "if you tell a group of guys that they're better than everyone else long enough, eventually they'll start to believe it, then they'll start to prove it." Let everyone know that you value the NCOs, expect them to perform to a higher standard and to carry their share of the load. If they believe that they're special because they're NCOs, eventually they should start going out of their way to prove that they're special.

The Role Of Cadet Programs Officers In NCO Leadership

- **Reinforce the officer/NCO duty separation.** As has been stated many times and reinforced throughout CAP materials, officers should plan and organize, NCOs should delegate and supervise. Help the Cadet Commander to keep track of this junior officers and keep them busy.
- **Provide guidance and assistance tempered by restraint.** Occasionally, Cadet Programs personnel can be as bad as Cadet officers in assuming some NCO responsibilities. This is, of course, completely wrong. Let the NCOs do their jobs. Help them where it is appropriate and point them in the right direction, but never do their jobs for them.
- **Teach NCO leadership topics vigorously and regularly.** The duties of the Leadership Officer include instruction in leadership methods and techniques. This coupled with the fact that he occupies the part of the Table of Organization normally

reserved for the sergeant major OR command chief master sergeant indicates that a large portion of teaching NCO leadership falls on his shoulders. NCOs should be taught leadership separately from the Cadet airmen. Their concerns and topics are different. This will help build a team feeling among the NCOs and set them apart from the airmen, enhancing their prestige.

THE IMPORTANCE OF TRADITION

"Every family, every college, every corporation, every institution needs tribal storytellers. The penalty for failing to listen is to lose one's history, one's historical context, one's binding values. Without the continuity brought by custom, any group of people will begin to forget who they are." – Max Depree

NCOs are the primary keepers of tradition in the military. As a Cadet NCO it is your responsibility and honor to know and pass along the history and traditions of the CAP. This is important because it will help build *esprit de corps* and shows new Cadets that they are merely the most recent members of a long, proud tradition.

It is also important that you maintain the traditions and 'legends' of your unit. Be sure that you know how many Spaatz Cadets, Unit Citation ribbons, finds and trips to the National Cadet Competition your squadron has earned. Be sure that you tell the newer Cadets the stories you were told about Cadets and activities gone by. These are the types of things new Cadets hunger to know! They want to know the squadron and organization they're a part of is interesting and fun and exciting. It's up to you as an NCO to make sure they see that side of CAP.

A Short History Of The Civil Air Patrol

In the Beginning

The Civil Air Patrol is a product of the tense international situation right before World War II. In the early years of the second World War, before the United States had entered, aviation enthusiasts watched with concern as country after country fell to the Axis powers. And as each country fell, civil aviation was eliminated.

These aviation minded people believed two things: (1) That the nation's air strength had to be improved, and (2) That civil aviation could play an important part in the nation's war effort. Prior to the war, there were 25,000 light aircraft, 128,000 certified pilots and 14,000 aircraft mechanics in the United States.

Gill Robb Wilson made what was probably the first effort to organize a civil air 'patrol'. After a visit to Germany as a reporter in 1938, he returned to his home in New Jersey and pleaded with Gov. Edison that the civil air fleet be organized and augmented for the coming war. Gov. Edison gave Mr. Wilson approval to organize the New Jersey Civil Air Defense Services.

Mr. Wilson's plan, backed by Gen. H.H. "Hap" Arnold and the Civil Aeronautics Authority, called for small planes for liaison work and for patrolling uninhabited sections of coastline and important installations to guard against sabotage. In addition, civil airport security measures were to be undertaken by the Civil Air Defense Services.

The Civil Air Defense Services were used as a pattern for other organizations. The Airplane Owners and Pilots Association (AOPA) had a "Civil Air Guard" with units in several large cities. Eventually Ohio, Colorado, Missouri, Florida, Alabama, Kentucky and Texas all had civil air patrols of one form or another.

But it was Mr. Wilson's Civil Air Defense Services that was the model for the Civil Air Patrol.

The first step to improve civil air strength nationwide was to give refresher or advanced training to pilots. This would allow the military to have a larger reserve of trained pilots to call on when the war came.

The second step involved organizing civilian aviation personnel to best use their efforts during the war. This step lead directly to the formation of the Civil Air Patrol.

There were dissenting opinions if such a program was possible, or even desirable. Some thought that civil aviation should be stopped during war. Some thought the military should use all the help from civil aviation that it could get.

Even those who thought civil aviation was an asset couldn't agree whether it should be organized at the state or national level.

1941 - The Civil Air Patrol Is Born

Before a national Civil Air Patrol could be started, the federal government had to decide how to use it.

The Office of Civilian Defense (OCD) was established on May 20, 1941. The head of the OCD was Fiorella Laguardia, former Mayor of New York and a WW I pilot. Thomas H. Beck, Chairman of the Board of Crowell-Collier Publishing Co., with the advice of Guy P. Gannet, owner of a newspaper chain, prepared a plan for mobilizing the nation's civil air strength. Mr. Laguardia recognized the merit of the plan and assigned Mr. Beck, Mr. Gannet and Mr. Wilson to work on it.

By June of 1941, the plan was completed, but many details had to be worked out.

Gill Robb Wilson and Mr. Reed Landis, a WW I pilot, aeronautical expert and OCD consultant, worked to finalize the plan. By October, it was mostly finished. Mr. Wilson left New York for Washington, D.C. to select the wing commanders for the states and to be the first executive director.

General "Hap" Arnold set up a board of Army Officers to determine the uses of the Civil Air Patrol plan. The board approved the plan and recommended that the Army Air Forces help set up and administer the CAP.

Because of the board's approval, Mr. Laguardia signed a formal order creating the Civil Air Patrol on December 1, 1941. On December 8, Mr. Laguardia published an order outlining the organization of the Civil Air Patrol and making Major General John F. Curry its first commander. Mr. Wilson officially became executive officer.

The War Years

Immediately after the attack on Pearl Harbor, all civilian flights in the U.S. were grounded. However, this restriction was lifted a few days later. Only the west coast maintained flight restrictions.

Earle L. Johnson, later a commander of Civil Air Patrol, decided that airport security was too loose and that U.S. factories were vulnerable to saboteurs. To prove this, one night he took off in his plane with three small sandbags, which he dropped on the roofs of factories near Cleveland, Ohio. The following morning he contacted the plant owners and told them they had been "bombed". Again, all civilian flights were grounded until airport security could be tightened.

This helped the Civil Air Patrol because it was the only way weekend pilots could get any flight time. So many more pilots joined. These pilots were of both sexes and all ages. The oldest was 81-year-old Lieutenant A.I. Martin, of Montour Falls, N.Y.

Soon after war was declared, German submarines began sinking as many as two or three ships a day along the Atlantic coast. This not only jeopardized supply lines but it cut deeply into the nation's petroleum supply.

Civil Air Patrol officials offered to help patrol the coasts. But the War Department was afraid that a young, undisciplined organization might do more harm than good.

The Navy was strung too thinly along the 1,200 mile coast and German submarines were operating nearly at will.

The situation got bad enough for the War Department to authorize Civil Air Patrol to patrol the coasts in a 90 day experiment. The responsibility for this experiment was given to Gill Robb Wilson. He had been replaced as executive director by Army Captain Earle L. Johnson. The experiment went so smoothly the General Curry gave up his post as national commander to Captain Johnson. Captain Johnson (later Colonel) remained commander until his accidental death in 1947.

Three CAP bases had been set up during the experiment. One in Atlantic City, New Jersey; one in Rehoboth, Maryland; and one in Lantana, Fla. Eventually, there were 21 different CAP coastal patrol bases.

Conditions at some of these bases were primitive. At one, the barracks was a converted chicken coop. At another, CAP members shared an old run-down hotel with a large colony of rats. CAP pilots received \$8 a day. Ground personnel only got \$5.

Originally, CAP aircrews were merely spotters. Their job was to fly the coast and look for submarines. When one was found they would radio in and the Army or Navy would send out planes to destroy it. Naturally, CAP members also wanted to destroy submarines.

One afternoon in May of 1942, a CAP crew spotted a submarine off Cape Canaveral, Fla. The submarine spotted them and, not knowing the plane was unarmed, grounded itself on a sandbar trying to get away. The CAP crew radioed the sub's position, but by the time the bombers had arrived, it had worked itself off the sandbar and into deeper waters.

Shortly afterward, Coastal Patrol planes began carrying bombs. The smaller planes could only carry 100 pound bombs and the fins would have to be removed so they wouldn't scrape the ground. A few of the larger planes could carry a 325 pound depth charge.

One of these larger planes, a Grumman Widgeon seaplane, made CAP's first "kill". Captain Johnny Haggins and Major Wynant Farr, flying from Absecon, NJ, got a call from a CAP plane that had spotted a submarine. They went to the area as the other plane left with low fuel. They spotted the submarine under the water and decided to wait until it came to periscope depth to drop their depth charges.

As they began to run low on fuel, the submarine finally rose to take a look around. Captain Haggins made a low pass and Major Farr pulled the release cable and dropped the depth charge near the submarine's bow. The explosion shook the plane and blew the submarine's bow out of the water. It submerged again, leaving behind an oil slick. They quickly dropped another depth charge on the oil slick and were rewarded with pieces of debris from the destroyed submarine.

The CAP Coastal Patrol operated from March 5, 1942 through August 31, 1943. During that time it reported 173 submarines sighted, two sunk, 83 bombs and depth charges dropped. It had flown 86,685 missions for a total of 244,600 hours - approximately 24 million miles. It summoned help for 91 ships in distress and 363 people in the water. Found 17 floating mines and flew 5,684 special convoy missions for the Navy.

During these missions 26 CAP pilots or observers were killed and seven were seriously injured. Also, 90 aircraft were lost. However, CAP members were rewarded with Air Medals and War Department Awards for "Exceptional Civilian Service."

The Coastal Patrol was stopped because the Navy and Army had sufficient strength to take over these duties. This left the Civil Air Patrol to pursue its other wartime missions.

From January 1, 1942 through January 1, 1946, Civil Air Patrol flew 24,000 hours of assigned search missions. It also flew 24,000 hours of unassigned missions, paid for by CAP crews. No record or missions accomplishments was kept, but during one week in February 1945, seven missing Navy and Army aircraft were located.

CAP search missions had three advantages over the AAF. First, their planes flew lower and slower. Second, they were familiar with the area. And finally, they had ground teams ready to rush to the crash site.

In Nevada, ground teams used horses and had water dropped to them by parachute. In Florida, where Zack Mosely was wing commander, they used flat-bottomed air-boats to search the swamps. In "snow-country", teams used skis. And in Washington, a parachute team was created, but never used.

CAP also flew cargo and courier flights for the War Department. From 1942 to early 1944 CAP airlifted 3.5 million pounds of mail and cargo and transported hundreds of military personnel across the United States. This experiment was first tried in Pennsylvania Wing in 1942 and proved to be such a success that it was used fully. This freed many valuable aircraft for use in the war.

The CAP Southern Liaison flew the Mexican border between Brownsville, Texas and Douglas, Arizona. CAP members flew 30,000 hours over 1,000 miles of rough, rocky terrain. From July 1942 to April 1944, the CAP "Border Patrol" reported 7,000 suspicious activities on the ground and reported 176 suspicious aircraft.

CAP flights also performed target-towing missions for anti-aircraft crews. Occasionally, the gunners would lead the targets a little too liberally and punch holes in CAP aircraft.

CAP provided practice for searchlight crews. On at least one occasion, a CAP pilot looked into the searchlights, lost his night vision, became disoriented and crashed to his death.

CAP flew many other types of missions, including: blood transport for the Red Cross; cruising over forests looking for fires; flying mock raids to test blackout procedures and air raid warnings; and supporting bond drives and scrap collection drives.

CAP pilots once flew a 'wolf patrol', killing cattle-eating wolves in the southwest by shooting them from low-flying aircraft.

CAP also performed pilot training throughout the war. In early 1942 the Cadet program was started. Each senior member could sponsor one cadet of the same sex. The cadets had to be healthy, fit, American-born high school juniors or seniors with good grades. The program was somewhat similar to today's. It helped cadets because if they were drafted they already had a concept of military life and were familiar with aviation. Over 20,000 cadets were active during the war.

CAP performed so well that the War Department made it an auxiliary of the Army Air Force. On April 29, 1943, command was transferred from the Office of Civil Defense to the War Department. The War Department later issued a memorandum giving the AAF command and control of the CAP.

By this time CAP membership was over 75,000 in 1,000 communities. Early pilot training had created a corps of trainers to help teach future Army aviation cadets. For this reason, the Army loaned CAP 288 Piper L-4 "Grasshoppers". These were used for aviation cadet training and recruiting. In 1944, 78,000 aviation cadets and prospective recruits were flown a total of 41,000 hours. By 1945, CAP had recruited an oversupply of cadets and had taken over some screening procedures.

During the war, CAP had flown 500,000 hours of missions; sunk at least two submarines; and located countless aircraft crash survivors and survivors of disasters at sea. They spent their own money on missions, occasionally constructed their own facilities, helped recruit air cadets and assisted when natural disasters occurred. Many proved their dedication by sacrificing their lives.

The Postwar Period

After the war, the future of CAP was in doubt. The Executive Order making them an auxiliary of the AAF was invalid in peacetime. Also, the AAF was resuming many of the tasks

CAP performed. After March 21, 1946 monetary support was withdrawn because of a rapidly shrinking defense budget.

General "Hap" Arnold called a meeting with the wing commanders. In January, 1946 they met and from that meeting came the plan to incorporate.

On July 1, 1946 President Truman signed Public Law 476. This incorporated Civil Air Patrol as a benevolent non-profit organization. CAP's stated objectives at that time were to: (1) inform the general public about aviation and its impacts; (2) provide its seniors and cadets ground and preflight aviation education and training; (3) provide air service under emergency conditions; (4) establish a radio network covering all parts of the United States for both training and emergency use; (5) encourage the establishment of flying clubs for its membership; (6) provide selected cadets a on two-week encampment at air bases; (7) provide selected cadets flight scholarships; (8) encourage model airplane building and flying; (9) assist veterans to find employment; and (10) contribute services to special projects of an aeronautic nature.

The Army Air Forces also asked CAP to perform other tasks. These had to be done with no official AAF assistance. Obviously, a decision had to be made about CAP and the AAF's relationship.

After the Air Force was formed (July 26, 1947), a CAP board met with USAF officials to plan establishing CAP as an USAF auxiliary. A bill was introduced to congress and became Public Law 557 on May 26, 1948. This law made CAP an auxiliary of the Air Force.

THE AUTHORITY TO COMMAND

"Lawful and settled authority is very seldom resisted when it is well employed." – Samuel Johnson

Authority is: *the legitimate power of leaders to direct subordinates or to take action within the scope of their responsibility.*

Any discussion of the roles, responsibilities and authorities of an NCO would be completely useless if we don't start out with what makes him an acknowledged leader. What gives an NCO the authority to command?

Civil Air Patrol is a volunteer, civilian organization. However, within the Civil Air Patrol we have a hierarchical command structure and grade structure that mimics that of the armed forces.

Everyone in the Civil Air Patrol should be familiar with the grade structure that the Cadet Program uses. Basically, it assumes authority rests with those who hold a higher grade. This is a cornerstone of the entire system. Without this basic understanding and the acknowledgement of this structure by all participants, the entire organization would fall immediately into chaos.

Everyone talks about grade, and out-ranking someone. People new to CAP seem to understand this concept almost immediately. They may not know how to read the chevrons, but they know that the more of them you have, the better. Understanding of a hierarchy or 'pecking order' must be very basic to our nature. But, basic or not, there has to be some justification for someone to hold authority over someone else in any organization, and CAP is no different.

Obviously, the promotion system is set up so that you climb from grade to grade as you complete achievements. This is the basis for understanding who it is you should take orders from and who should take orders from you.

But why should you take orders from anyone? Because, as a Civil Air Patrol Cadet you have sworn to abide by the Cadet Oath. The Cadet Oath clearly says "*I will...obey my officers...*".

So, what is an 'officer'? Simply, an officer is anyone with the word 'officer' in their title or rank. This includes Cadet Non-Commissioned Officers, Cadet Officers and the various Staff 'Officers' - regardless of grade.

Which 'officers' do you have to obey? The ones which hold a rank higher than yours, hold a staff position to which you report or hold a staff position and are acting in the capacity of that position. That may not make a lot of sense on first reading, but it's really pretty simple.

You obviously must obey the orders of 'officers' who have a higher grade than you.

You also must obey the orders of 'officers' who hold a staff position to which you report. This means that even if you outrank your Flight Sergeant, you must obey his orders when he is doing the job of a Flight Sergeant.

Finally, you must obey the orders of staff 'officers' acting in the capacity of their positions. For instance, if you outrank the Cadet Admin Officer, you can't order him to fill out your paperwork for you; or if he orders you to redo a sloppy form, you can't refuse.

So, you've been promoted and you have a nice, shiny set of chevrons on your collar. You know that everyone with a lower grade has to obey you and that everyone with a higher grade has to be obeyed. But why? Because the Cadet Oath says so, as we discussed. But what gives that power? The signature of the promoting officer gives that power. And who provided him with that power or authority? Both the authorization from higher headquarters for your promotion and the signature on *his* promotion form. Who's signature is that? Probably the National Commander. The National Commander, of course, derives his authority from the National Board and the By Laws.

In short, every order given by a person is assumed to carry the full authority of whoever signed that person's promotion documents. When a promotion is signed, the signer is passing along the authority of the one who promoted him. In effect, every order given by the newest Cadet sergeant carries the full weight and authority of the National Board, conferred to the National Commander, to the Region Commander, through everyone who's signed a promotion in between,. When you get an order or give an order, it is as if the National Commander were giving that order. Members are held responsible for every action while on an activity, especially disobeying orders.

HISTORY AND ORIGINS

“The disadvantage of men not knowing the past is that they do not know the present. History is a hill or high point of vantage, from which alone men see the town in which they live or the age in which they are living. – G.K. Chesterton”

The Origins Of The NCO

As long as there have been armies, there have been NCOs.

The status and titles have changed over time, but the need for a well-trained, experienced man capable of directing and teaching troops has always been there.

We can imagine that even among the bronze-age armies there were the grizzled veterans of previous campaigns. Their skin burned brown through numerous seasons in the field, their weapons and harness well broken-in and well cared-for, their body carrying scars from not-quite near-misses. They probably would have walked about the camps with a swagger earned through all those experiences, their educated eyes taking the measure of the younger men around them. It would be natural for those new to the whole business to seek their advice and assistance. And, because the nobles who commanded would be spending their time planning, these veterans became the de facto leaders on-site.

We can see that NCO had to arise. It is normal and good that younger people should turn to older and wiser people for help and guidance and that higher-ups should have trusted subordinates to put their plans into action. The NCO is merely the military's way of putting that into official practice.

The History Of The Term ‘NCO’

Many people are confused about the term 'Non-commissioned Officer'. Just what does that mean? And why did they choose it? What is a commissioned officer, and why are NCOs 'non-commissioned'?

Centuries ago, during the time of the Renaissance, there were two types of people who fought wars. They were officers and soldiers.

Officers were appointed to their post by their ruler, usually some form of nobility. This appointment was called a 'commission'. This commission gave the officer the right to act on the ruler's behalf. At this time the officer would either be placed in charge of some unit of the ruler's army or sent off to raise his own army. The important thing to remember here is that the officer was commissioned by the ruler to lead troops. They were almost always nobility.

Soldiers were private citizens. They joined or were conscripted into the army for a set period of time. It might be for a single battle, it might be for the duration of the war, it might be for life. However, they weren't nobility, they were just people. If they had been nobility in all likelihood they would have received commissions.

Most private citizens, who made up the soldiery of any army, had very little military experience. They were craftsmen and farmers who were fighting briefly and would sooner or later return to their shops and fields. In fact, many campaigns were halted because so many of the soldiers needed to return home in the fall to get the crops in for winter. They weren't used to military life or order.

Officers, as nobility, were somewhat more familiar with warfare. Most nobility studied weapons and warfare from an early age, leading men and warfare being the only decent occupations for a nobleman. They had training in tactics and discipline and so on. However, there were far more soldiers than a nobleman could hope to control at any one time. And a nobleman was expected to do his share of the fighting, generally charging with other noblemen at other noblemen on horseback. Therefore, someone was needed who could combine the war experience of a nobleman with the lack of nobility of a citizen. Thus the NCO was born.

Non-commissioned Officers were 'officers' because they were given authority over other soldiers. However, they had not received a commission from a ruler. And without that commission they didn't have the same level of authority, they were 'non-commissioned'. It would probably be better in modern American English to say 'uncommissioned officers', but we're stuck with what we have.

An NCO's job then, and now, was to bridge the gap between the officers and the airmen. To be the eyes and ears and hands of his superiors. To make sure that the job gets done and that the troops are taken care of. To bring orders down and concerns up. An officer can't be everywhere at once, so he will have several NCOs working for him at various levels to make sure the mission is accomplished and the men are cared for.

If officers are the brains of the organization and the troops are the muscle, the NCO corps is the spine. It supports both the head and the extremities. It also encompasses the

nerves that carry commands to the muscles and information back from them. A truer statement could not be made: the NCO is the backbone of any military organization.

DUTIES AND RESPONSIBILITIES

"In practice it is seldom very hard to do one's duty when one knows what it is, but it is sometimes exceedingly difficult to find this out." – Samuel Butler

The Role of the NCO

The NCO serves many roles, to his superiors, his subordinates and his organization. He is the helpful assistant, the wise advisor, the knowledgeable mentor, the compassionate elder, the stern taskmaster and the sharp-eyed inspector. He serves as both an advocate for his people and the representative of his officers. He should be capable of both demanding and supervising a full day's effort from his people and pitching in and providing that same effort himself. His appearance and demeanor should serve as a yardstick for both his subordinates and superiors to measure themselves against.

To the NCOs and officers above him, an NCO should be willing to learn and put forth any effort required. He should be unfailingly cheerful and willing to take on any assigned task, regardless of how little he actually wants that task! The NCO shouldn't hesitate to suggest different or better ways of accomplishing tasks he is given or that are delegated through him. Part of his job is to advise his superiors. No one knows his people better than he. His superiors should know that a task assigned is a task accomplished. They should also be confident that if there is a problem the NCO can't beat, he will return to ask for advice only after he has exhausted all his options.

To his subordinates the NCO should ensure they are well trained. One of the primary duties of an NCO is to train subordinates. Well-trained people are a better resource for the entire organization. So, the NCO must have a thorough knowledge of all important subjects. The Cadet NCO will normally be a little older and should certainly be more experienced than his subordinates. This should give him some insights into the organization that he can pass along.

Part of an NCO's job is to take care of his people. To make sure they are well cared for, and have the training and equipment they need to accomplish their missions. He should be the first one to notice that his people need a break or that they're running behind the chow schedule. He should check on his people at every meal and every opportunity to make sure that they have the things they need. And he should do all this before he takes care of his own needs.

While an NCO should be compassionate and care for the welfare of his people, he also shouldn't hesitate to be stern and demanding when it is appropriate. It is the role of the NCO to be the on-the-spot inspector. To point out discrepancies in uniforms and with customs and courtesies immediately and on the spot. If an inspecting officer finds a problem with one of his people during an inspection or doesn't receive a salute when he should, it is as much the NCO's fault as it is the fault of the offending Cadet.

The NCO is the hands-on supervisor for his people. He is the one making sure that the job gets done. An NCO shouldn't hesitate to demand that his people work as hard as they can, but he should be in there with them putting in just as much effort when the task demands it! To do otherwise would present the worst imaginable example.

Another important role of the NCO is the one he assumes when he takes control of new members. He will be the first, and perhaps most important, example of the professionalism and *esprit de corps* of the organization they will ever see. It is very important that his appearance and behavior be above reproach!

The Purpose of the NCO

The Civil Air Patrol's corps of Cadet noncommissioned officers exists for four main purposes:

To decentralize command authority in an orderly structure down to the smallest element in an organization. No one can be everywhere at once. So it is obvious that someone is needed as a go-between to make sure that missions go from the decision makers to the people who actually get the job done. This is one of the purposes of the NCO corps. The NCO is charged with the hands-on leadership required to implement plans and decisions made by officers.

Notice that the word 'orderly' is included. This implies that it is also the role of the NCO to support the existing command structure and those in it. In other words, an NCO should never do anything that would diminish his superiors or break down that structure.

To train their people to be able to perform assigned tasks. It doesn't matter how willing a group of people are to accomplish the mission at hand, if they don't have the skills they need they will fail. Because new Cadets need training in basic subjects, training them is time-consuming and exacting work. Consider how difficult it is to teach a group of new Cadets to drill properly. It can take literally dozens of hours. Because officers are charged with planning and coordinating tasks and resources, it is impossible

for them to accomplish such detailed training. This is the job of the NCO. The NCO must be able to demonstrate, teach, and inspire a Cadet to want to learn the skills expected of him.

It is also to the benefit of the NCO that his people be as well trained as possible. Because the NCO has the responsibility of making sure that his people get things accomplished, he will have to bear an extra burden if he hasn't trained them to do what needs to be done. In other words, if something needs to be done and the Cadets don't know how, the flight sergeant is probably going to end up doing it!

To ensure close supervision and personal guidance of juniors. Again, no one can be everywhere at once. And juniors often need close supervision. Therefore, officers will sometimes have several NCOs working for them to make sure that their various missions are accomplished. Without a supervising NCO many tasks would not be finished properly, if at all. Their personal guidance provides a junior Cadet with someone else to turn to for help with problems or for answers to questions about his assignments.

It is also more appropriate for an NCO to provide close supervision than it is for an officer. Part of the prestige of being an officer (as you will someday learn) is that there is less need to get your hands dirty. There should be a large measure of separation between officers and airmen if everything is working properly. So, the NCO is the logical choice to perform this supervision. He has the authority to give orders but he's close enough in rank that close contact isn't going to cause a problem in the future.

NCOs are expected to work closely with their airmen, officers are not (and should be discouraged from it).

To provide gradual advancement in the Cadet Program. In the military, officers are given months of intense training to allow them to fulfill their roles within the service. The Cadet Program has no "officer's training school". However, we do have an equivalent in the Cadet grades up through Mitchell. These achievements provide the training for future Cadet officers.

It would be entirely inappropriate for a Cadet officer to have spent no time as an NCO. Most of the drill and hands-on leadership skills are learned in the NCO achievements. Without this foundation, a Cadet officer would be unable to make sound decisions, properly exercise his authority, or monitor the performance of his cadets in their basic Civil Air Patrol skills.

There are many lessons to be learned within the Cadet Program. The structure of the leadership program makes it obvious that by the time a Cadet has been awarded the Mitchell, he should have a firm grasp on working with people and be ready to begin working with plans and programs. So it is important for a Cadet to spend time as an NCO so that working with people is second nature. It is also important that a Cadet officer not feel like he is missing something when his duties require that he give up the close personal contact with his airmen that his NCOs enjoy.

The General Responsibilities Of The NCO

To The Civil Air Patrol. Your responsibilities to the organization are many. Because without CAP you wouldn't be an NCO or have Cadets to lead, you owe it to CAP to be the absolute best NCO you can in every way. Anything less is cheating.

As an NCO you should make sure that all CAP regulations are being complied with at all times. Obviously for an NCO this is often things like uniform regulations.

Since you have been promoted by the authority of the Civil Air Patrol and are an NCO within its structure, you should be an NCO at all times and to all Cadets. Don't let your responsibilities slide merely because you are in a strange place. Any time you are participating in a CAP activity, you should perform as an NCO.

To The Squadron. Part of your oath as a Cadet is to participate actively in unit activities. This is merely the beginning of your responsibilities to your squadron.

You should ensure that you are familiar with squadron regulations and enforce them as you do CAP regulations.

Since you spend most of your time in CAP at the squadron, you should try to be as useful to the squadron as you can. Continually improve yourself to better accomplish the missions of your unit and to be a positive example to your Cadets.

To Subordinates. As an NCO your subordinates will normally be Cadets who aren't NCOs. They won't have a lot of experience with CAP or the Cadet Program. So, they will rely on your experience and wisdom to take care of them when they don't know how to take care of themselves.

You have to make sure they have what they need. This includes everything from meals to equipment and uniforms to training. As an NCO, you've been where they are. You know what they're going to be facing as they promote and do their daily tasks. Make sure you think about their needs and see that they're met.

Make sure they're trained correctly. We will talk about how to train later in this manual, but be sure that basic training of new Cadets is the responsibility of the NCO. You should constantly be teaching and reinforcing that teaching. Also, constant correction

of the little mistakes that Cadets make, such as not saluting properly, is part of this task.

Make sure they're not bothered overmuch. As an NCO, you serve not only as a supervisor for junior Cadets, but as an advisor to senior Cadets. Don't hesitate to point out when your Cadets are being overworked or interrupted in an important task. Also try to make sure that a decision is final before passing it down to prevent too many changes of plan.

To Superiors. As an NCO you are the 'middle man'. The bridge between the Cadet officers and the Cadet airmen. It is important that you be as dedicated to your superiors as you are to your subordinates. Without that commitment neither the officers nor the airmen can function effectively.

Your superiors should have your full support and loyalty. They have a right to expect nothing less, as you should expect nothing less from your Cadets. Now, this does not mean that you always have to agree with them, or even like them. However, it does mean that you have to honor their decisions as if they were your own. Do everything in your power to give them the best you can get from you and your people.

No one has all the answers. So you should help your superiors by giving them the benefit of your experience. You may have a better way of accomplishing a task or a better idea how to approach a problem. This experience is the exact reason you are an NCO. However, make sure that when you do provide suggestions, you do it in a respectful way. Nothing will close someone's mind faster than someone acting like a know-it-all.

The Duties of the Flight Sergeant

Obviously, one of your first staff and leadership positions will be that of Flight Sergeant. The Flight Sergeant job is the lowest true leadership position in Civil Air Patrol and a good chance for a new NCO to practice and work on the leadership skills that will carry him forward through the program.

This section will be a short discussion of what your duties are as Flight Sergeant.

- **Inspections.** It will normally be part of your duties to inspect your flight during meetings. Even if there is no official inspection during the meeting, you should make it your business to give each of your Cadets a quick once over at the beginning of the meeting. Point out *any* discrepancies you see. (*See the section on 'Inspections' for a more detailed discussion.*)
- **Instructions in military courtesy and drill.** Since you spend more time with your flight than any other leader, you must be the primary instructor when it comes to basic military courtesy and drill. This isn't just taught during formal teaching periods, this is something constant. If a mistake is made in some courtesy, correct it immediately. Teach and correct drill even when moving from one place to another.
- **Maintenance of discipline.** As stated before, you are closer to your Cadets than anyone. Problems in discipline should be pointed out and corrected immediately. Discipline here doesn't mean anything as severe as insubordination. Discipline here refers to little things, such as maintaining the position of attention and reminders of what is appropriate behavior. More serious discipline problems should be discussed with the First Sergeant.
- **Flight administration and personnel matters.** You should be available to assist your Cadets when they need to complete paperwork. You are also considered part of the office staff and should be available to assist the First Sergeant if necessary.
- **Flight commander (acting).** This means, simply, that if there is not a Flight Commander, a common occurrence if there are few officers in the unit, or if the Flight Commander is away, you must assume his duties. Briefly, the duties of the Flight Commander are: *Leadership of flight in squadron activities; leadership laboratory to include proper wear of CAP uniform, military courtesy and discipline, drill, ceremonies and formations; advisor to flight members.*
- **Related duties as required.**

ORGANIZATION AND STRUCTURE

“Good order is the foundation of all things.” – Edmund Burke

Who Needs It? Who Wants It?

This is not a discussion of how organization and structure work, but why they are important. Understanding this basic human need will help you better understand yourself and your Cadets.

People crave structure. This is obvious, because people throughout history have formed orderly societies all over the world. Societies differ from place to place and time to time, but the basic fact of structure cannot be argued.

Why is structure so important? In part because it places us, sets boundaries and gives meaning to our lives. When we are part of an ordered society, we know what we should be doing, who we should be doing it with, who leads us, who we lead, etc. These are all important for our mental well-being and overall happiness.

An ordered society is also important for the benefit of the society itself. Obviously, when everyone is doing their part everyone benefits. None of the great works that benefit us all would be possible in a place with no rules or order. How would roads, electric grids, sewers, gas pipelines, the internet or cable TV have been put in place if thousands and thousands of people weren't all doing their jobs and working together according to pre-established guidelines?

Many people seem to feel that by making themselves a part of a larger group that they are somehow making less of themselves. Wrong! Being part of a team allows us to accomplish things that we couldn't accomplish on our own. And, if you join the right team, the behaviors and goals of the team will complement and enhance your own behaviors and goals, instead of suppressing or changing them.

So, organization and structure are obviously desired, they are just as obviously beneficial. Civil Air Patrol is a hierarchically-structured organization. This means that there are superior and subordinate parts of the organization. Everyone in CAP has a superior. Most everyone in CAP has subordinates. These are reflected in two ways: grade and position.

Grade is obvious. A C/Staff Sergeant outranks a C/Airman. A C/Captain outranks a C/Sergeant. You have been taught this lesson since the day you entered the Cadet Program. This alone provides a tremendous amount of structure and order to CAP. By grade alone you are usually aware of who you should take direction from and who should take direction from you.

Position is the other piece of the puzzle. A position carries with it an expectation of respect and deference. This is because there is assumed to be a level of effort and expertise required for that position. So the position would normally be associated with a particular rank. For instance, a Cadet Commander is normally assumed to hold the rank of C/LtCol and a Cadet First Sergeant is normally a C/MSgt. People in these position, regardless of their actually grade, should be treated as if they held the grade their position commands. (*See “The Authority to Command”.*)

Since everyone has superiors, everyone will eventually have to take direction from those superiors. Is this a bad thing? No, as long as the superior is giving appropriate direction, it is a good thing.

Who wants leaders who don't lead? A leader who doesn't lead is worse than no leader at all. An organization has to get its leadership from somewhere. If it doesn't get that leadership from the appropriate parties, someone else will step into the gap. This causes organization problems because the desired and correct leadership structure (Chain of Command) isn't working. If a Flight Sergeant is doing the Flight Commander's job, who should the other Flight Sergeants go to for help?

The NCO Support Channel

There is only one 'chain of command'. However, there exists a structure that parallels and reinforces it. This is called the 'NCO support channel'. (*Note: These are known in the Marine Corps as ‘Positions of Authority’.*) The NCO support channel is often confused with the chain of command. You will very often find the two incorrectly mixed into some sort of weird mutation. They are two separate things, though they are related.

The Chain of Command is, of course, the string of commanding officers from the Commander-in-Chief on down to the Flight Commander. And vice versa, going up. These positions are almost always filled by officers. Exceptions are created when an NCO takes a command position when there isn't a suitable officer for the job.

The other, often neglected, piece of the puzzle is what is called the 'NCO Support

Channel'. These are the NCO positions that show on the organizational tables as 'sticking out' to one side of the commanding officer. In the military, these are the Command Chief Master Sergeants (or Sergeants Major), First Sergeants and flight sergeants. They are not in the chain of command, but because of their special relationship with the commander they occupy a special position in the organization.

Normally, the individual in the position of authority is used as the first rung in the chain of command. This is just a convenience to lighten the load for the commander. There is no requirement for Cadets to discuss things with the NCO if they don't wish to. They still need to go see the NCO before speaking with the commander, but they can respectfully decline to discuss their issue with him.

A key member of the NCO support channel who is often overlooked is the Leadership Officer. He occupies the position that a sergeant major or command chief would have in the military. He is in charge of all your training in military and leadership skills. Don't hesitate to call on him if your other attempts to solve a problem lower in the structure have failed.

You And The First Sergeant

(Note: For more on this subject, see the "Cadet First Sergeant's Guide" from the same author, available over the internet.)

The First Sergeant is the senior NCO in the unit. He is nominally in charge of all the NCOs in the squadron, he is your 'boss'. If you are a Flight Sergeant, he is your boss twice-over.

He should teach you what you need to know to be a good NCO and perhaps to take his place someday. Your goal as an NCO should be to someday be the First Sergeant. Even if you are never appointed a First Sergeant, as a good NCO you should meet every requirement for being one. You should be ready to pin on the diamond at any time.

To accomplish this, watch the First Sergeant. Pay attention to what he does and how he goes about doing it. Offer to help where you can. Ask him what he used to help him learn how to be First Sergeant. Was there a book he read? Was there a movie he watched? Which of the Cadets and Seniors had the most influence on him?

You should go to the First Sergeant with any problems or concerns even before you talk to your Flight Commander. The First Sergeant is likely to be able to help you. It is his job to know what is going on with his people. The Cadet Commander should never find out about a problem except through the First Sergeant.

Spend as much time with the First Sergeant as you can. He is the only one who knows how he wants his NCOs to perform and you can't find out what he wants if you never talk to him. Also, since he works closely with the Cadet Commander and the Cadet Programs Office staff, he probably has a pretty good idea of what's going on.

If you are having difficulties with an officer or one of your fellow NCOs, it is the First Sergeant that is most likely going to be able to help you resolve your problem. He's probably already had a similar problem in the past and can offer valuable insight. And, since he is in charge of all NCOs, he should be able to mediate or referee any differences you might have with another NCO in the unit.

LEADERSHIP THEORY

"The man who commands efficiently must have obeyed others in the past, and the man who obeys dutifully is worthy of being some day a commander." – Marcus Cicero

Why Learn Leadership?

NCOs specialize in small group, hands-on leadership. That is their stock in trade, their reason for being. If an NCO is not proficient at this basic task, he isn't a proficient NCO. It is vitally important that every NCO make an effort to understand the basic concepts of leadership and apply them to his day-to-day situations.

This information isn't useless or of limited scope. NCO leadership concepts are used everywhere, everyday; not simply in CAP or the military. In every company and organization there are the managers and team leaders who supervise and are responsible for just a few employees, often a dozen or less. These people need to know NCO leadership techniques and apply them.

Unfortunately, most don't. Most people have no exposure to these topics. There is a movement in business today to bring this type of training to the people who need it. A current trend in business is to be a 'leader' instead of just a 'manager' and to take care of your people first. This is old news to the world's NCOs, as these concepts have been part of NCO training for years.

So you can see that what you learn here can be of value to you no matter what you do or where you go. The same things that make an outstanding Cadet NCO are the same things that make an outstanding NCO in the armed services. And these are the same things that businesses today are looking for in their lower management.

The Definition of Leadership

"Leadership is the art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective."

The first thing you should notice is that nowhere in that definition does it mention or imply that a leader is some sort of tyrant. A leader is someone who can *influence* and *direct* his people. Influence simply means affecting their feelings and decisions in the way the leader wants. When a leader directs his people, he is assigning them tasks, not dictating their every move.

It also charges a leader with winning the *obedience, confidence, respect* and *loyal cooperation*. These are the ultimate goals of leadership - to be the kind of leader that people willingly follow. All history's greatest leaders shared the ability to inspire those feelings in their followers.

Finally, notice that the entire goal of leadership is *achieving a common objective*. Leadership is not about making people do things they don't want to do! Leadership is about organizing and inspiring people to work together to do something they want to do. This may not always seem to be true - for instance: who wants to clean a filthy shower area? However, the common goal is the health and well-being of the entire group. The individuals who are actually doing the cleaning should understand that their contribution to the group at this point is to clean the shower. It is up to the leader to create that understanding.

Another definition of leadership is: *"The sum of those qualities of intellect, human understanding, and moral character that enables a person to inspire and control a group of people successfully."*

This definition, while similar, brings some new thoughts into play.

It points out that a leader must have moral character in order to lead people. This doesn't mean that only people who have no flaws can lead, but it does mean that people will not follow someone they feel contempt for. In other words, if your people find some attribute of your behavior to be disgusting, they won't respect you and won't follow you. Luckily, most people are understanding of the slight flaws we all have. However, 'leaders' who lie, cheat, steal or are generally untrustworthy are not going to find themselves with followers for long. People have to be able to trust those they follow.

This definition also mentions intellect. Intellect is important in a leader because people want to know that their leader thinks about what he's doing. No one wants to follow someone who charges blindly here and there with no forethought. Eventually, such behavior will jeopardize everyone involved. Intellect is also important because leadership is something that most people have to think about. Not only do most of us have to learn leadership, we also have to think about it while we do it.

But never doubt that leadership is something that can be learned and that leaders can improve their leadership qualities and abilities by thinking about what they're doing and why.

Finally, the definition mentions human understanding. This refers to understanding that your people are just that - people. They aren't machines that can be turned on and off or animals to be lead about by a ring through the nose. You need to try to understand their needs and motivations in order to successfully lead them. This also shows your people that you care about them. People look for that concern in their leaders.

The Need for Leadership

Every Cadet (and Senior) from the newest member to the most senior colonel needs leadership. Everyone at every level or command in CAP has things to do. Because it would be difficult to do all of these things alone, unit leaders are needed. In the Civil Air Patrol, these unit leaders form the chain of command, from the National Commander down to the smallest unit.

Leadership is needed any time a group gathers to accomplish a set goal. A group without a leader is basically a mob. There are three reasons why leadership is so essential.

The first reason is the coordination of people and activities within a group - that is, getting the right people to do the right job and facilitating communication between different people. If a squadron is called for a mission, certain tasks must be assigned and completed. The mission leader will make sure that the communications officer is assigned to the radios instead of dispatching vehicles. Also, rather than have each person contact every other person, the leader has the responsibility of talking with each team member and passing vital information to everyone. In this case the leader is definitely the 'brains of the outfit'.

A second reason for leadership is to hold a group together. If a group is going to accomplish its goals, it must be capable of working as a group; not merely as a loose collection of individuals. A leader should help and train his people to work together as a team toward a common goal rather than behaving like a mob or heading in different directions.

A third reason for leadership is to inspire and motivate a group to work toward the common goal. People don't always need inspiration and motivation, some groups take care of that themselves. However, most goals will occasionally require the leader to remind his people of what they're working toward and why it is important. If a group loses sight of their goal and fails to achieve it, the leader has failed as much as the group.

The Elements of Leadership

Three essential elements are needed to perform the role of leader. They are the leader, the group and the mission. Of those three, the mission will be constantly changing. Each situation is unique.

In order to lead to the best of your ability, your watchword for all three of these elements should be 'knowledge'.

As a leader you should know yourself, especially your strengths and weaknesses. If there is an area where you are lacking, you should seek to improve or make sure that you use the abilities of someone in your group who is more capable. For instance, if skill in tying knots is called for and you don't have this skill, you should either seek education or find someone in your group who can tie knots.

This leads directly to the next element: the group. You should know your group and their strengths and weaknesses. You should also know their likes and dislikes. It is not only useful for you to know that your group is capable of performing a mountain rescue, you should also know that they prefer pizza to barbecue. Any weak areas in the group should be attacked just as vigorously as you attack your own weaknesses, and in the same way: training.

Finally, the mission is constantly changing, so you can't know the mission as well as you know yourself and your group. However, you should know the general types of missions that your group will be called for and train for them. Also, when you do receive a mission, make sure you get absolutely as much information as possible. This will help you to make good decisions and avoid situations you're not prepared for.

This discussion about leaders, groups and missions may not seem to apply to a squadron situation or to a flight sergeant. This is a complete misunderstanding. In any situation where there is a leader and a group, there is a mission. In the case of the weekly meeting, the flight sergeant's mission is to keep control of your flight and carry out the training schedule.

Even if you are an NCO without a specific position you have leadership duties. For instance, if you consider all junior Cadets the 'group' and teaching drill or enforcing customs and courtesies the 'mission', then this section still applies. As an NCO must know yourself and your weaknesses. If you aren't sure of a drill movement you shouldn't fake it. You should either learn it or find out if there is a member of the group that does know the movement better than you. As an NCO you should constantly seek to lead and train your juniors.

The General Responsibilities of Leadership

Leadership implies responsibility. Your responsibilities as a leader can be summed up in three short words. In order from most important to least important they are: mission, men, and self.

The primary purpose of any group that needs leadership is to accomplish a mission. It may be a group formed at the church to plan a bake sale or it may be a ground team searching for survivors of a crash. In either case, the mission is the reason for the group to exist. If the mission is not accomplished then the group has failed utterly.

The mission is more important than the members of the group because members come and go; the organization and its missions continue. There is an old saying: "No one is irreplaceable." CAP is a perfect example of this. No matter how many members CAP has or will ever have, it will lose every single one of them. When they go someone else will step up and take their place or other members will make extra effort to pick up the slack.

The mission is even important to the point where a CAP member might lose his life. This is because CAP members have made a conscious decision to risk their lives to help others while the people CAP helps are the unwilling victims of mishaps or disasters. In other words, the mission comes before the men.

This is not to say the men are not important. They are of supreme importance because without them the mission can't be accomplished.

There are many ways that you take care of your people.

You should make sure they are adequately fed, clothed and housed. You should strive to ensure they have the tools they need to do their job. You should go out of your way to free them from other concerns, such as administrative tasks and interference from higher-ups. And make sure they are properly trained, not only so that they can accomplish the mission but because such training will help ensure that your people will have as little risk to themselves as possible. For instance, men with some training in rope work might be able to retrieve a victim, but men with excellent training will retrieve the victim and minimize the risks they take.

You should also be sure that your men know that their efforts are appreciated and needed. Don't take care of the physical needs of your people and ignore their emotional needs! Appreciated people are motivated to perform well, which in turn means they'll train harder.

Finally, you must take care of yourself. After the mission is accomplished and your people are all set, make sure that you have enough to eat and a place to sleep. Keep up with your own training, as well you that of your people. A leader who is too sick or hungry to lead or too untrained to make good decisions is ineffective and can jeopardize the success of the mission. And whenever you give your people a pat on the back for a job well done, make sure that you acknowledge, at least to yourself, that some of that accomplishment belongs to you and your efforts.

The Leader's Code

To be an effective leader, you must know your personal strengths and weaknesses. The Leader's Code is a guideline to use in making an HONEST evaluation of your personal strengths and weaknesses in leadership. After you determine these areas, you can improve weak areas and exploit strong areas.

"I become a leader by what I do. I know my strengths and my weaknesses and I strive constantly for self-improvement. I live by a moral code, with which I set an example that others can emulate. I know my job and I carry out the spirit as well as the letter of orders I receive."

"I take the initiative and seek responsibilities, and I face situations with boldness and confidence. I estimate the situations and make my own decisions as to the best course of action. No matter what the requirements, I stay with the job until the job is done; no matter what the results, I assume full responsibility."

"I train my men as a team and lead them with tact, with enthusiasm, and with justice. I command their confidence and their loyalty; they know that I would not consign to them any duty that I myself would not perform. I see that they understand their orders, and I follow through energetically to insure that their duties are fully discharged. I keep my men informed and I make their welfare one of my prime concerns."

"These things I do selflessly in fulfillment of the obligation of leadership and for the achievement of the group goal."

The self-evaluation is simple. As you read each sentence, as yourself, "Is this what I do?" You must answer HONESTLY! When your answer is NO, you become aware of your personal weak area and you know it should be improved. This evaluation is not meant to be the Bible of leadership. Yes and no answers do not make or break you as a leader. The Leader's Code is simply a guideline to follow in the progress of self-development.

The Creed of the Noncommissioned Officer

"No one is more professional than I. I am a Noncommissioned Officer, a leader of soldiers. As a Noncommissioned Officer, I realize that I am a member of a time honored corps, which is known as 'The Backbone of the Army.'"

"I am proud of the Corps of Noncommissioned Officers and will at all times conduct myself so as to bring credit upon the Corps, the Military Service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit, or personal safety."

"Competence is my watch-word. My two basic responsibilities will always be uppermost in my mind - accomplishment of my mission and the welfare of my soldiers. I will strive to remain tactically and technically proficient. I am aware of my role as a Noncommissioned Officer. I will fulfill my responsibilities inherent in that role. All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment."

"Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my soldiers. I will be loyal to those with whom I serve; seniors, peers and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. I will not forget, nor will I allow my comrades to forget that we are professionals, Noncommissioned Officers, leaders!"

This is, obviously, used by the U.S. Army. However, it is no less valid for CAP NCOs. As you read the Creed, remind yourself that you are carrying on a proud tradition that has gone on for centuries...the NCO. Carry the torch proudly and add something of yourself to the tradition as you pass it to the Cadets you lead and train.

The Leadership Traits

Leadership traits are individual characteristics. Proper understanding of the fourteen leadership traits will help you to gain the respect, confidence, willing obedience, and cooperation of your Cadets.

The purpose of the fourteen leadership traits is to help you set guidelines for yourself. By evaluating your own personality with respect to the leadership traits, you can find your personal strengths and weaknesses of leadership. By following the traits as a guide you can exploit your strong traits and develop your weaker traits.

- **Integrity.** Integrity is the quality of absolute honest, trustfulness, and uprightness of character and moral principles.
- **Knowledge.** Nothing will gain the confidence and respect of your subordinates more quickly than demonstrated knowledge.
- **Courage.** Courage, the physical and mental control of fear, is a mental quality that recognizes fear, yet enables you to meet danger or opposition with calmness and firmness.
- **Decisiveness.** Decisiveness is the ability to weigh all the facts in a situation; analyze the facts and then arrive at a sound and timely decision.
- **Dependability.** A dependable leader is one who can be relied upon to carry out any mission to the best of his or her personal ability.
- **Initiative.** The trait of initiative is simply seeing what has to be done and doing it without having to be told to do it.
- **Tact.** Tact is the ability to deal with people without causing friction or giving offense.
- **Justice.** Justice is fairness, it must be impartial.
- **Enthusiasm.** Enthusiasm is showing sincere interest and zeal in the performance of duties.
- **Bearing.** Bearing is your general appearance, carriage, deportment, and conduct.
- **Endurance.** Endurance has two distinct parts. Physical endurance means not giving in to pain and being able to function when tired or in pain. Mental endurance is the ability to think straight when fatigued, distressed or in pain.
- **Unselfishness.** Unselfishness means not taking advantage of a situation for personal gain at the expense of others.
- **Loyalty.** Loyalty is the quality of faithfulness to your country, the Civil Air Patrol, your superiors and your subordinates.
- **Judgment.** Judgment is the ability to logically weigh facts and possible solutions on which to base sound decisions.

The Leadership Principles

The eleven leadership principles are general rules that through the test of time have been proven as guides to successful conduct and actions. The purpose of the leadership

principles is the same as for the traits, that is to give you a proven set of guidelines to follow while developing your personal leadership abilities.

- **Be technically and tactically proficient.** Technical proficiency is knowledge of skills. Tactical proficiency is knowledge of what makes a good NCO.
- **Know yourself and seek self-improvement.** Evaluate yourself using the leadership traits and determine your strengths and weaknesses.
- **Know your people and look out for their welfare.** Knowledge of your Cadet's personalities will enable you, as an NCO, to decide how best to handle each Cadet.
- **Keep your people informed.** To promote efficiency and morale you should inform the Cadets in your unit of all happenings and five reasons why things are to be done.
- **Set the example.** As an NCO, your duty is to set an example for your Cadets. Your appearance, attitude, physical fitness, and personal example are watched by all your Cadets.
- **Insure the task is understood, supervised, and accomplished.** Speak clearly, give the correct amount of supervision and, above all, accomplish the mission.
- **Train your people as a team.** Teamwork is essential from the smallest unit up to the entire Civil Air Patrol. Insist on teamwork; train, play, and operate as a team.
- **Make sound and timely decisions.** You must be able to rapidly estimate a situation and make a sound decision based on that estimation.
- **Develop a sense of responsibility among your subordinates.** One of the best ways to show your interest in your subordinates is to give them an opportunity to develop by assigning tasks and delegating authority.
- **Employ your command in accordance with its capabilities.** Biting off a bigger task than you can chew will only lead to discontent and resentment in your unit.

Seek responsibility and take responsibility for your actions. To continue to develop, you must actively seek out challenging assignments. You must also take full responsibility for your actions and the actions of your subordinates.

LEADERSHIP APPLICATION

"If you command wisely, you'll be obeyed cheerfully." –
Thomas Fuller

Orders and Commands

Although orders and commands are similar, they aren't the same. Knowing the difference and using those differences to the benefit of yourself and your Cadets is the hallmark of a good NCO and a good leader.

A *command* is an instruction that requires immediate, unquestioning compliance. Drill is a good example of a series of commands. Another good example is an NCO ordering a group of Cadets to unload a van. Commands should be clear, short and distinct.

An *order* is an instruction that allows a little more leeway. An order sets a longer range goal and leaves the method of completion up to the person carrying it out. For example, an NCO might be ordered to take the squadron and perform PT, leaving the where and how up to the NCO. This gives the NCO a chance to practice planning and show initiative in executing his orders.

Whenever time permits, allow for orders to be questioned for clarification and explain why you are giving that order. People are often far more willing to perform difficult or unpleasant tasks if they understand why and how it is important to the mission.

Make sure you give commands and orders appropriately. Whenever possible, give an order to a junior NCO and let him give the commands. You'll both benefit.

Balancing Work And Play

Everybody wants to accomplish the mission. CAP Cadets tend to be goal-oriented. They have things that they're working toward at all times. As a leader of Cadets part of your job is to help your Cadets achieve their goals while the squadron and you achieve yours.

However, while putting in all that time and hard work, don't forget to stop and have fun.

You might find that they are people in CAP who believe that every minute of every activity should be strictly aimed at completing the mission or conducting training. Sometimes they will be Cadets, especially higher-ranking Cadets. Most of the time this type of person will be a Senior, and that can be a prickly issue.

No organization can long survive if it ignores the social and 'casual' needs of its members. Or, to put it another way, make sure you schedule some 'down time' to allow everyone to play.

Every organization typically schedules social activities for its members. Schools, businesses and even the military, all set aside time to allow themselves a chance to relax with the people they spend their time with. This allows a 'kiss and make up' period where differences can be aired and worked out. It also gives the group a chance to get to know one another on other than an official level, strengthening the social bonds between them.

A social function without a specific training goal, such as a Dining In or picnic or even a weekend activity like a canoe trip, can be a powerful tool for making an organization function smoothly. Use them sparingly, but regularly.

Also, don't forget to schedule some 'down time' during activities. Everyone needs a little time to relax, especially if they've spent a long day training. In addition to regular breaks, set aside time for a fun activity. Group sports such as volleyball are excellent. A good rule of thumb is to set aside 10%-15% of your time. In other words, 10 minutes each hour and one-and-a-half hours in every ten.

It's just as important to make sure that you don't have too much fun. CAP is not all games. There are serious missions to accomplish to save lives and build for your future. If there is too much slack time and not enough serious training or mission time, many things begin to suffer.

It may be surprising, but morale and *esprit de corps* will suffer from too much 'slack time'. This is because most people want to feel like their efforts are accomplishing something worthwhile and that they are drawing closer to their goals. If you are sacrificing training time for the sake of 'having a little fun', you will definitely begin to lose people. And, ultimately, driven, goal-oriented people are the kind you most want in your squadron.

Building Morale and *Esprit de corps*

Morale and *esprit de corps* are closely linked and they effect each other. Both are very important and it is part of an NCO's job to do his best to monitor them and increase them.

Morale is a mental condition that is comprised of things like: how Cadets feel towards each other; how they feel about their superiors; and how they feel about the Civil Air Patrol in general. Morale is a Cadet's attitude toward everything associated with CAP. When a Cadet's morale is good, his attitude and outlook are good. When a Cadet's morale is bad, so are his attitude and outlook. The morale of a squadron is the sum of the morale of the members and vice versa.

Morale is very important because it has so much to do with how a Cadet works with the others around him. Good morale will give a Cadet a desire to work harder and accomplish more. It will make him easier to get along with. Good morale means that members will feel a greater sense of loyalty and that they will be excited when the group succeeds. High morale is essential to good teamwork.

Morale is important so it must be constantly monitored. The morale of a squadron is often self-evident and indefinable. Squadrons with good morale are just happy places. However, there are some things that you as an NCO should look for when evaluating a squadron's morale:

- **Appearance of the squadron's members and common areas.** If the members of a squadron look sloppy and they don't take care of their areas, it probably reflects a "don't care" attitude.
- **Personal conduct.** Quarreling, disrespect, laziness, failure to follow orders, etc...
- **Standards of military customs and courtesies.** This is an instant indicator and is very telling. A squadron with poor customs and courtesies is almost always very low in morale. It also indicates that the NCOs aren't doing their jobs!
- **Meeting attendance.** In CAP, where we are all volunteers, this is an obvious indicator of poor squadron morale. While no squadron can expect every member to be at every meeting, if you consistently have meetings with few members present, you have a problem.

Obviously Cadets who are suffering from a morale problem will suffer poor performance in many of these areas. Some things, like appearance, military courtesy and motivation during training, will slip because the Cadets just don't care. Others, such as quarreling and response to orders, will suffer because the Cadets are feeling stressed or even offensive. They're reacting badly to the situation, either consciously or unconsciously.

Esprit de corps, which is French for "spirit of the body" or "unit spirit", is an important part of the morale equation. The two are closely linked.

Esprit de corps is the pride the individuals have in their squadron. It is a knowledge of the squadron's history, traditions and honor. A squadron with a high *esprit de corps* shows pride in itself, a good reputation, a competitive spirit and a willingness to participate and take up challenges. Again, *esprit de corps* is something that is difficult to define or nail down, but easy to recognize.

Both morale and *esprit de corps* are mental states and both are constantly changing. They may be high one week and low the next. As an NCO, you must continuously be aware of the mental states of your Cadets. Problems, both personal and CAP, affect the mental attitude of your Cadets and thus affect the squadron's performance.

This can be difficult to do, but there are things to do to help keep morale and *esprit de corps* high. To maintain high morale you should:

- **Ensure that basic needs are satisfied.** As has been stated before - take care of your people! If they're cold, hungry or tired their attitude and morale are going to suffer.
- **Teach belief in the cause and mission.** As an NCO you are the most immediate and direct example your people have. You have to be enthusiastic about everything that your squadron is doing and your part in it. Understand how you contribute to the success of the overall mission and make sure your people understand as well.
- **Instill a confidence in themselves and their leaders.** Make sure your people know that you think they're capable and worthwhile. Give them confidence in their leaders by being the best leader you can and by never disrespecting your superiors. Your superiors deserve your support as much as you deserve the support of your people.
- **Carefully consider job assignments to get a good fit.** Don't assign the 90 pound Cadet Airman Basic to unload a truck full of bricks!
- **Establish an effective awards program.** This is part of making sure your people know that those in charge can see their efforts and accomplishments and that they are appreciated.
- **Make your Cadets feel they are essential to the squadron.** Make sure your people know that they are important to the success of the squadron and the mission. Everyone likes to feel that they're needed!
- **Recognize your Cadets' individuality.** Don't treat your Cadets as a bunch of robots. Each of them has individual characteristics and likes and dislikes. Allow your Cadets to express themselves and their individuality when it won't conflict with the mission or regulations.

- **Maintain a professional atmosphere during activities.** Your Cadets want to feel that they're part of a professional team accomplishing important goals. Don't treat them like a group of children you're babysitting or a bunch of your friends out at the mall.
High *esprit de corps* can be developed and maintained by following these methods:
- **Start new Cadets off right.** Tell them about the history and accomplishments of the squadron. Clearly indicate your pride. Make sure that they know that being a member of your squadron makes them special and that they're expected to live up to the squadron's high expectations.
- **Develop the feeling that the squadron must excel.** Set high goals and standards for your squadron and insist that your people meet them. The higher the standard, the better they'll feel about themselves when they accomplish that goal.
- **Recognize and publicize the achievements of the squadron and its members.** Make sure that the individuals in the squadron receive credit and recognition when it is due. Be sure to talk up the squadron as a whole - not just among yourselves, but to people outside the squadron.
- **Use competition to develop teamwork.** Competition is an incentive to excel. Use competition appropriately - don't try to outdo another squadron that is clearly superior in some area. Start slow and work your way up if necessary.
- **Make proper use of decoration and awards.** Giving too many awards is even worse than giving none at all. They lose their value and become meaningless. Go out of your way to make sure you're aware of your peoples' accomplishments so that they can receive appropriate awards.

Achieving Discipline

The Leadership 2000 materials have a lot to say about discipline, mostly self-discipline and the importance of discipline. Here the subject is how to achieve and reinforce discipline and what happens when your squadron doesn't have it.

As an NCO you must learn and teach high standards of personal behavior, job performance, courtesy, appearance, and ethical conduct. Presenting an example will make Cadets more willing to perform their tasks thoroughly and efficiently.

Indicators of discipline are:

- **Attention to detail.** If your people are too lax or lazy to take care of the little things they know they should do, you have a problem.
- **Proper senior-subordinate relationships.** Beware if the junior Cadets don't care to address their seniors appropriately – and the senior Cadets don't care enough to enforce an appropriate relationship.
- **Standards of cleanliness, dress, and courtesy.** Cadets should be courteous as a matter of politeness.
- **Promptness on responding to orders and directives.**
- **Using the chain of command.**
- **Ability and willingness to perform effectively with little or no supervision**

Continual effective training, hard work and intelligent leadership can achieve discipline. *Esprit de corps* and morale have a lot to do with discipline. Discipline can be as much a source of pride for a unit as anything else that a unit does well.

You can teach discipline. However, teaching discipline is more than just yelling at your people to stand still. For real discipline, your Cadets must understand why it is important for them to be disciplined. It is up to you as an NCO to make sure your people have that understanding. Remember, self discipline is the most important kind of discipline. It is the basic building block for everything else.

Discipline is part of what gives a unit its 'snap and pop'. Nothing reflects good unit discipline like a crisply executed drill command or an order that is carried out after being given only once. That 'snap and pop' is yet another part of what goes into a unit's *esprit* and morale.

In keeping with the principle of informing your people, you should tell them why discipline is important to their mission. Regardless of if that mission is drill, a clean up, a class or a rescue.

For instance, if the mission is drill then Cadets will have to be disciplined before they can learn or practice anything. It is amazingly hard and distracting to teach drill to a group of Cadets who are moving, or joking around. During a clean up discipline is necessary for the NCO in charge to be assured that everything is cleaned. This is probably a job that is too big for a single person. The NCO is relying on the discipline of his Cadets to make the common areas livable for everyone. In a class, like in drill, it is important for Cadets to be disciplined enough to pay attention and not disrupt. The lessons they are learning could save a life someday!

To achieve and reinforce discipline, you should:

- **Demonstrate discipline by your own conduct and example.** This is obviously the most important. Your Cadets learn a lot about being Cadets and what is okay by

watching and emulating their leaders - especially their Cadet leaders. You must set as good an example of discipline as you can. Your Cadets won't have discipline unless you have it yourself! You will hear it again and again: leaders lead by example.

- **Start a fair and impartial system for punishment and reward.** This can be difficult. What one person fears another shrugs off. Plus, punishing someone takes time away from other things. However, once you've established a system, it must be enforced equally. Favoritism - or even the appearance of favoritism - is a quick death for your prestige and authority as an NCO.
- **Strive for mutual confidence and respect through training.** If you train with your people and train often, both of you will benefit from the close contact and increased teamwork and proficiency. Your people will learn to trust and respect you because you do the same things they do and you will learn to trust their level of training.
- **Encourage self-discipline among your Cadets.** Don't just force your Cadets to be disciplined - you're not there all the time. Make sure they understand the challenge and value of self-discipline. Let them know that you trust that they will do the right thing.
- **Enable their success.** Don't set discipline goals for your Cadets that they simply can't achieve. For instance, don't leave your flight standing at attention for five minutes in the sun while you figure out where you should be. In such a situation they're almost certain to break discipline move around. Put them at ease! Or, if you are going inside for fifteen minutes to arrange something, put your people at rest or even have them fall out. It is almost guaranteed that they'll talk and move, so putting them at parade rest or at ease only sets them up to fail. Be practical, be compassionate.

Achieving Unit Proficiency

The proficiency of a squadron is how that squadron accomplishes its assigned missions. A squadron's worth is measured by its proficiency; therefore, it is important to be able to evaluate the squadron's proficiency. Factors to look for in order to evaluate unit proficiency include:

- Personal appearance of the Cadets
- Appearance of equipment and the squadron area
- Reaction time of the squadron in various situations
- Professional attitude demonstrated by Cadets
- Abilities of subordinate leaders
- Promptness and accuracy in passing out orders, instructions, and information.
- Degree of skill shown when accomplishing tasks.

The old saying "practice makes perfect" is the key to squadron and personnel proficiency. Continual training and practical application of skills improve proficiency. Improvement in individual proficiency leads to unit proficiency when the training includes teamwork. To achieve proficiency, you:

- Thoroughly train your Cadets in their duties.
- Emphasize teamwork through the chain of command
- Provide training.
- Set high standards of performance and insist they are met.
- Check proficiency by inspecting and testing.

The Importance of Unit Integrity

Throughout this Guide, you will find the word 'team' or 'unit' repeated many times. It is constantly stressed, sometimes spoken mentioned directly and sometimes indirectly. But it's there. Obviously, a strong, cohesive team is important.

The reasons are obvious. A team is more than the sum of its parts. It is an entity capable of accomplishing with ease the things that its members could only accomplish alone with great difficulty - if at all. And a team can tackle challenges that individuals could never face. Membership in a team - a group - is as important to the individual as the individual is to the team. The members of a team are enlarged and strengthened through their membership and participation.

But what can you do as a leader to build your people into a team and to help maintain that team feeling? A team member's performance is based on discipline, a sense of duty, confidence and comradeship. These things help people endure hardships and accomplish their missions. As a leader you must work hard to establish these feelings in your people.

Discipline is absolutely necessary if your team is going to accept instruction and conduct themselves properly. Leaders must counter a lack of discipline immediately. Good discipline leads directly to comradeship and *esprit de corps* and it helps Cadets perform and behave with confidence and dedication.

You must always train and lead your people as a team and work hard to gain their confidence and trust. Apply the leadership tools and principles you learn, be

knowledgeable, patient and fair. Set a good example and by all means be appropriately strict. Your unit will lose its *esprit de corps* if you don't set a good example and will then become merely a group of individuals in similar clothing.

Finally, it must be pointed out that all leaders should have confidence in themselves, in their teams and in what they're doing. Confidence is just as catching as any other part of an attitude. If your people know you think they can do something it will go a long way toward helping them think they can do it!

Professional Development

Three attributes which must be developed for a Cadet to become professional are technical competence, values and ethical conduct.

Technical competence is having skills and being able to use them in order to lead others. Having these skills will give you and inner confidence which will give you professional bearing.

Values are those things that are important to you, such as: self-development; social values or traditions your grew up with; economic values or what you would like to own; political values such as loyalty to your country; and religious values you may have.

Personal integrity is based on your code of ethics - your sense of right and wrong. Your code of ethics is closely related to your values. Your values include what you want, but your ethics are more involved with the way you get what you want.

Motivating Your Cadets

Motivation is probably the most important thing you can ever achieve or inspire in your people. This is because motivation is the drive we all have to do things that are important to us. If the success of the group or accomplishing the missions are important to your people, then they will do these things because these things are important to them personally. This is where motivation comes into play.

It is important when motivating your people to give them a sense of ownership of the group goals. They must feel that when the group succeeds, they succeed and vice versa. Your people must know that they are as important to the group as the group is to them.

To create a feeling of motivation, you should try to do the following:

- **Make new Cadets feel welcome.** This goes right to the heart of giving people the feeling that they're important to the group. If new Cadets are left out of the group or forced to 'prove themselves' in some way, they'll won't feel that they're part of a team and the team's goals won't be important to them.
- **Assign useful tasks. Before assigning a task make sure there is a reason for the task to be done.** Nobody likes to waste time. Every task should be important to the goals of the group and, by extension, to the individual. Ensure that the person or group assigned even the lowliest or dirtiest of tasks knows why that task is important to the overall goals.
- **Provide guidance and supervision without over supervising.** Over supervising is almost as bad as under supervising. While the task may get done, the person assigned the task has probably learned nothing new - other than the fact that his NCO is a nag. Steer your people in the right direction when necessary but give them some leeway and stay out of the way when the job is getting done.
- **Allow the Cadet to try personal methods to accomplish a task.** Part of a feeling of success for many people is the feeling that they've learned something or applied something of themselves to their job. This is the difference between a craftsman and someone who just makes things. When your people put themselves into the task they are both learning new skills and demonstrating initiative. This is something a leader should encourage and reward.
- **Express appreciation for jobs well done and recognize efforts.** While it is important that your people understand that their tasks are necessary, it is just as important that they know you appreciate their efforts. Nearly everyone wants a pat on the back and an 'attaboy' once in a while. However, don't overdo it either. Then you'll just seem phony.
- **Refrain from personal humiliation and embarrassment. Don't reprimand a Cadet in public.** Don't ever get in a Cadet's face in front of their peers. This is bad in two ways. First, it causes the Cadet to feel belittled, which will make it hard for him to work with the others in his group - and may encourage him to act out in order to regain respect. Second, it also indicates to the other Cadets that their personal feelings and self-respect aren't important to you and that you won't hesitate to destroy them at a whim. Behavior like this will make your Cadets resent you, not respect you. There are other, better ways to handle these situations!
- **Challenge Cadets in accordance with their capabilities.** Don't assign tasks that are too easy or ones that the Cadet can't do. There is little more discouraging than being given a task you simply can't accomplish. You feel like a failure and you know that you've disappointed those who were depending on you. As a leader, you should

never burden your people with impossible tasks. You're only setting them up to fail. This isn't saying that you can't assign them difficult tasks - the most motivating accomplishments of all are those that were difficult and rewarding. But assigning an impossible task sets the motivation level to zero to begin with and there's really no place for it to go from there but down. At the other end of the spectrum is the task that is far too easy. Your Cadets want to be challenged and rewarded for their efforts. If there is no challenge, boredom will quickly set in and any reward will seem phony.

There are different ways to motivate your Cadets: both mental and physical and positively or negatively. Each uses different techniques and each has different drawbacks and advantages. Some have special consideration because they may violate Cadet Protection Program precepts. We will briefly discuss each method of motivation.

Positive motivation is by far the best. Positive motivation lets Cadets satisfy their desires and creates initiative and a desire to succeed. Positive motivation is accomplished by rewarding a Cadet for a job well done. Rewards can be given in many forms, but be careful not to reward Cadets when they're just doing their job, they'll come to expect it and then normal praise will be worthless. Give special rewards for superior achievement but not just for accomplishing the mission.

Positive motivation can also be achieved by telling the Cadet that his performance is outstanding and that you appreciate the effort. Make sure the Cadet knows that his efforts are worthwhile and that he's a valued member of the team. Once again you must be careful to not praise efforts that barely get the job done; however, failure to praise at all makes a Cadet feel that his leaders don't appreciate his efforts.

The negative method of motivation is threatening a Cadet with punishment for failure to perform as expected or directed. This method may achieve immediate results for a while, but in the long run it can hurt the Cadet and the squadron. Threatened punishment can take both physical and mental forms. Physical punishment can be in the form of a threat of extra duty unless a job is properly finished. Mental punishment is such that a Cadet knows he'll be punished by perhaps losing respect of his peers or by not being promoted if the job isn't done properly.

Negative motivation can create problems in several ways. First, it may kill the initiative of a Cadet. Second, it may instill fear in the Cadet. Poor performance may not be a result of poor motivation but may be because the Cadet can't perform the task. If a Cadet is punished for not completing a task that is impossible for he, he won't want to try because punishment is the only possible outcome.

Pushups As A Discipline Tool

As an NCO and a leader, you may be a member of a unit or come into contact with a unit that uses pushups or some other exercise as a discipline or leadership tool. There have been many debates for many years over the specific value, if any, of this particular leadership tool in the Cadet Program. In late 1998, the National Cadet Programs office issued a definitive announcement that pushups or other types of exercises were not available as a leadership tool in the Cadet Program. This should have closed the issue, and yet it often seems that it hasn't.

As simple and attractive as they are, there are problems with pushups as a leadership tool, even if the Cadet Protection Program was not a consideration. They lead to a laziness on the part of leaders. It is far easier for an NCO to merely instruct a troublesome Cadet to: "Drop and give me twenty" than it is to try to understand why he's having troubles and to help him fix them. This also leads to a false sense of accomplishment, as if the leader were actually getting something done instead of stopping everything he's doing to make sure a Cadet is doing the pushups he was assigned.

If a Cadet learns that his punishment for almost any infraction is merely a set of pushups, he'll begin to learn contempt for his leaders and their ineffective leadership tools. A healthy young Cadet has nothing to fear from twenty or thirty pushups! In this situation, the use of pushups is actually damaging to the prestige of the leader because they are being used to show contempt for his leadership.

Or, if a Cadet who is physically unable to do a proscribed set of pushups is still punished with them, his peers will either learn contempt for a Cadet who doesn't measure up to their physical stamina - regardless of what other abilities he may have - or they will learn that their leadership doesn't care about their self-respect or their standing with their peers. In either case, the leader has lost prestige and some of the respect of his people.

If an NCO learns to depend on pushups as a leadership tool and assumes they're somehow doing the trick without really addressing the problems his people have, both he and his people might be very surprised when pushups stop working and his Cadets are suddenly facing suspensions, demotions or dismissals. In this case the pushups inspire a false sense of actually solving leadership problems when that may not be the case.

Finally, the value of pushups as a leadership tool has not only been denied by Civil Air Patrol, the armed forces have had similar discussions. To close this section, and

hopefully close the debate, please read and take to heart a letter from someone who probably knows a thing or two about leadership.

*NCO Leadership
The Marine Corps Gazette
December 1998*

Enough on the incentive physical training (IPT) debate. Let me offer that I speak with some authority on the subject of IPT. You see, I've been a follower (one who receives IPT) and/or a leader (one who administers IPT) for over 30 years. Except for the time I spent in boot camp, I can never recall being the recipient of IPT. As well, except for the time I spent as a drill instructor (DI), I can't recall administering IPT. In fact, had I used IPT during my years as an NCO or my early years as a SNCO, I would have gotten little else done and to be perfectly frank, those I led back then would not have responded to IPT if they would have performed it at all.

There's a belief that IPT has long been an authorized tool for NCOs and SNCOs to administer as they see fit. Nothing could be further from the truth. With the exception of the IPT specifically authorized for DIs, it's never been an authorized tool.

Commanding officers are authorized within our system to mete out punishment to correct infractions. Call it semantics, or whatever, IPT is nothing more than a form of punishment when administered for wrongdoing. I further believe that any leader who advocates delegating a COs punishment authority to subordinates need to have his/her head examined.

*SgtMaj L.G. Lee
Sergeant Major of the Marine Corps*

PROFESSIONALISM

"Do the right thing." – Spike Lee

Superior/Subordinate Relations

Your Relationship With Your Officers

You must have a good working relationship with the officers in your unit or you really aren't doing the job of an NCO. However, having a good working relationship doesn't mean you have to be best friends. The military is full of examples of an officer and NCO who have worked together for years and have great respect and fondness for each other. However, they still address each other by their proper ranks or titles. There is nothing wrong with this behavior. Little formalities of this type strengthen a relationship because each party knows exactly where they stand with the other.

It is important to maintain an attitude of professionalism when dealing with your superiors on CAP time. While you may be very good friends with a superior when at school or home, at the squadron you must present a picture of the proper superior-subordinate relationship.

This is also true of your subordinates. Don't let your good friend who just joined the squadron call you by your first name! It may seem harsh, but it will be better for everyone, including your friend, if you put distance between the two of you when you are at CAP.

It may be easier to think of it like this: while you are 'on-duty', treat your friends who are superior to you in rank or position the same way you would treat a Senior, or a Cadet officer you didn't know.

There is a simple reason for this: to be a good leader, you must first be a good follower. You must show the same cooperation and respect toward superiors that you expect from your subordinates. You have to set an example of proper superior-subordinate behavior that they can follow.

Before an NCO can be trusted with the authority to lead others, a commander must be able to assume without question that the NCO will carry out instructions. If you are relying on your personal relationship with a superior to 'get by', that trust doesn't exist.

Tact is another important part in dealing with superiors. An NCO should study his superiors. Each will have personal mannerisms and ways in which they do things. You should adjust yourself to your superiors.

Your approach to Seniors must be professional. As an NCO you should always be friendly with Seniors, but not exaggeratedly so. If you are friendly and cooperative, Seniors will have confidence in you and you can work together smoothly. If you are reprimanded, you must remember that Seniors are there to guide and help you and that the reprimand is not to promote the Senior's personal well-being, but to impress you with your shortcomings. Nothing insulting is intended. You should benefit by the lessons learned and continue to greet your Seniors with a cheerful smile and a snappy salute. To do so indicates that you are properly adjusted to your work and that you desire to cooperate. It gives the Senior confidence in you. His confidence in your abilities is essential.

Your Relationship With Your Cadets

Without people to lead there can be no leadership. Therefore, the relationship you have with your Cadets is one of the most important things about being an NCO. If your Cadets like working under you and with each other, your assigned tasks will be accomplished with a lot more ease.

As an NCO you are in close contact with your Cadets on a regular basis. You have the responsibility for making sure the day-to-day tasks of the squadron are accomplished. NCOs provide the close supervision needed by junior Cadets.

Even though your contact and relationships with your Cadets is often not just within the realm of CAP, professionalism and proper customs and courtesies should be the rule when 'on-duty'. Don't call your subordinates by their first names. This is overly familiar and unfair because they can't do the same to you. They may resent you being more familiar than they are allowed, or they may decide to just go ahead and call you by your first name anyway. Either situation, resentment or familiarity, is bad for a leader. Also, regardless of what you might think, Cadets will generally have less respect for a leader they feel too comfortable with or close to. Remember the old saying: 'Familiarity breeds contempt.'

Also, don't ever refer to another NCO by their first name in front of your Cadets. It practically gives them license to do the same. Don't just refer to them by their last name, either. You should try to address all Cadets by their proper rank, but you should always address NCOs by their proper rank in front of your Cadets.

You hold your rank not only to direct subordinates to perform tasks and accomplish

goals, you hold your rank to enable you to help your Cadets. It is up to you to make sure that your Cadets have what they need and that they are taken care of. If you are given the task of cleaning an area, don't just pass on the order and take a break. Make sure your Cadets have the equipment they need. If they don't have it, use your rank and experience to get it for them.

Lastly, don't use your rank to keep your Cadets away from you. While your rank is important and should be respected by your people, it should never be used to keep your people from talking with you when they need something. Rank has its privileges, but it also has many, many responsibilities. One of the biggest is to be approachable to your Cadets.

Your Relationship With Your Fellow NCOs

It is often very difficult to maintain a correct professional relationship with your fellow NCOs. After all, you're all NCOs together, right? However, in any given situation one of you will be in charge and the rest will be under his charge. This is normal and should be understood and accepted by everyone involved.

From time to time you will encounter an NCO who seems to be incapable of professional behavior. They refuse to cooperate, but during the teaching time of other NCOs and are disrespectful, insubordinate or rude. Worst of all, they will perform these acts in front of the Cadet airmen.

Infighting among the NCO corps can mean disaster for even the most motivated of units. If the Cadets see the NCOs being disrespectful with each other, they feel as if they have the same privilege. It also removes some of the mystique of being an NCO. The Cadets can see that an NCO is just a Cadet with some extra stripes who can behave just as childishly as anyone else, not a motivated, accomplished professional who is entrusted with a great deal of responsibility and worthy of respect.

It will also affect how your superiors treat you. If they feel the NCOs are behaving like children, or they can see that the NCOs no longer have the respect and obedience of the Cadets, they're going to stop assigning the NCOs their proper duties. How can the Cadet Commander trust the NCOs to take charge and accomplish the tasks at hand when they can't drill for five minutes without arguing and correcting each other? How can the Deputy Commander for Cadets allow the NCOs to run the training schedule unsupervised when he mostly hears that they're disrespecting each other in front of the Cadets?

The importance of professionalism and mutual respect in the NCO corps can not be over emphasized. Even if there is no respect among the NCOs for each other, their professionalism at least should cause them to behave well towards each other in front of the Cadets.

If professionalism and respect is a problem, someone should set out to fix it. Normally that will be the First Sergeant, who is in charge of the NCOs. However, any senior NCO should be prepared to step up and solve the problem. Try having the NCOs train apart from the Cadets. This will give a level of separation and add to the aura of the NCOs. It will also help the NCOs learn to work together. As an added bonus it will prevent any of the NCOs from feeling the pressure of having the Cadets around.

You and your fellow NCOs should never forget that you're all in this together. You are a band of brothers (and sisters). How you behave and treat each other affects how you are treated and the way you are viewed by your Cadets and your superiors. Make every effort to be on good terms with your fellow NCOs; and even if you are not on good terms you should at least grant your fellow NCOs the respect you would expect and that they deserve.

The NCO As Follower

"He who has never learned to obey cannot be a good commander. - Aristotle

A common issue that often confronts NCOs is a simple question, "Who's the boss?" When is an NCO a leader? When is an NCO a follower? What are his leadership and followership obligations toward fellow NCOs?

Let's keep in mind one simple thought: every leader is also a follower.

From the Chairman of the Joint Chiefs of Staff to the newest NCO, everyone with a leadership role to fulfill is also someone else's follower. The role they assume depends on the situation. It is important to behave appropriately.

You are subordinate, a follower, to anyone who outranks you or holds position over you. (*This was discussed previously in the section 'The Authority To Command'.*) Therefore, you are required to be appropriately respectful of them. However, what if the person in question doesn't normally outrank you or hold position over you? Are you their follower? Do you owe them respect and consideration? If so, when?

Consider the following situation: *Your flight is practicing drill. You are a C/SSgt and the flight sergeant is a C/TSgt, so you are an element leader. The First Sergeant is*

giving all his NCOs drill command practice, and chooses a C/Sgt to lead the flight in drill. The First Sergeant leaves instructions with the C/Sgt to pass command to another NCO after ten minutes, and leaves to attend to other duties.

What are your obligations in this situation? Are you now a follower of the C/Sgt, even though you're just practicing drill and he certainly doesn't outrank you? The answer is a resounding 'YES'. For the purposes of the drill, or any organized instruction, you are subordinate to the person who has control of the 'class'. You must follow their orders and treat them with appropriate respect. That is true of the C/Sgt who is leading you in drill and for the C/AIC that is giving a class on aerospace. Because the First Sergeant gave that C/Sgt the flight, the C/Sgt is acting with the authority of the First Sergeant. You should behave no differently than if the First Sergeant was drilling the flight himself.

Or what about this: *A group of NCOs is at the squadron building after a meeting. All other Cadets have gone home. An NCO who outranks the rest of you says, "The First Sergeant forgot to have the building cleaned. You guys get it taken care of." You know that normally the First Sergeant has two or three Cadet Basics or Airmen do this task, not NCOs. You also know that the NCO who told you to clean the building has no staff position.*

So, what do you do? Easy, you grab a broom and you clean the building. The NCO who has told you to clean the building outranks you. You are obligated to follow his orders. If you believe he has made a mistake, you should take it up the Chain of Command...later. In the meantime, get the job done. Now, it would certainly be more polite and more professional if the NCO who issued the order pitched in, but he isn't required to.

Examples aside, for the most part this entire issue boils down to a simple rule of thumb: *If you are out in front or the senior Cadet present, you are the leader and should be treated as such. If you aren't out in front or the senior Cadet present, you are a follower and should act as such.*

Let this simple rule guide your actions and you're almost certain to be behaving correctly.

The 'Sergeant-At-Large'

Sometimes you may be in a situation where you won't feel very much like a leader. Especially after an activity such as an encampment. At the encampment, you might have been a flight sergeant. You were responsible for twelve or more Cadets, twenty-four hours a day for a week or more. You took pride in your position, your behavior and your appearance. You left the encampment with a feeling of energy and purpose.

But, back at the squadron, you're not even a flight sergeant. Perhaps the flight sergeant is an NCO junior to yourself who has been given the duty on a rotating basis, or perhaps because he needs the experience. Or perhaps the flight sergeant outranks you, yet you are still a C/Sgt or C/SSgt. For whatever reason, once back at the squadron you don't have duties in the chain of command or the NCO support channel. Are you still a leader? How can you demonstrate your abilities and professionalism without 'stepping on' the NCO's who hold positions within the squadron?

Yes, you're still a leader. But now you have to demonstrate a different kind of leadership. If you'll recall, one of the most important parts of leadership is setting a good example and requiring that the Cadets you outrank follow this example.

So, you must set the example in the wearing of the uniform, you must set the example in customs and courtesies and, most importantly, you must set the example by being professional with the other NCOs in the squadron and respectful of the NCOs that occupy the NCO support channel.

You should also try to continue to be aware and constantly evaluate the strengths and weaknesses of the squadron and the individual Cadets in it. If you see an area that needs improvement, talk to the flight sergeant or First Sergeant about it. Keep taking care of those 'little things' that are what NCOs are all about. Don't let a Cadet skip a salute or let his hair get long. Just because you're not the flight sergeant doesn't mean that you shouldn't keep on the Cadets in the squadron about these types of things.

Performing as an NCO and a leader, when not in an official 'leadership position' will gain you the gratitude of the flight sergeant and First Sergeant. They generally need all the help they can get. Also, it will be noticed and remembered when the time comes to evaluate a new flight sergeant or First Sergeant.

Keep in mind that this situation is a fact of life in the active duty military. Because of the highly technical nature of modern warfare, people are promoted on the basis of their proficiency in their jobs and have no leadership position. For instance, an experienced avionics or computer technician will be an E-5 or E-6. In a combat unit, this individual would be a squad leader or platoon sergeant. But, because the chain of command in the military is not necessarily organized along work groups, that E-5 or E-6 probably doesn't hold a true leadership position.

The Cadet Program offers a very similar dilemma. Your progress through the

Program is rewarded with increasing rank and responsibility. However, these are 'general' responsibilities. You won't always have a responsible leadership position at the squadron.

The Prestige Of The NCO

Part of being an NCO (or an officer) is prestige. Prestige is *standing or estimation in the eyes of people, or a commanding position in people's minds*. This means that an NCO should have an aura or air of command in the minds of the people around him. You know what this is.

Think about your first few weeks as a Cadet. Or your first encampment. Did the Cadet staff seem smooth, competent and polished? Were they individuals you wanted to emulate and associate with? And yet, at the same time, they probably seemed like they were somewhat 'above' you. They were more accomplished than you and had an air about them. Everyone has had the experience of spending a period of time in the command of a squared-away NCO or officer. You were constantly aware of his presence, even when he was standing behind you. Being around him made you want to stand a little taller, march a little better and make sure your uniform was straight.

Prestige is more than just being superior. Prestige is a basic understanding in the minds of your Cadets that because you are an NCO you are special. Now, this doesn't mean that NCO are god-like creatures that should be bowed down to. It means that your Cadets should feel that they can assume a high level of accomplishment and ability in any NCO, including you.

Everything you do as an NCO has an effect on your prestige, and the prestige of the NCO corps as a whole. Just as each CAP Cadet represents all CAP Cadets, each NCO represents all NCOs.

Part of what gives an NCO the ability to command is prestige. Without that indefinable measure of superiority that NCOs are assumed to have, their commands are worthless. Cadets will feel free to do what they like as opposed to what they should.

You've no doubt heard the saying "rank has its privileges". And you've certainly seen enough examples of that in your daily life and in Civil Air Patrol. For example, at most activities you will find that the Cadet Command Staff will generally get 'midrats' or midnight rations during evening staff meetings. This privilege, like most others, are associated with increased rank and responsibility. In other words, the more you do, the more you get to do.

Sexual Harassment And Offensive Behavior

"She said, 'Don't give me no lines and keep your hands to yourself'" – The Georgia Satellites, "Keep Your Hand To Yourself"

Unless you've been living in a cave for several years, you're aware of an issue in the public called 'sexual harassment'.

This is discussed in this Guide for two reasons.

Knowledge of sexual harassment and hostile environment issues are basic requirements of employment. Therefore, knowledge of these issues can only benefit Cadets in and out of CAP.

Because Cadets are teenagers, and unsure of their sexual behavior and adult norms, minimum standards of behavior must be communicated.

It must also be mentioned that sexual harassment and other hostile environment topics are Cadet Protection Program issues. Obviously, behavior that would generate problems in these areas would make a Cadet feel harassed or hazed.

From: nsbrown@zeus.IntNet.net (NS Brown) via the internet

Harassment comes in two forms -- "quid pro quo" and "hostile working environment." The former is pretty straightforward: "sleep with me or you're fired." Essentially, "quid pro quo" harassment involves making conditions of employment (hiring, promotion, retention, etc.) contingent on the victim's providing sexual favors

Hostile working environment is speech and/or conduct, of a discriminatory nature, which was neither welcomed nor encouraged, committed by or permitted by a superior, which would be so offensive to a reasonable person as to create an abusive working environment and/or impair his/her job performance.

So, what does this mean to Cadets? It means, obviously, that you can't promise that cute, new Airman that he or she can have a staff position if they go out with you.

It also means that you can't create an environment that makes someone feel offended, if a reasonable person would be offended. In other words, if you're telling dirty jokes, or ethnic jokes, or making rude remarks about someone's (anyone's) nationality or religion, that's inappropriate.

It is also inappropriate to make unwelcome sexually-oriented remarks. *Sexually-oriented* means something that would only be directed at someone of the opposite sex. For instance, complimenting someone on their how their uniform looks is okay, you

would say that to anyone. Complementing someone on how their butt looks in uniform isn't okay, because you wouldn't say that to someone of the same sex.

And it goes without saying that touching someone who doesn't want to be touched is a Bad Thing.

However, this doesn't mean that someone can start screaming about harassment just because they feel like it. It has to be something a 'reasonable person' would find offensive.

Also, one person can't be offended over behavior that affects someone else. For instance, if a person enjoys a nickname that some might consider offensive (i.e.: 'Dumbo'), it is perfectly all right to call that person by his nickname.

The most important thing is to try to be sensitive to the feelings of others. And, if you are not sure where you stand, or if someone says, "Hey, this bothers me", *stop!* Your position as an NCO and leader makes it even more important that you avoid even a chance that your behavior is offensive. Oftentimes, people won't say what they're really feeling. This is especially true if they're in a subordinate position. However, they may tell someone else and it could come back to bite you.

Humility

"Oh Lord, it's hard to be humble when you're perfect in every way" – Glen Campbell, "Hard To Be Humble"

It is important as a leader that you understand how to be humble and apologize.

No one likes a braggart or show off. Many people feel a need to knock such individuals down a notch or two. And they often don't mind doing it in public. Rather than lord your abilities and skills over others, you should use them to attempt to raise others to your level. Train your people!

You don't know it all and you can't do it all. Recognize the abilities of your people and let them do the things they're good at. It will build their self-esteem and make them better members of the team. If you take the time to show that you've noticed their abilities and allow them to demonstrate them in public, you boost your Cadets' opinion of you. It will also help you learn to utilize your people to their best advantage and accomplish the mission.

If you do make a mistake and offend or hurt someone, apologize to them. If you did this in front of the squadron, apologize in front of the squadron. This will actually raise you in the eyes of your Cadets, because they'll know that you're sensitive to them as individuals, that you care about their feelings and that you're big enough to admit your errors and make amends. This will give them more confidence that you will treat them fairly and are someone they want to lead them.

Apologizing to superiors will give them the sense that you're not a know-it-all and that you're willing to listen and acknowledge your mistakes. This will let them know that you are eager to train and improve yourself to become a better follower and, by extension, a better leader.

Sex and Favoritism

"Bloody favoritism!" – Roman prisoner, "Monty Python's The Life Of Brian"

This section isn't about sex; it's about sexuality and how it affects your interactions with other Cadets.

Humans are sexual animals. What that means is that we're sexually dimorphic. We have two sexes and each contributes to reproduction. As you know from biology class, there are many other methods of reproducing, none nearly as fun.

It is a given that girls mature faster than boys. For instance, at age fourteen girls are busy selecting senior prom dresses while boys are still thinking that wearing the same underwear for a week is pretty much okay. In that same vein, girls are obviously faster at figuring out this 'sexuality' thing than boys.

Without going into too much detail, if girls mature faster than boys then a fifteen year-old girl could be as mature as a boy of sixteen or seventeen. This is a pretty safe conclusion. So, it would seem obvious that younger girls will often try to attract the attention of somewhat older boys. And we have all seen that this is the case.

Although it may be controversial to mention it, studies have shown that human females, just as females of the other various species, tend to be attracted to the 'best' males around. The ones who appear to be the biggest, strongest and best providers. This is a natural tendency. Within the confines of the Cadet Program, it can be said that the older a male Cadet is, the 'better' from a 'male of the species' standpoint. Boys do a LOT of growing and filling out between ages 15 and 18. Cadets also tend to be more serious and self-assured than their non-Cadet peers.

Anyway, for whatever reason, younger female Cadets will often flirt with male

Cadets two or even three years older than they are. Teenaged boys, being teenaged boys, will naturally appreciate this attention. This is normal and pretty common. The problem lies in the general rule that older Cadets will be of higher rank (and, frankly, this probably also contributes to their appeal). So, if a fifteen year-old Cadet Airman is busy making eyes at a seventeen year old Cadet Master Sergeant and he's enjoying it, what's the big deal?

Perhaps none, potentially a lot. It really depends on how the senior Cadet handles the situation. If he gives her any more attention than he gives any other Cadets, it won't be any time at all the Cadet Master Sergeant will lose a tremendous amount respect among his subordinates because he is showing favoritism.

Showing favoritism will destroy the command authority of a leader and the integrity of a unit faster than almost anything else. People resent favoritism, particularly when it isn't being given to them. Some people even resent being the favorite. And rightly so. It can appear, especially in the case of your 'high-speed, low-drag' Cadet, that they only reason the Cadet is excelling is because of the favoritism he is being shown.

The person being favored can also take unfair advantage of that situation. Either by using increased social status to throw their weight around among their peers or by using that status with the leader to avoid potentially unpleasant tasks or situations.

Obviously favoritism is a Bad Thing.

The root of the problem is that this is all normal human behavior. The trick is, of course, to resist those instincts (and hormones!) and do the professional thing.

Vulgarity

"Do any of you #@% maggots have a problem with me @#&@ swearing? 'Cause if you do, I won't @%\$# do it." Drill Instructor Sgt David Paulak, Platoon 1097, MCRD Parris Island, November, 1981.

Quite simply put, vulgarity isn't necessary and it isn't allowed. Military drill instructors teach recruits and probably have more of a reason to use vulgarity than anyone else. Yet the services frown on that type of speech and most drill instructors will try hard to avoid it.

Now, everyone occasionally slips and says something that they shouldn't. This is understandable and excusable, as long as it doesn't become a habit.

The big things to avoid, even when you make the occasional mistake, are sexual comments, such as calling someone a 'female dog' and blasphemy - misusing religious words. Both of these can be extremely offensive and should be scrupulously avoided.

Now, this doesn't mean you can't use salty or colorful phrases. There are plenty of ways to get your point across without resorting to vulgarity or blasphemy.

Here is a list of suggested 'colorful phrases' that you can use:

- Doggoned or daggone "Dog-gone it! Will you people stand still!"
- Freaking "I can't believe what a freaking' mess you left!"
- Pig-lipped son of a gun "Come on, you pig-lipped son of a gun, fly!"
- Gee whiz "Gee whiz, that sure hurt a lot."
- Jeez O'Pete "Jeez O'Pete you Cadets make me angry."
- Holy smokes "Holy smokes! We're going to crash."

Some of those are pretty lame, but the basic point is sound. You really can't be vulgar toward or in front of your Cadets. It isn't necessary, it isn't professional and it can be a Cadet Protection Program issue.

So, use the phrases listed above, make up your own, or don't use colorful language at all. Just keep it clean.

Cliques And Cadres

Whenever people group, they have an unfortunate tendency to form cliques (*clicks*). Cliques are small, exclusive groups of people that have something in common. The problem with cliques is that they are exclusive. Membership is often (mostly?) more of a matter of popularity than anything else.

Cliques will damage a squadron for the very simple reason that a squadron should be one large family and team, not a bunch of little groups. Cliques discourage understanding among members of the larger group and, by their exclusive nature, can be very damaging to the esteem of the 'non-members.'

Cadres are a concept that you should be familiar with, although you may not know that term. A cadre (*cah-dray*) is a group of experienced personnel who are capable of leading and training others. This concept was introduced earlier as the Corps of NCOs. The Corps of NCOs is merely the cadre of NCOs. NCOs and officers are often referred to as the Cadet Cadre, because they are the most experienced Cadets.

While cliques and cadres are both groups of people, there are big differences in how they are formed and how they affect people. The members of a clique set themselves

apart and see themselves as special. Their only validation is how others view the clique. And part of what makes them feel they are better than those around them is the fact that they exclude those they don't want.

On the other hand, a cadre is composed of highly trained, accomplished people who's job is to lead and train others. They aren't setting themselves apart to show their superiority. Rather, their abilities naturally set them apart. Unlike a clique, a cadre is always willing to accept new members, and will do so with open arms once another individual has begun to progress their level of training and expertise.

Members of a cadre will naturally tend to group together. Since they have the most in common and have been together the longest, it is natural they will want to spend time with each other. This won't cause a problem with junior Cadets under normal circumstances, as Cadets will understand that they are different and a little bit special because of their rank and time in the Program. Every Cadet should aspire to someday gain the respect of the Cadet cadre and join their ranks.

The only caution is that the members of the cadre should be *very* careful not to turn the cadre into a clique. As an NCO, you will more than likely be a member of your squadron's cadre. Make sure that you are all open to welcome new NCOs into the fold. Don't specifically exclude junior Cadets from the group, but Cadet airmen shouldn't be spending too much social time with Cadet NCOs anyway.

Finally, there is a tendency for the cadre to include those Cadets who have been with the program for a while but have failed to progress. They have a natural tendency to want to spend time with their peers. However long they have all been in the Program together, their peers have passed them by in the only way that really matters - their peers have promoted and they haven't. Don't allow these 'older' junior Cadets to hang around with the NCOs. That will seem to be favoritism to the newer junior Cadets and will turn the cadre into a clique. Besides, being cut off from their contemporaries may force the 'older' junior Cadets to reevaluate their commitment to the program and either shape up or ship out.

Assuming A Leadership Role

When you are new to a squadron or new to a leadership role within a squadron, you have a special set of challenges to face and decisions to make. It is important that you make a good impression with your superiors, peers and subordinates. Part of that impression is, of course, how well you do your job. But a big part of that impression is going to be *how* you do your job.

Many people feel that the best way to assume a new position is to sit quietly for a while, figure out what's going on and then begin to act. Others believe that you should blow into a new position like a spring thunderstorm and only back off once things are running your way.

The best path is probably both of these, but at the right time.

Obviously if you are coming into a leadership position in a finely-tuned, efficient unit, you don't want to immediately begin exercising your authority and making big changes. If things are working well try to understand how they work and why. Then try to adapt your style to fit into the existing organization. Eventually, when you and the unit have learned to work together, then you can begin influencing changes you feel would improve the squadron even further.

On the other hand, if you are inheriting a position from a weak leader, a misguided leader or an incompetent leader, you may need to start right off knocking things back into shape. Let it be known in no uncertain terms that there are standards to be met and missions to be accomplished and that's what's going to happen. Be firm and unyielding at first. Then, after things are starting to go the right way, you can begin to relax.

Obviously, a path somewhere in the middle is going to be the most commonly used. However, you should now have an idea of how to go about settling in to a new position.

Ethical Leadership

(Concepts from "Military Leadership" FM 22-100)

Ethics is knowledge of right and wrong. Ethical behavior is doing the right thing. Ethical leadership is doing the right thing when you are in charge and teaching your people to do the right thing.

Ethical leadership is essential. If you fail to do the ethical thing when leading your Cadets, you will either lose their respect or establish an environment where lax ethics are expected. It is also important to teach your people the correct ethical decisions in complex situations.

If you ever have any questions relating to ethics, you should talk to your chaplain, your Moral Leadership Officer or your Commander. Your ethical training in the Moral Leadership Program is their responsibility. They should be able to help you answer any questions you may have.

- **Be a role model.** Always do the right thing, even when it is inconvenient or costly.

There is no excuse for compromising your ethics. And, as mentioned above, it is essential for a leader to behave in an ethical manner at all times.

- **Develop your subordinates ethically.** Make decisions and provide training that will help them develop ethical values. Whenever there is an ethical component to a decision, discuss your decision with your Cadets. You should make an extra effort to discuss things when the wrong decision was clearly easier or attractive in some way. You Cadets need to know why you made the decision you made, even if you only tell them, “It was the right thing to do.”
- **Avoid creating ethical dilemmas for your subordinates.** Any time you issue an order or give advice, make sure that it is in keeping with the ethical values you have been taught and are teaching. For instance, if a piece of equipment comes up missing, don’t tell your Cadets, “Replace it, I don’t care how.” If they are unable to find an honest way of replacing it, they will have to resort to dishonesty. This, of course, is a violation of the Honor Code, and at odds with your ethical training. It is also teaching your Cadets that unethical behavior has its rewards and is sometimes preferable.

When Your Friends Succeed

(From “Finding Your Strength In Difficult Times” by David Viscott, published by Contemporary Books.)

We all wish our friends well, but not that well.

Don’t be put off by this. You’re only human. You want your friends to succeed, but when they do and you are not sure of yourself, you fear being shown up.

When you feel down about yourself, it’s easier to tolerate hearing about a friend’s misfortunes than his or her successes.

Because your friends are closest to being like you, their success makes you question yourself.

“Why not me?” you ask. We all feel this way.

Nothing alienates people quite like success.

It is lonely at the top.

Your friends need to celebrate their success without feeling that they are intimidating you and to share their failures without your taking secret satisfaction from them

Allow your friends to confide their success in you without becoming envious of it or asking to participate in it.

Just say, “No one deserved it more.”

You’ll probably be right

You’ll certainly be a friend.

What To Hear When You Listen

“There’s a sucker born every minute” – P.T. Barnum

One of the qualities of a good leader, and therefore of a good NCO, is openness. Openness is a state of being where one is receptive to new ideas and thoughts. Openness makes it possible for a person to incorporate new ways of doing things and new ways of looking at things easily and quickly. It also allows leaders to evaluate and accept new ideas from subordinates, peers and superiors alike.

However, you should take care not to be gullible or cynical. There is a fine line between openness and gullibility. Gullibility is when a person will believe anything, no matter where they heard it or how outlandish it sounds. The opposite of gullible is cynical. Cynicism is believing the worst thing in every situation or believing nothing at all. It is also important not to be too cynical. This section is about the approach you take to keep yourself from being too gullible and too cynical.

An NCO, or any person who is gullible will have a tendency to make decisions and form opinions based on far too little information or information that is badly flawed. Likewise a cynical person will tend not to trust anyone, or to believe the worst in every situation, and base their actions accordingly. It should be obvious that opinions and decisions made for the wrong reasons are something a leader should avoid!

Rumors, Innuendoes and Things Left Unsaid

“I don’t care what people say about me as long as it isn’t true” – Audrey Hepburn

We’ve all been in a situation where someone says something completely outrageous that they ‘heard’ or ‘read’ somewhere. Often it’s about a famous person, sometimes about an organization, sometimes about someone we know. Often these little stories are amusing, sometimes just unbelievable and sometimes they can be damaging.

Sometimes we’d like to believe these things, sometimes not. They can make events and the lives of others seem a lot more fun and interesting. The unfortunate thing is that

they can also, on occasion cause a great deal of harm. Especially to the reputations of people who have had things said about them.

There is a class of these stories that are becoming popular as 'urban legends'. These are the stories that everyone has heard, but no one has ever experienced first hand or talked to someone who experienced it first hand. You always hear it from someone who knows someone who is related to someone whom it happened to. You'll never hear these type of things as 'it happened to me'.

An example of an Urban Legend you may have heard is that certain drugs, LSD in particular, are distributed as water-based tattoos. According to the legend, children mistaking these for the types of tattoos found in cereal or CrackerJacks, might lick them to apply them to their skin and receive a dose of the drug. This has been exposed again and again by responsible authorities as an Urban Legend. Yet it continues to resurface in a different part of the country every few months.

You may have also heard about the famous rock musician who had his skeletal structure surgically altered. This, too, is a complete falsehood. Or you may have heard that HIV infected needles are being put into the change doors of pay phones with a note that says, "Welcome to AIDS". Also untrue.

In order to expose or debunk stories of this type, it is important to try to find out the original source of the story. If you hear it from someone who heard it from someone else, that's pretty flimsy. Or if you hear it from someone who 'read it somewhere', that also shouldn't be taken too seriously.

Another thing to try it to look for logical flaws in the story. Why would a big rock star have his body altered in such a major way? And if needles were being put in pay phone slots wouldn't you hear about it on the national news? These are the type of things that should make you go, 'Hey, wait a minute. That sounds kind of stupid.'

The same thinking should be applied to less outlandish, but more damaging stories. If you hear a rumor about someone and it doesn't sound likely, or no one you've heard it from has first hand knowledge of the subject, it's probably not true. No matter how 'juicy' it is! In fact, the better the rumor is, the less likely that it is true.

There is a particular type of partisan media that is popular right now. Partisan, in this case, means slanted in one direction or another. There are both print and broadcast forms of this media, but you're probably most familiar with the radio personalities. Possibly the most famous of these is a man named Rush Limbaugh. Mr. Limbaugh, and others like him with all sorts of opinions, are not reporters. They are actually commentators or, to use a big word, ideologues. They have absolutely no reason or interest in presenting fair, unbiased stories to their audiences. Everything you hear on these types of programs and everything you read in these types of magazines and newspapers is presented with the idea of achieving a goal. That goal, of course, is to sway your opinions and get you to believe in their particular views on things.

When getting news it is important to remember that news is a business. All forms of media make money by getting people to buy their product. Therefore, the more interesting the news is the more likely people are to buy it. This is a leading cause of sensationalism in the media. Sensationalism is the reporting of items or stories that truly aren't ready to be reported, but they're so interesting or sordid that they are rushed to the public. Or, even worse, they're minor stories of little interest and less fact that are blown out of proportion. The rash of scandal reports, especially from government, is a good example. These stories are shown because they're lurid. These stories can blossom from rumor to national crisis in a matter of hours.

In the end, it often turns out that these crises were created over very weak rumors. They often turn out to be something much less than they were originally made out to be. In such a case, the story generally goes quietly away without any of the people who stirred up the fuss coming forward and saying, "Sorry. We were wrong. It was no big deal." This is irresponsible because it leaves the public with the impression that there really was something going on.

The entire point of this is to illustrate that you should always take your news with a grain of salt and from multiple sources. Whenever anyone is presenting a particularly good or bad picture of *anything*, ask yourself what their agenda is. What does that person, or his organization, have to gain by me believing everything he's telling me? If you can understand why people say the things they say then you're a great way along the road of understanding what you can and can't believe.

Gathering news and opinions for different sources is also a good way to get at the real truth and try to see both sides of an issue. For instance, if there is a scuffle going on over the building of a dam, try to read something representing both the viewpoints of the people who are for and the people who are against the dam. Then, based on your personal feelings and your evaluation of what you read, you can make an informed decision on what you think of the matter.

Finally, when you hear something potentially damaging about someone you know, try to get to the bottom of the story. How likely is it? Is it something you can ask them

about? If you can't even ask the person about the truth of the rumor, you certainly shouldn't spread it around. If you know it is incorrect or just seems too crazy to be true, you should do your best to discourage the spreading of the rumor. Not only are rumors indefensible, because the person being talked about isn't there to tell their side, but they often grow in the telling or get garbled, like a game of 'telephone'.

As a leader, and as a citizen who will someday have the right to vote, it is your responsibility to evaluate all sides of an issue and make sure that what you're hearing is fair and balanced. Without taking the time to find out what's really going on, you could make a mistake that can have a great effect on you and those around you. You have a responsibility to yourself, your Cadets and eventually your country to be as well informed as you can at all times.

Pointers for Professionals

"Every calling is great when greatly pursued." – Oliver Wendell Holmes

Don't be cocky. A little swagger and straight back are the marks of a good NCO, but don't overdo it. Everyone in CAP has someone who outranks him, including you. Don't force that someone to embarrass you to take you down a notch.

Do your best to give your superiors confidence in you and your abilities. Bring all of your skills and efforts to bear on each task and problem presented to you.

Be friendly with everyone. This includes superiors, subordinates and your peers. All of the best NCOs have a twinkle in their eye and a ready sense of humor. If you walk around barking at people and being unpleasant, no one will want to know you. That means superiors won't want to work with you and subordinates won't want to work for you. However, don't be too friendly! Among juniors this will lower your prestige and among superiors it will seem as if you are currying favors (kissing up).

Use your rank to solve problems and get results, not to ensure your own comfort or inflate your own ego. You were given those promotions because you earned them and because CAP needs you. Do your best to measure up to what is expected and the standards that have been established by those who held your rank before you.

Don't make excuses. If there is a problem caused by a mistake or oversight on your part, admit it. Your superiors will have far more respect for you if you are honest and admit mistakes and ignorance. Rather than punish you for failing, they are far more likely to try to educate you and give you another chance. Your superiors want you to succeed!

Keep you superiors informed. No one likes unpleasant surprises. Your superiors are far more likely to take bad news in stride if they are aware ahead of time that things are not going according to plan. Also, if you do run into a snag or an issue comes up, your superior may have a solution that will get everything back on track.

Don't complain or criticize, be optimistic. No one likes to hear someone who does nothing but complain. An NCO who complains will actually damage the moral and *esprit* of his people. On the other hand, someone who is constantly upbeat and optimistic will help his people keep going through difficult tasks.

Be attentive to duty and don't be afraid to work. Make sure you know what your duties are and do them! Being a leader is work, make no mistake about that. It is work to constantly be on the lookout for sloppiness on the part of your Cadets, it's work to handle the extra administrative duties that come with staff positions, and of course, as an NCO you're low enough in the scheme of things that you often find yourself doing the dirty work alongside your Cadets. None of this will kill you, but if you excel it will not only make you a better NCO and Cadet, but a better person.

Be easy to find. One of the most frustrating things for anyone is to have to hunt high and low for a junior. This is especially true when time is important. You should know this by personal experience! Be easy to find! Avoid hiding out when you are 'on duty'.

Think and prepare ahead of time. Try to know what you're likely to need for a given activity or situation. This not only includes items, such as equipment, but also training and knowledge. For instance, if you know you're going on a winter bivouac, try to learn as much about cold-weather survival as possible before going.

Learn to control and hide your feelings. This means in front of your superiors and juniors. The amount of damage you can do to your relationship with your superiors or the *esprit* and morale of your juniors with your expressions is almost incalculable.

Be alert. Almost as important, always try to look alert.

Do everything thoroughly and enthusiastically. Apply your imagination to every job. Don't confine yourself to doing just exactly what you are instructed to do; try to do a little more than you are told to do. And go out of your way to do it right.

If you are asked a question and don't know the answer, don't bluff or reply, "I don't know." The right response is "I'll find out."

Don't procrastinate. Do your duties and tasks immediately and get them out of the way. Be available for more assignments. Your superiors will know that you can be

counted on to get things done and they will entrust you with more and more responsibility and authority over time.

Never pass an opportunity to keep your Cadets shaped up. Keep an eye out for details such as haircuts, posture, correct wearing of the uniforms, customs and courtesies, etc. These "little things" are the very things that NCOs are supposed to attend to.

Stand up straight - don't lean. Keep your hands out of your pockets and see that the Cadets around you do the same. Never chew gum when in uniform or walk while drinking or eating.

Stay out of cliques, don't take sides, don't gossip. While this behavior may work you in with one group, it will certainly put you on the outs with another. As an NCO you are a leader to all junior Cadets and a follower of all superior Cadets and Seniors. You should have as good a relationship as possible with everyone around you.

Don't "tear down" senior NCOs or any of your officers or Seniors. One of your most important jobs is to support your superiors, not to disrespect them.

Don't hesitate to make suggestions. No one knows all the answers or always has the best way to do things. However, if your suggestion is rejected, don't be petulant or get discouraged. Simply do the job the way you were told and don't hesitate to continue making suggestions in the future.

Don't criticize the organization in front of non-members. It is the ancient right of 'soldiers' to complain about their units, but it should be done in-house; not in public.

Always keep your eyes open for likely new Cadets.

Know where to find information. Take the time to read through every manual related to the Cadet Program, no matter how boring it is. Don't try to memorize the information you find, just try to get a feel for what information is there and where to find it. Then you'll have a handle on turning up pieces of information that others will tell you isn't even in the books.

Make every order your own. Don't say, "Captain Smith wants us to unload this van." Go to your people and say, "Let's get this van unloaded."

INSPECTIONS

A General Guide For Being Inspected

Inspections are a fact of life in CAP, just as in the armed services. They are generally considered disruptive and annoying, and they certainly can be! However, they actually exist for the very real and valid purposes of providing superiors with a way to see the status and progress of their people and their organizations; and to let everyone know what is expected of them.

As a Cadet, you will most likely be concerned with personnel inspections. These are your standard uniform and grooming inspections. There are, of course, other types of inspections. Every department in CAP, personnel, supply, admin, testing, and so on, is subject to inspection. Each department has certain standards within its area that must be met. An inspection is an obvious way to ensure that everyone knows what those standards are and that they are being met.

It is important that you prepare for the correct inspection. If there is a blues inspection coming up, and you have everyone work on their utilities, there are going to be some very unhappy Cadets in your squadron!

If you are preparing for an inspection by someone else, begin preparing by thinking about what you would look for if you were inspecting. Let's take a hypothetical room inspection at an encampment. You know that the squadron commander and First Sergeant are going to be inspecting each room. Review the materials you have indicating the standards for cleanliness and arrangement of your room. Then inspect your room with an eye toward those things. This should give you some idea of what to look for as you supervise the preparation with your Cadets.

Get your subordinate leaders involved. If you're the flight sergeant you have element leaders who work for you. Get together with them and explain what the inspection is going to be, what they'll probably be looking for and why it is important. Then send them on their way to work with their elements.

During the preparation, be visible and active. Check around and offer advice and assistance. Be a presence for your Cadets. It will let them know that you care about their success. It will also give you an opportunity to do a pre-inspection and look for things that are amiss.

When the inspector arrives, you should report that you are ready for inspection and follow him through. Take careful and copious notes. You want to have as much information as possible. Ask for clarification from the inspector if he says something you don't understand.

After the inspection has concluded, have a meeting with your subordinate leaders and turn your notes into corrective actions. You may want to have a meeting with all of your people, especially if the inspection went particularly good or bad. Have these meetings and begin on the corrective actions quickly, while the inspection is still fresh in everyone's mind. Remember, if the problem areas are not corrected, you have failed in your job as an NCO.

A few other things to keep in mind.

You should set the example for your unit. Your uniform should be the sharpest, your room the cleanest. NCOs lead by example, be a good one.

Don't embarrass your Cadets during the inspection. Don't berate them in front of the inspecting officer and don't point out discrepancies or ask them questions they don't know. Your job is to build your people up, not to make them feel stupid.

Inspect everyone. If someone has spent time and effort preparing for an inspection, make sure that they get inspected. Nothing is more frustrating than wasting time. Also, make sure that people who are normally overlooked are prepared, such as people on work details.

How To 'Host' A Personnel Inspection

You will generally present your unit to the inspecting officer before doing anything else. You may walk on to the inspection area or the inspecting officer may approach you. In either case, you should place your unit at attention and report by saying, "Sir, Alpha Flight reports for inspection."

At this point the inspecting officer will instruct you to prepare your flight for inspection. Follow the instructions in section 4-5, 'Open Ranks', of the 50-14. Keep in mind that the flight commander should step off as soon as the command 'Open Ranks' is given and that he should proceed *by the most direct route* to align the first elements. Don't square those corners!

When the unit has completed the 'Close Ranks', you are done and are free to move your unit off the drill deck and continue the schedule.

How To Inspect Personnel

Here are a few tips for conducting a personnel inspection.

You should work out a path for your eyes to take on each Cadet you inspect. For instance, start at the emblem on the flight cap. Check the fit and wear of the cap. Check the hair. Move your eyes down and check the shave.

On females check the earrings and makeup. Check the shirt, starting at the cutouts, the sleeve patches, the press on the sleeves. Then the placement of the name tapes or name plate and ribbons. Then gig line, the belt and belt buckle. Check the fit of the trousers or skirt at the waist, check the press of the trousers or skirt, finally the length. Check the shoes and hose or socks. Each Cadet should be inspected in the same manner to allow you to fall into a rhythm.

As you finish with an element and pass to the next, be sure to inspect the backs of the Cadets you just inspected. Look for haircut, press, uniform fit and trouser or skirt length.

As you inspect, ask the Cadet questions. They can be about anything, but should generally be about Cadet Program subjects. You should always ask the Cadet if they have their ID card on their person.

If you see a discrepancy, you can ask the Cadet about it, but be prepared to ignore the answer. The only reason you want to ask about a problem is to let the Cadet know that there's a problem and to let the Cadet know that you know there's a problem.

Most squadrons will have 'grading' sheets to use for inspections. Most will probably have a series of boxes from 0 to 10 or some such. That's useless. A Cadet's appearance is either outstanding, average or unsatisfactory. If their uniform is wrinkled, that's an unsatisfactory press. If it looks like it was ironed, but that he's been wearing it this evening, that's average. If it looks like the Cadet and the uniform just stepped out of the laundry, that's outstanding. You should grade you Cadets based on that.

You will probably have someone taking notes for you as you inspect. Regardless of if you or someone else is doing the writing, make sure that you give the Cadet his grade loud enough for him to hear it. There should be no mysteries. And if you are going to give a Cadet an outstanding or unsatisfactory rating on an item, be sure to briefly explain why.

When you have completed your inspection and you go around the last element, walk slowly to the front. The unit leader must go ahead of you to call his unit to attention before you can complete the inspection. Be sure you give the unit leader a critique of how his Cadets looked, overall. If he has followed you through the inspection, he already knows what you think, but it never hurts to reiterate.

Inspecting Hygiene

Cadets can be animals. You probably were one when you were a young Cadet. This is especially true of Cadets who are young and away from home for the first time. Without someone reminding them to do the basics of taking care of themselves, they often won't.

So, it is important, especially at activities, to make sure that your Cadets are keeping themselves clean. While you are inspecting them, if they have an unpleasant odor or if they smell too much like deodorant or cologne, it can indicate they aren't showering often enough.

A Cadet's hair should be clean and shouldn't have an excessive amount of 'hair products' in it.

Check their fingernails and the backs and palms of their hands. Their hands should be clean and their fingernails should be trimmed. Look in their ears and at the backs of their necks. These are also places that will often be dirty if a Cadet isn't washing.

If their breath has a sour odor, ask them if they're brushing their teeth. It may be they've forgotten to bring a toothbrush.

Check female Cadets as well as the males. While it is a given that females will generally be better about such matters than males, equal attention should be given to everyone.

Suggested Inspection Items

The following is a suggested list of inspection items. Please feel free to add or subtract (or ignore) at your leisure.

- ID Card
- Uniform completeness – *Are all required uniform parts present?*
- Uniform fit – *Is it too snug, too loose, too long, too short?*
- Uniform preparation – *Look for cleanliness, threads, press.*
- Attachments to uniform – *Complete, serviceable, worn properly.*
- Hygiene – *Body odor, bad breath, cleanliness of hair, fingernails, ears.*
- Haircut/hairstyle
- Shave/cosmetics
- Jewelry

- Gig line
- Shoes

KNOWLEDGE

Rote memorization of essential information and obscure sayings is a tradition of many organizations. It can not only be useful, such as memorizing the Cadet Oath or Newton's Laws, but fun, as in "How's the cow?" and "What is the Civil Air Patrol?"

These phrases are assigned to new Cadets and asked during inspection. The Cadet is expected to know them and to be able to shout them loudly. Having to respond in front of their peers gives Cadets an added incentive to learn them and shouting them loudly will help develop the command voice, learn self-confidence and *esprit de corps*. While learning them, it is often useful to have the flight recite them together, the challenge of being louder than another flight can be a source of fun, quick inter-flight competition on a meeting night.

The section provided, "The Panic Button", has phrases that have been handed down for decades. Use them, change them, remove them and add to them as you will. You may want to add phrases that will help in various aspects of the Cadet Program, such as the Newton's Laws or the title for each regulation ("What is CAP manual 52-16?").

The Panic Button

Q: How is the cow?

A: She's fine sir.

Q: Tell me about her.

A: Sir, the cow, she walks, she talks, she's full of chalk. The lacteal fluid extracted from the female of the bovine species his highly nutritious to the nth degree, sir.

Q: What time is it?

A: Sir, I am deeply embarrassed and greatly humiliated that due to unforeseen circumstances over which I have no control, the inner workings and hidden mechanisms of my chronometer are in such great disaccord with the Great Sidereal Movement above by which all time is commonly reckoned, that I cannot with an great degree of accuracy state the correct time. But, sir, without fear of being too greatly in error, I would state that it is ___ minutes past the ___ hour, sir.

Q: What is the definition of drill?

A: Sir, drill is the organized movement of the mass, sir.

Q: What are the Six P's?

A: Sir, the Six P's are: Proper Prior Planning Prevents Poor Performance, sir.

Q: What is the Civil Air Patrol?

A: Sir, the Civil Air Patrol is that hard nucleus of ever-ready volunteers around which the United States Air Force forms in times of great national emergency, sir.

Q: Where are you now?

A: Sir, I am in the known universe in the right-hand quadrant of a galaxy known as the Milky Way on the third planet of a class G-5 sun in a system known as the Solar System. I am in the western hemisphere on the North American continent of that planet in a country designated as the United States of America in the state of ____, the county of ____ and the city/town of ____ at the site of the ____ Squadron, sir.

Q: What is the CAP Motto?

A: Sir, the CAP motto is *Semper Vigilans* - Always Vigilant - Sir.

Q: What is the Cadet Oath?

A: Sir, the Cadet Oath is "*I pledge that I will serve faithfully in the Civil Air Patrol Cadet Program. That I will attend meetings regularly, participate actively in unit activities, obey my officers, wear my uniform properly and advance my education and training rapidly to prepare myself to be of service to my community, state and nation.*" Sir.

Q: What is the mission of the Civil Air Patrol?

A: Sir, the mission of the Civil Air Patrol is to voluntarily use its resources to meet emergencies, to encourage aerospace education of the general public, and to motivate selected young men and women to ideals of leadership and service through aerospace education and training, sir.

Q: What is the Cadet Psalm?

A: Sir, Blessed is the cadet that walketh not within the limits of this headquarters, nor standeth in the way of Seniors, nor marcheth off demerits. But his delight is in the law of

the Regulations, and in this low doth he meditate both day and night. And he shall be like a tree planted by the rivers of knowledge that braceth upright in all seasons' his uniform shall not wrinkle; and for what so ever he doth wrong, he shall payeth dearly. For the Commander knoweth the way of the 7.0 troop, and the way of the non-req shall perish, sir.

Q: What is Skinner's Constant?

A: Sir, that quantity which, when multiplied by, divided into, added to or subtracted from the answer you got give you the answer you should have gotten, sir.

Q: What is Zymurgy's First Law of Evolving Systems Dynamics?

A: Sir, once you open a can of worms, the only way to recan them is to use a larger can, sir.

Q: What is the Law of Selective Gravity?

A: Sir, an object will fall so as to do the most damage, sir.

Q: What is Jennings' Corollary?

A: Sir, the chance of the bread falling with the buttered side down is directly proportional to the cost of the carpet, sir.

Q: What is Barth's Distinction?

A: Sir, there are two types of people: those who divide people into two types and those who do not, sir.

Q: What is the Rule of Projected Schedules?

A: Sir, the first 90% of the task takes 90% of the time and the last 10% takes the other 90%, sir.

Q: How do you feel?

A: Sir, I am full of joy, boundless enthusiasm and endless good humor, sir.

COUNSELING

Counseling comes in two flavors: formal and informal. Of the two, you are likely to do informal counseling far more often than formal. In fact, you will probably have a need to do informal counseling at nearly every meeting or activity.

As a general rule, if you are doing anywhere near as much formal counseling as informal counseling, you have a problem. Either you have the worst behaved Cadets in the history of CAP or you are far too eager to create paper on someone.

Informal Counseling

Informal counseling consists of nothing more than pulling someone aside for a quiet word about some problem they're having. It can be done on the spur of the moment about something that happened only a second ago. In fact, this is probably the best use of this type of counseling.

The important thing to remember about informal counseling is to use the Golden Rule of Counseling – praise in public, reprimand in private.

Don't ever bite a big piece off of someone in front of everybody. It will embarrass them unnecessarily and can destroy their self-esteem. It will also make you seem like a complete tyrant. No one wants to work for someone who will make them feel stupid in public if they do something wrong.

There are only a couple things to keep in mind when informally counseling someone:

- **Counsel them for something immediate and specific.** When you talk to them, it should be about something that just happened and can be immediately corrected. Perhaps they're giving the instructor a hard time or not paying attention. Talk about just that and nothing else.
- **Practice two-deep counseling.** If it is at all possible, have another NCO, a Cadet officer or a Senior member with you while you counsel just to keep everyone clear about just what was discussed. No one wants to hear later that they're accused of being abuse or harassment when it simply didn't happen.
- **Get it over with and get back to work.** Once you've said your piece, send the person you're counseling back to what he was doing. Don't stretch it out.

As you can see, informal counseling is short, sweet and to the point. If you need to cover more ground or discuss things more in depth, then it's time for a formal counseling session.

As an NCO and leader, your ability to make an impression upon the Cadet you're counseling is vital. You have the most daily contact with your Cadets and the informal counseling is a daily kind of discussion. Incidents that should receive an informal counseling and don't get one could easily escalate and lead to a need for a formal counseling session. If that is the case, you've failed to perform your duties as an NCO to the squadron and the individual you should have talked to.

Formal Counseling

Counseling is an unfortunate but very important part of the responsibilities of anyone in a leadership position. Sure, no one likes to counsel others about their behavior or performance. But sometimes it's simply unavoidable. If major problems with conduct or performance are allowed to go unchecked, the situation can quickly become critical and your unit can lapse into chaos.

The Basic Counseling Steps

- **Describe the problem.** Be very specific when you call someone into your office. Don't say "I've heard you've been a troublemaker." Say, "Last Tuesday you were insubordinate to C/1Lt Smith. You missed the PFT and you were late for the meeting three weeks in a row." You have to have be prepared to be specific, as many individuals will try to defuse the situation by clouding the issue. Collecting written reports from the others in question is probably the best solution.
- **Explain why this is a problem.** The individual being counseled may honestly not understand what you are so upset about. It is up to you to explain your point of view to him. He must understand why you feel his behavior is incorrect. Make sure you tell him the whole story, why it's bad for him, the unit and the organization, if appropriate.
- **Allow him to talk.** Tell him that what he says is completely confidential and won't get him in any further trouble. Find out if he has anything to say. He may not have understood what he was doing wrong. Normally, he will either say nothing, accepting your judgement, or he will attempt to 'weasel' and blame others. Listen politely and discuss his viewpoints. Never lose sight of the goal of this session, which is to get him to correct a *specific behavior*, regardless of the reasons for that behavior.
- **Discuss corrective actions.** You need to very clearly describe the minimum

acceptable behavior and when he is expected to meet that goal. If he is to pass a test within a month, tell him that very specifically. If he is to keep his nose clean for a month or be suspended, tell him that. There can't be any gray areas.

- **Outline punishments.** Tell him what will be the result if he fails to correct his behavior. Be very specific. Again, there can be no ambiguity or it might lead to trouble later.
- **Talk up the good things.** Tell the Cadet why you would rather have him improve than fail. Remind him that counseling isn't any fun for you either. Review his past accomplishments. Tell him what you'd like him to accomplish in the future and why you want him as a member of the squadron. Ask him what he'd like to accomplish in the next year. By discussing plans covering the next few months, the Cadet will lose that sense of 'impending doom' that the counseling has given him.
- **Review the entire conversation, complete any paperwork.** Briefly restate the entire conversation. If you have to take notes to accomplish this, do so during the session. If you are going to have the Cadet sign any paperwork, such as a counseling form, do so now. Make sure that the Cadet understands what he did wrong, why it was wrong, what you expect from him, what will happen if you don't get that and why you appreciate him.
- **End on a good note.** The idea is to send the Cadet away with a renewed incentive to do the right thing. While it's true that you have just threatened him with punishment, it is also true that you can motivate him before he leaves. Make sure you do.

Tips And Pointers For Successful Counseling

- **Don't let him 'weasel'.** Don't let the Cadet redirect the conversation or try to point to outside influences as the cause of his actions. Unless someone put a gun to his head, he is totally responsible for his own behavior.
- **Practice two-deep counseling.** Make sure there is someone else present whenever you have a counseling conversation or meeting with a Cadet. This will provide a third party to prevent later problems with contradictory recollections of what was said or how.
- **Advise your superiors that you counseled someone.** If you go through the effort of counseling with this method, as opposed to a quick correction, you should inform your superiors. They need to know what is going on with the Cadets. Share any notes or paperwork that came out of the session.
- **Keep notes.** Notes serve several purposes. It helps you to clarify your thoughts. If you jot down what you want to discuss before the session, you can check them off as you go along. Taking notes as you go along lets you look at what you've covered so you don't miss anything. At the end of the session, they are convenient for a quick recap of the points covered. And, finally, taking notes and having the Cadet or the observer sign them verifies what was discussed for future reference.

Being Counseled

From time to time you will need to officially counsel someone. This could be due to performance at some aspect of their duties, their behavior or their progress through the Cadet Program. The previous section told you how to go about counseling someone else. Of course it could someday be you who is being counseled. Failing that, you are almost certain to be corrected on some deficiency at some point in your life. No one is perfect! This section is designed to give you the basic keys you need in order to receive a counseling and come out smiling.

Let's face it, someone thinks you did something you shouldn't have, or didn't do something you should have. The chances that you're going to change their mind are slim to none, so arguing is senseless. At this point your best bet is to simply take the chewing and try to get as much out of it as you can. If you handle the situation correctly, you may actually come out ahead.

Few people enjoy counseling others. Those that do probably have something wrong with them. People in charge mainly just want everyone to be happy, to get along with each other, and to get the job done. If something interferes with any of these three primary goals, someone is probably going to be talked to about it. Occasionally, you may be that someone.

The biggest hurdle to being counseled effectively is your ego. No one likes to be told they did something wrong. It's embarrassing and diminishes your self-worth and stature in your own eyes and perhaps, in the eyes of others. However, the person who is counseling you is *not thinking about that!* He just saw something wrong that he wants you to fix. He doesn't want to make you feel like a bozo. Feeling bad is your perception of the situation, not his.

There are things to do and things not to do when you are being counseled. These hints can make a counseling session a terrible thing or something quick and easy. They

can mean coming away feeling abused and unappreciated or energized and redirected. If you are being called into someone's office for a little chat, take a minute or two to review these things and apply them while they're fresh in your mind.

- **Listen to what is being said.** Far too often we close our ears and minds when we are being counseled. Instead of trying to understand what is being said, we're mentally arguing. Without being receptive, you can't understand the problem and get it fixed.
- **Don't be defensive.** There are two reasons for this: if you're defensive you're trying to find ways to protect yourself (and your ego) instead of trying to find ways to improve yourself. The second reason is simple: the large majority of the time, if you are being counseled you are in the wrong about something. Therefore, there is nothing to defend. If you've done something wrong, stand up like an adult and take the hit, learn from the experience and continue the march.
- **Accept responsibility.** Don't blame the situation on the weather or Cadet Smith or Senior Jones (who doesn't like you). Listen to what is being said to you. If you have made a mistake, admit it. Even if the mistake wasn't yours, accept responsibility for the solution.
- **Don't try to control the situation.** Because in most cases you'll be counseled for something you've actually done, the best thing to do is let the other have their say, try to learn what you can and get the whole thing over with. If you try to argue and drive the conversation, you'll only prolong it. If you do 'win', you don't actually win. What you actually do is give the person doing the counseling a feeling that you're uncooperative and not willing to improve.
- **Don't play the victim.** You're not being counseled because nobody likes you, or because all the staff has it in for you or because the Cadet Commander is the Wing Commander's kid. You're being counseled because somewhere along the line you made a mistake and someone thinks you're worth trying to save. No one put you in the situation you're in except you.
- **Be willing to learn and grow.** A counseling session should be a learning experience. The chances are that whatever you did to earn the counseling was not something you thought would turn out this way. You thought what you were doing was the right thing to do. Or, at the very least, you thought it was no big deal. Obviously you were wrong. Your job now is to learn, mainly about yourself. Try to understand how others perceive you and your actions.
- **Give proper visual cues.** There are certain things you should and shouldn't do with your body language in these situations. Smile, move your eyebrows, tilt your head, lean forward, relax your arms. These things indicate that you are friendly, open and receptive. The person counseling you feels that he is getting through and he won't feel a need to belabor the point. Don't frown, furrow your brow, lean away or cross your arms. These indicate that you disagree or aren't listening. No counseling session is going to go well when these are the body language indicators.
- **Give proper verbal cues.** Certain phrases you use can help or hurt the whole process. Often the same sentiment is expressed, but how you say it can make all the difference in the world. For instance, say "I'm not sure I understand what you mean. Could you give me an example?", instead of saying "You're wrong. I never do that!" While in both cases you are trying to find out more information about the what is being discussed, it's merely a matter of how you say it.
- **Ask the right questions.** There are certain questions you almost always want to ask. These will help you get a feel for how things are going outside of this little problem. It will also tell the person counseling you that you care about how you're doing and want his advice. The things you want to ask are: "What parts of my work am I doing well? Where could I improve?", "What would be the best way to approach (solve) this?", "Let me make sure I understand what you mean".

Whenever you are being counseled, think for a minute about how it feels to be on the other side of the desk. When you are counseling, what are your goals? What do you want the other person to say? How do you want them to act? When you are being counseled, try to behave as you would like people to behave when you are counseling them.

Finally, keep in mind, as stated above: counseling is not about diminishing you or making you feel bad about yourself. Counseling is about correcting behaviors to make you more of an asset to the organization and more successful in the program. If you fight the process, the only one who gets hurt is you.

UNIFORMS, CLOTHING AND INSIGNIA

Because of its special relationship with the Air Force, the Civil Air Patrol has been granted the distinct privilege of wearing the Air Force-style uniform. In order for us to maintain that privilege it is important that Civil Air Patrol members wear their uniforms correctly. This requires an unceasing emphasis on the correct wearing of the uniform, careful supervision (by noncommissioned officers especially), and the pride of individual Cadets.

You should have a current copy of the 39-1 and be familiar with its contents. You don't need to memorize it, just make sure that you know how to put together the basic Cadet uniforms and where to find other information when you need it. For instance, if you don't rate any badges or attachments other than ribbons, you don't need to know the correct placement of the NRA shooting badge by heart. However, you should know where this information is located so that you can properly inspect the Cadet in your flight at encampment who does have that badge.

Civil Air Patrol Cadets have a long tradition of looking good in their uniforms. In fact, it has often been observed that CAP Cadets take more pride in their appearance than some active-duty personnel. However, it must be stressed that every Cadet in every unit should take pride in their appearance and do their best to look their best. At times, a unit or Cadet can take the attitude that they're 'E.S. Gods' and that somehow this gives them the right to look like pigs when they aren't in the field. A hallmark of all great organizations, such as the Marines, is how good they perform their duties in the field and how good they look when in garrison. Don't fall into an attitude, or allow your Cadets to fall into an attitude, that makes excuses for inadequate appearance.

Care and Maintenance of Uniforms

Proper care and maintenance ensure a long life and usefulness for your uniforms and also ensure that they may be worn with the justifiable pride that should distinguish any Civil Air Patrol Cadet. No uniform will continue to look its best unless you care for it when you wear it as well as when you stow it. Put on uniforms carefully, keep them buttoned, and keep large or heavy articles out of pockets, so the shape won't be destroyed.

Before pressing, brush away lint and dust, preferably with a flat brush. Don't get your iron too hot. Don't press over buttons - press around them; otherwise they will be pressed into the fabric and will eventually cause holes.

Don't wear an unserviceable uniform. If your uniform is worn, torn or badly faded, check a new one out of supply as soon as possible. Many small flaws can be repaired invisibly, check with your tailor.

Don't make any alterations to your uniform that alter the serviceability or functionality. This includes: sewing pockets shut, removing buttons, and tailoring anything except blue trousers and jackets.

Always wear trousers of the proper size. If you have grown and your uniform is no longer long enough or big enough around the waist, check a new one out of supply. Make sure there is enough room around the waist and thighs to fit you. These should be the areas you concentrate on when going for the correct fit. Don't hesitate to pick a uniform out of supply that is far too long in the legs to get the correct fit around your waist. Trousers can easily be taken up. By the same token, there may be enough material in the cuffs of the trousers so that they can be let down if too short. A trip to the tailor is not very expensive. Certainly no more than the cost of a movie.

If your utilities (BDUs) don't fit, pull the patches off and get a new set out of supply.

Hang your uniforms up when you are through wearing them. A single washing or dry cleaning should last through several meetings, provided the weather isn't too hot. To make week-to-week touch ups easier, hang your shirts and trousers in the closet after you wear them. This will help dissipate body odors and help the wrinkles fall out. Trousers should be hung with a clip-type hanger. Clip them at the bottom of the leg cuffs and allow them to hang upside down. Shirts can be hung on a wire hanger. At least the second button should be buttoned to help the shirt retain its shape. Dress jackets should be hung on a wooden or plastic hanger that has the natural curve of the shoulders. They should never be hung for long periods on wire hangers.

Remove belts and ribbons from your uniforms when hanging them. Put them, along with your cover, into a small dust-proof box or a bureau drawer. This will keep them dust-free between wearings, prevent sun damage, keep them from being damaged due to 'laying around' and keep them looking newer longer.

Carefully clip all Irish pennants (threads) before wearing your uniform. If you take the time to thoroughly clip all threads after you first wash a new set of utilities, you should only have light maintenance thereafter.

If possible, send your utilities (BDUs) out to the cleaners to be starched and pressed. This is somewhat expensive, but worth it.

When riding in a vehicle or sitting for long periods, take off your dress jacket and

hang it or carefully fold it in half down the back and lay it on a flat surface. This will keep it from getting wrinkled.

When traveling or going to a function out of town, take your flight cap rather than your service cap. The service cap is very susceptible to being crushed and is, overall, less convenient to take with you.

Don't tuck your ball cap into your trousers, or any other part of your uniform. Hold it in your hand or lay it down when you aren't wearing it. This will keep it from being crushed and losing its shape.

Care And Maintenance Of Footwear

It is far too common to see someone with substandard shoes or boots. This section discussed how they should look and how to get them that way.

Shoes

There are two types of shoes. Shiny plastic (Corfam) and leather.

Caring for Corfam shoes is easy. You simply shine them with Windex every once in a while and keep the welts clean with a toothbrush. Viola! However, Corfam shoes have disadvantages:

- **They're hot.** Corfam shoes are not particularly healthy for your feet. Leather, having been skin at one time, has pores. This allows your feet to dry and 'breathe'. Your feet can sweat up to a pint of water a day - each. Obviously, shoes that allow more of that to evaporate are better. Especially if you are spending a lot of time on your feet.
- **They're expensive.** Corfam shoes cost an average of \$20 more than leather shoes. And occasionally you can find closeouts on leather shoes that brings the price down by as much as half.
- **One bad scuff and they're ruined.** Get careless for a minute and rub the toe of your shoe across the bottom of a desk or chair and they're ruined. You can never get a deep scuff out of Corfam shoes.

This is not to say that you shouldn't own a pair of Corfams. Corfams are fine for the occasional ceremony or inspection or if you can afford to replace your shoes on a regular basis. Active duty personnel go through a pair of Corfams every three to six months working in an office. Your mileage may vary.

Leather shoes are probably a better choice for a Cadet. And in most cases they're all that is available through supply. The drawback to leather is obvious: it's more work to make them look good.

Boots

Boots are different from shoes, obviously. They have a lot more surface area and they take a lot more abuse. Also, it is much more important to wear comfortable boots. Your boots will build up a lot more hard mileage than your shoes.

There are three types of boots commonly in use.

- **Combat or Jump Boots.** These are boots of all leather construction that rise to a point above the ankle. 'Jump' boots will have a seam across the toe, 'combat' boots don't. The advantages to these boots are that the soles are generally sewn on and can be replaced when worn, often with a heavy lug sole. The disadvantages are that they are heavier than other types of boots and they don't breathe as well.
- **Jungle Boots.** These boots have leather lowers and uppers of various types of canvas. A good make will even have Gore-Tex sides. They will generally have either a lug or 'Panama' sole. The advantages to these boots are that they are lightweight, they breathe well and they dry quickly. The disadvantages are that they get wet faster (except Gore-Tex versions) and aren't as warm.
- **'Hi-Tec' or 'Sneaker' Boots.** These boots have softer leather lowers and canvas uppers. The soles are made of a soft rubber, which provides excellent shock absorption. The advantages of the boots are that they are very lightweight and the shock-absorbing qualities of the sole make them extremely comfortable for long periods. The disadvantages are the soft leather lower shows damage easily and the uppers are generally padded, adding tremendous weight if the boot gets soaked.

The type of boot you wear should depend mainly on what you're doing. If you are spending the day in garrison or expecting to get your feet wet and the weather is not too cold, then jungle boots might be the best choice. If you're going to be carrying a load a long way or doing a lot of cross-country work, then the Hi-Tec might be the best choice.

If you are going to own one pair of boots, it should probably be a standard pair of combat or jump boots. These are the most versatile, although they are heavier than either of the other styles. If you are doing a lot of ground-pounding, being able to replace soles for thirty dollars is better than replacing an entire pair of boots for sixty. Also, issue combat boots with speed lacing are the most common boot in supply and therefore the type you're most likely to get for free.

Spit-shining boots is possible, but probably not a good idea unless you have a pair

that you can just wear in garrison and not into the field. This is also true of the various Corfam boots that are on the market. Also, the softer leather used in the Hi-Tec boots can't be spit-shined. If you do decide to spit-shine your boots, the method is the same as described for the shoes.

Generally, care of boots is the same as the first two steps for shoes, the cleaning and the dyeing. After the second coat of dye, put a good layer of polish on the boot using a 'dauber' brush. When the boot is covered with polish, buff it off with a horsehair shoe or boot polishing brush. There are good synthetic brushes, but horsehair is the best. After dyeing, put on two coatings of polish.

If your boots aren't too scuffed or scraped after a wearing, you can just put another coat of polish on them before the next wearing. However, you should clean and dye them a couple times a year.

It isn't unusual for boots to collect scrapes all the way down to the leather, so that there is tan showing. This type of damage will be covered during the dyeing process. If the scrape is especially deep, you will have a nice, shiny scrape after polishing.

Boots that are wet should be let dry thoroughly and without heat. Heating leather to dry it is extremely damaging. Pull the laces out and pull the tongue all the way forward. Set them aside and give them a couple days.

How to Spit Shine

Clean the shoes. Remove the laces and scrub them with a soft scrub brush and shaving cream or saddle soap. This will clean dirt and old polish out of the pores in the leather. Make sure you scrub the welts until they are clean and free of debris.

Dye the leather. Put two coats of black leather dye on your shoes. Make sure you do this in an area where black specs of dye won't be an issue. Outside or in the garage on newspaper is probably your best bet. Shoe dye doesn't come out. Let the dye dry completely between each coat. Don't forget to dye the tongue. If the soles are light colored, dye them as well.

The shining. Find a soft old cloth. Diapers are the absolute best, although old t-shirts also work well. Take your can of polish, put some water in the lid and set the polish and lid next to you. Wrap a section of your cloth around your index and middle fingers. Dip the tips of your fingers into the water and then slide them through the polish, collecting a layer of polish on the ends of your fingers. Using a circular motion, rub the polish into your shoes. When all the visible polish is gone from your fingertips, get more and continue. When your cloth gets dry, dip your fingers in the water again. (*Or you could just lick your fingers. After a while you'll get to like the taste of polish!*) Continue like this covering the entire leather portion of the shoe. This is a time-consuming process. But, after a while you should start to see the shine building up.

Finishing up. After your shoes have a good shine and you can see yourself in them, take a pair of nylons and buff out the toes of your shoes with those. They can bring out a gleam in a pair of spit shines like nothing else. Don't forget to edge-dress them and put in a new pair of shoelaces.

Miscellaneous

Always use shoe trees in your shoes. Inexpensive plastic trees are fine. The more expensive wooden trees carved out of cedar or redwood are best. Trees help your shoes keep their proper shape between wearings. They also help them to dry out, which will make them last longer.

Shoelaces are cheap, replace them whenever they look worn.

Edge dress your boots and shoes. If your shoes have light colored soles, edge dress them as well. If you have a large build-up of edge dressing in the welt of your shoes or boots, scrub them out with a toothbrush and an ammonia-based cleaner. Edge dressing is best done outdoors or in a garage or work room. If you have to do it indoors, spread a generous amount of newspaper under your work area.

Zippers and zipper boots. Some people like them, some people don't. It is a matter of personal choice. Many people have found that the zippers, though tremendously convenient, don't hold up under rigorous wear.

Blousing your boots. Civil Air Patrol, using Air Force protocol, blouses it's boots. There are a couple different 'devices' you can use to blouse your boots, but blouse them you must. There are the green, military-style 'boot bands'. These are unnecessarily expensive, aren't particularly tight and wear out quickly. There are also thick, black Velcro 'straps'. These are also expensive and the finished blouse looks 'weird'. Your best overall bet is a two-dollar box of thick office rubber bands from the local office supply store. They're cheap, hold well, wear well and blouse well. They are highly recommended.

HOW TO INSTRUCT

One of the basic jobs of all leaders is teaching. A good leader is a good instructor. Training is a big topic, but there are a few ground rules for effective teaching:

- People must be motivated to learn.
- You have to communicate with people to teach them.
- We learn mainly through sight (75%) and hearing (14%).
- People learn best by doing.

This creates the classic teaching method of "tell, show, do". In this method, students are told *what* to do, shown *how* to do it, and then *participate in doing it*.

Preparation

If you don't prepare to teach, you're nearly guaranteed to fail. When you are teaching, make sure you take the following steps:

- Know what you're teaching and why.
- Determine when and where you're teaching, how long you have, who you're teaching, what equipment the students have and what equipment is available to you.
- Prepare or get a lesson plan.
- Check that the scheduling is right, that the class area is cleaned and ready and anything you need is available right before the class.

Lesson Plans

A lesson plan is an outline of what you're teaching, how and in what order. It can be as simple or as detailed as you need. Even if you're teaching something that's very familiar, you should at least have a check list of items you want to cover to glance at as you teach.

Teaching Aids

Teaching aids are anything that will help you get your point across or help your students learn. They should not be overdone or distracting and they should have direct bearing on the teaching. Teaching aids should be clearly visible, but covered before and after use. Don't stand behind the teaching aid or directly in front of it. Use a pointer and talk to your students, explaining the teaching aid and what they should learn from it.

Talking to Your Class

You must know and apply good public speaking techniques:

- Say only what you need to say. Don't waste time.
- Understand what you're teaching. Don't teach what you don't know.
- Be enthusiastic about teaching. Have fun.
- Act confident, relax.
- Be dynamic with your voice and body. Don't just stand and drone, move and talk!
- Make sure everyone can see and hear you!

Just as there are things to do, there are things to avoid:

- Stupid jokes and bad language. Don't clown around and don't swear!
- Big words. Even intelligent people find small words easier to swallow.
- Don't memorize or read from a script.
- Don't bore your class with your exploits unless they apply.

The Period Of Instruction

The basic concept of instruction is this: Tell what you're going to teach them, teach them, and then tell them what you taught them.

Introduce yourself and your topic. "Good morning Cadets. I am Capt Stanford, the Deputy Commander for Cadets. Today's period of instruction will cover Effective Counseling Techniques."

Tell them what they are expected to learn. "Today you will learn the basics of effective counseling. When to counsel, how to prepare for counseling, what to say while counseling, how to close out a counseling session, the steps of a counseling session, pointers and things to avoid. When this period of instruction is complete you will be expected to have a basic understanding of the counseling process and be able to perform this process with little or no supervision."

Teach them. Use the techniques discussed here and teach them to the best of your ability. Keep the goals of the instruction in mind.

Tell them what they learned. "Today you learned the basics of effective counseling. We discussed when to counsel, how to prepare for counseling, what to say while counseling, how to close out a counseling session, the steps of a counseling session,

pointers and things to avoid.” You don’t have to repeat your introduction, say anything you need to say in order to remind them what they learned.

Thank them for their time. “I thank you for your time and participation, and I’m looking forward to my next opportunity to instruct you.”

DRILL

Developing Your Command Voice

One of the most important parts of being an NCO is being heard. This is true both on and off the drill deck. An NCO's primary job is to issue orders to the individual Cadets in his charge. To do this you have to be heard. This is, of course, critical on the drill deck.

Your commands should be distinct and loud. The air should come from your gut and the words should be formed with your lips, teeth and tongue. If you use your vocal chords to shout drill commands, you will get hoarse at an activity within hours. One way to practice not using your vocal chords and to build up a good volume is to shout 'HUH' while exhaling. Once you can do this reliably and loudly, you are halfway to a good command voice.

After mastering the 'HUH' shout, you are ready to practice giving drill commands and perfect your command voice. This is something that is best done at full volume, so finding a place to practice might be a problem. Obviously you don't want to do it while someone else is around. First, it would (hopefully) be too loud. Second, you might sound really dumb at first.

There are two great places to practice this skill. The first is in your car while driving. When you're driving, the wind is blowing by and everyone else has wind noise as well. It is very unlikely that anyone will hear what you're doing. If they catch a glimpse of you with your mouth moving they'll probably assume you're singing along to the radio.

The second place is in the basement or bathroom of your home. While this may not be as private, your family will understand and probably not tease you too much. Also, the hard surfaces in those rooms will echo your voice back so you can get a better feel for what you sound like.

Practice calling *every* drill command. Even the ones you are unlikely to use, such as 'Pass In Review' or 'Eyes Right'. Eventually you will promote to officer and you may need these commands. Also, if you are knowledgeable about drill, everyone will ask for your help, including the Cadet officers.

There are three very important things about drill commands.

First, be clear and distinct. You want to be understood. If your people can't understand you they have no hope of doing it correctly. If your commands sound odd or seem to cause confusion, but they are distinct, tell your Cadets what they will be hearing ("I am going to give the command 'Column Right, March'. It will sound like this..."). It may just be that they need to get used to you.

Second, stretch the preparatory command out an extra beat. This gives the people you are drilling a little extra time to figure out what they're supposed to do. This is especially important for new Cadets. How does this work? Here's an example:

Step	1	2	3	4
Normal		Column Right	(Pause)	MARCH
Better	Column	Right	(Pause)	MARCH

Now, stretching out your preparatory command won't always work. From time to time you may need to get them turned quickly and you won't have that extra beat to play with. In that case, give the shorter version of the command. Just be sure to do it distinctly so that your Cadets know what you want.

Third and last, make sure that your command of execution is quick and sharp. It should occupy a distinct beat, not be stretched out. At times you might hear someone commanding drill give a command like "Right, FAAAAACE!", drawing out the command of execution. This is incorrect. If the command of execution isn't given sharply, it won't give the Cadets a beat to move on. This will make it impossible for them to coordinate their movements properly and get it together as a unit. Always 'bark' out the command of execution.

The Unit Leader

When you are leading the unit, there are things to keep in mind. You are out front, therefore everyone can see everything you do. You should be as close to perfect as possible. Your commands should be crisp and loud.

- **Maintain your bearing.** Whenever you are giving a drill command you should *always* be at a position of attention. Avoid a tendency to look around or bounce or rock on your heels. Pay attention to your people and where you are going.
- **Get in, get out.** Movements such as flanks and to-the-rear should be executed for as little time as possible. Because the unit is moving in an unfamiliar direction, the chance for them to lose their interval is great. Besides, these movements are only for slight adjustments, not for long distances. For columns and close on the march get the unit out of half steps as quickly as possible.

- **Constantly call cadence.** A unit can get out of step in very little time. You should at least call a simple 'left-right-left' cadence nearly constantly. You should certainly call cadence immediately before and following a change of direction, such as column or flank movements.
- **March at the rear of your flight.** The unit leader should position himself to where he can best control his flight. This is at the rear of the flight, about three-quarters back. At this position you have a clear view of what all your people are doing. This position also allows for maximum coverage for your commands. When you are toward the rear of the flight the back of the flight can better hear you.
- **Size your flight.** You should size your flight, except for hand-picked element leaders, before drilling. To size them, put them into column formation and have the taller people move forward ('If the person in front of you is shorter, take their place.'). When that is done, face them to the right (in a reversed line formation) and repeat. This will put the shorter Cadets in the left-hand rear corner of the flight and the taller Cadets in the right-front. This allows everyone to have a chance to see the unit leader when in line formation and allows you to see all of them when marching.

Instructing Drill

Introduction

Instructing new members in drill is one of the oldest and most important tasks traditionally assigned to the NCO. Habits learned on the drill deck in the first few weeks of membership are the deepest, most ingrained and hardest to fix if taught wrong. It is up to you to make sure you are instructing properly and effectively. Teaching good drill badly is nearly as bad as teaching bad drill well.

CAP has recently made the (wise) decision to remove the drill from the leadership workbooks and instead create a new CAPM 50-14 Drill Manual. This is merely the Air Force's 50-14 with a CAP cover on it. The drill is still a requirement and is still tested on the Leadership tests, but it is specified and taught separately. This means that it is more important than ever before for the NCOs to step up and train their Cadets in drill. While every Cadet gets a copy of the drill manual, it can be hard to read and understand unless you already know what the movements are supposed to look like. So, the primary source of drill knowledge for new Cadets is their fellow Cadets and their NCOs.

Unfortunately, the drill manual and the Leadership program neglect to tell you how to instruct drill. Hopefully, this section can pass on enough information to fill some of that gap.

CAPM (AFR) 50-14

Obviously you can't instruct in something you don't do well or understand yourself. Therefore, it is very important that your drill be as close to perfect as possible. If the NCOs who instructed you were good, then you should already have a good grounding and a head start. If not, you might have some work to do.

First, obtain a copy of CAPM 50-14. Read through it carefully, paying special attention to the drill terms and the individual drill movements. You will also need to be very familiar with drill of the flight and the section on formations. These are the things you will need to teach. As you read, mentally go through the steps and make sure that is exactly what you do when executing that movement. If there are any differences at all, *you are wrong* and you should correct yourself. Don't ever teach a drill movement incorrectly. If you do, you are doing a disservice to the Cadets you are training.

You can't expect your Cadets to understand what you're talking about when they aren't familiar with the words you're using. The first thing you should do with new Cadets is to be sure to give them an explanation of the terminology of drill. Words like 'cover', 'align', 'column', 'front' and 'depth' have different meanings unless a person is familiar with drill. Make sure all your Cadets understand basic drill terminology.

Cadence And Timing

This is the part that takes the most discipline and time to learn. You cannot learn this by hearing it, you must learn by practicing. You can't learn by doing because you have to have this down cold when you drill your Cadets.

Cadence should be called almost constantly when you are not marching at ease or at route step. A unit can lose its cadence and get out of step very quickly without someone letting them know where they should be. Think about it. It is incorrect for them to look down at the ground while marching. You teach them that. And without looking down, how will they know which foot they should be on? They don't. You have to tell them. Always call cadence.

Timing is critical. You have to know which foot to begin calling drill commands on if the command of execution is going to fall on the correct foot. You can't figure this out on the fly, you have too much to do. The only way to get this down is to practice it on your own. And you have to be 'marching' to do it.

There are two ways to achieve ‘marching’ while you practice this. You can do it while actually moving, whether it’s around a drill pad or while going from one place to another, or while marking time. Practicing alone on a drill deck is pretty obvious. You march about, giving commands and following them, making sure you are on the correct foot and avoiding obstacles. Don’t forget to call cadence! Moving from one place to another involves the challenge of making it around the corners by giving yourself columns or flanks. Both are valuable learning experiences. If you are merely marking time, you can practice in your room. Simply pick each foot up enough to make a step and call commands. If the command calls for a pivot, pivot but don’t step.

The best part about practicing timing alone is that you can call the commands in a normal voice or a ‘whisper-shout’. Practicing your command voice at the same time is optional.

Correcting Drill Errors

There is often confusion during drill about the old maxim ‘praise in public, reprimand in private.’ The confusion arises because people will sometimes feel that any correction made to their drill should be made privately, to comply with this rule and to avoid embarrassment. This is especially true of senior Cadet NCOs or junior Cadet officers who are perhaps lacking in some area of drill and are receiving instruction.

This attitude is simply incorrect. Errors during drill are inevitable. No one is perfect and almost everyone is ignorant in some area or another. Therefore, a ‘correction’ during drill is not a ‘reprimand.’ It is part of the teaching process.

There are a couple of other very good reasons to correct drill, even that of the unit leader, in front of everybody. 1) Correction of drill errors must be made immediately to prevent them from becoming habit. 2) The members of the unit should be made aware that the unit commander has made a mistake and what the proper technique is.

The only reason why someone would complain about this situation is that their ego and pride are interfering with their understanding of the situation and what is best for the unit as a whole. An explanation of the thoughts outlined in this section should be sufficient for them to understand the real needs of the unit and the goals of unit drill.

Tips For Instructing

- **When giving instruction, make them comfortable.** When you are going to instruct your unit or perhaps demonstrate the correct way to perform a movement, make them as comfortable as possible. Put them at ease. Make sure that the sun is behind them (lighting you and keeping it out of their eyes). If it is hot, make sure they carry canteens out onto the drill deck and give them a drink.
- **Give regular breaks.** At least ten minutes an hour. If it is a hot day, then ten minutes every forty minutes to allow for water breaks.
- **Practice ‘perfect’ periods.** Even in a competition or parade, they will only ever need to be on ‘perfect’ behavior for ten to fifteen minutes at a time. Tell them when a ‘perfect’ period is starting and remind them of every little infraction during that period, no matter how small.
- **Instruct everyone present.** If you are correcting an error that an individual is making, make sure that you discuss his error and the correct movement loudly enough for everyone to hear. Also, if you are instructing a junior NCO in giving drill commands, instruct him so that the unit can hear. This allows everyone to learn from each other’s mistakes. You never know when someone else is having the same trouble and you just didn’t notice.
- **Keep them moving.** When they’re moving, they’re concentrating on what they’re doing. This will keep them from getting bored or chilled when the weather is cool.

Tips For Standard Drill

- **Don’t let them move!** Sure, this is obvious. But movement means a lot more than blatantly adjusting position or scratching. Even something as minor as adjusting a toe a half inch after completing a facing movement is very noticeable to an observer. After the movement is complete each and every Cadet should be absolutely still. The only things moving should be their eyelids.
- **Practice going slow.** Cadets have a tendency to speed up their drill when they’re actually doing something. This is especially true for Cadet Competition. When your Cadets are being judged out on the drill deck their adrenaline is flowing and they’re super keyed-up. Their natural tendency is going to be to speed up. Unless you’ve practiced at a slow pace, they’ll be going Mach 2 with their hair on fire before you know it. By slowing the cadence down during practice, you’re adjusting their speed beforehand. Now, when they speed up they’ll be going at quicktime and feeling like they’re flying.
- **Correct mistakes.** Mistakes happen in drill. Someone will turn the wrong way or not quite hear the command. Suddenly, you might have one or two guys that are

facing the exact wrong way. In that case, they should stand still. It is up to you to correct them and adjust their position. If they move without being told they are *wrong*. You should instruct the Cadets as to their error and allow them to adjust their position. “Cadet Smith, the command was right face. Do you know what you did wrong?” “Yes, sergeant.” “Good, adjust your position.”

- **Point out errors.** It is important to point out errors in drill immediately. Errors should be corrected before they have a chance to become habit. A Cadet idly scratching his ear may not be a big deal at the squadron, but it becomes a big deal at Wing or Region when he does it automatically because you have allowed it to become a habit. Also, if a Cadet persists in committing the same error, call him by his name. Normally, if one or more Cadets are looking around, if you say, “Don’t look around, you’re at attention” in a general way to the entire unit that is good enough. However, if it doesn’t seem to be working after a while say, “Cadet Jones! Stand still and stop looking around.” The point is not to humiliate him, but to get him to realize that he is doing something wrong. Most Cadets won’t purposefully do things they know they shouldn’t. They usually just don’t consciously realize they’re doing it. Saying their name helps in this regard.
- **Correct body position.** Head should be up, shoulders back. The arms should swing from the shoulder, not bend at the elbow. The hips should be held fairly stiffly, preventing the head from bobbing up and down. The rule of thumb is to ‘march from the waist down’. Hands should be held as if cupping a roll of nickels, not clenched. The thumb should rest on top of the second knuckle of the forefinger. The knuckles on the hand should be parallel to the leg, not turned in or out. Also, watch out for a tendency to lean into movements like flanks and to-the-rear. If executed properly, an upright posture is maintained throughout the turn.
- **Maintain cadence.** Most Cadets have a tendency to speed up half steps and marking time. These should be executed at perfect quicktime along with every other drill movement. In order to counteract this, make sure they lift their feet up at least boot-top high on each step. Also, in-place drill movements should be executed at quicktime. Don’t let them rush!
- **Stress smoothness.** Drill should look smooth, unhurried and easy. If your Cadets rush, lean into movements, spin too fast when turning, etc. it will ruin that effect. Have them, in conjunction with slowing down, concentrate on being smooth.

Tips For Innovative Drill

Innovative drill is a component of the National Cadet Competition. It allows for the use of standard drill movements in innovative ways to create a short program. There are many excellent examples of innovative drill that are commonly available. For instance, there are many videos available that show the United States Marine Corps Silent Drill Platoon. While CAP Cadets won’t have rifles, there are still things to be learned from them, so study them for things you can use to make your own program that much better.

- **Keep moving.** Avoid having anyone stand still for more than a beat or two. If your first element or one side of your unit completes the innovative movement before the tail end finishes, have them start right into the next movement. Also, don’t have people turning in place just to fill in time. If they can do a couple facing movements they can probably have a couple steps added here or there.
- **Don’t give commands.** After you report for innovative drill, your team should begin their drill movements a beat after you drop your salute without a single command. Remain in place facing the evaluators during the performance, unless you have a role to play. You should seem supremely confident that your team is doing their job without you even needing to watch them.
- **Don’t rush.** You have two minutes to fill. Don’t rush. Do everything at a steady quicktime, or perhaps just a touch slower. You may even want to consider a couple of drops into slow time just for a change of pace. Occasionally during the performance, when your team drops back into the starting formation, have them pause a beat for dramatic effect before beginning the next movement.
- **Develop your program slowly and cooperatively.** Start by sketching out the basic movements you have in mind on paper. However, as you start to work through you will find that what looks good on paper doesn’t always look good on the drill deck. You will also find that you can’t always get from one movement to another the way you thought you would. And, the people doing the movement will sometimes have a better feel for how to move through it than you do. This is fine. An innovative drill program is a very cooperative exercise with room for a lot of participation for everyone.
- **Practice, practice, practice.** Obviously... Figure you will spend an intense month working through your innovative program. Most of that practice should come just before the competition, after you have mastered the standard drill.

Tips For Color Guards

- **Don't spin the rifles.** While many Cadets insist that spinning rifles is the only way to fly, it really isn't impressive to anyone other than Cadets. Good, basic color guard movements executed with extreme precision are far more impressive than needless flourishes.
- **Don't rush, be smooth.** A color guard should look like they are being pulled along on wheels. Their heads shouldn't move up and down at all. The easiest way to accomplish this is to slow down the cadence. Quick time is 100-120 steps per minute. Keep it at 100 or maybe just a bit less for a color guard.
- **Lift your feet when marking time.** There is a lot of marking time in color guard movements. Marking time looks better and is easier to control when you lift your feet high. Four inches is the standard, which is about ankle high. However, about another two to four inches, boot-top high, is appropriate for color guards.

Jodies

NCO's have always been the primary keepers of tradition in military units. One of the firmest and most popular traditions is that of the 'Jodie'.

Every NCO should have at least one or two jodies that he knows by heart and can lead vigorously and with spirit. Jodies are one of the best tools for an NCO to exercise the clarity and volume of his command voice, since they need to be loud and distinct if people are going to follow along.

Included at the end of this Guide is Attachment 1, which contains dozens of jodies. Pick a couple of your favorites and memorize them.

PHYSICAL TRAINING

Forming for PT

To conduct proper PT, spacing between individuals is, obviously, important. Here is the proper sequence of commands, with an explanation of the action for each, in the movement 'Form For PT'. The movement begins with squadron on line (element leaders on the right.)

"Right, FACE" - At this point the flight leader will step off and position himself centered on the flight in the direction the flight is facing (in front of the element leaders.) The flight is now in Column formation.

"From front to rear, Count, OFF" - At the command of execution "OFF", the first row will turn their heads to the right and smartly shout "ONE" as they turn their heads back to the front. When the row in front calls out their number, the next row will turn their heads to the right and smartly shout the next higher number as the previous row turns their heads back to the front. Numbers are counted in a quick time cadence from front to rear.

"Take interval to the Left, March" -

- 4th Element - On the command of execution "MARCH", stands fast.
- 3rd Element - On the command of execution "March", all members will face left as in marching and take two steps, halt and execute a right face.
- 2nd Element - On the command of execution "March", all members will face left as in marching and take four steps, halt and execute a right face.
- 1st Element - On the command of execution "March", all members will face left as in marching and take six steps, halt and execute a right face.

"Even numbers to the right, MOVE" - At the command of execution "MOVE", all members of rows with even numbers will take a large 'hop' to the left. This should place the more or less between the members of the row ahead of them.

The flight is now formed for PT.

The Daily Seven

The proper format for conducting an individual exercise is as follows:

PT Leader: "Your next exercise will be (which ever). This is a four count exercise. You will do ten of them. I will count the cadence, you will count the repetition. I will demonstrate. (PT Leader will perform a single repetition of the exercise, counting the cadence and repetition.) Starting positions, MOVE. Ready, EXERCISE. One, two, three..."

Group: "ONE."

When the exercise is complete (and no one has done too many) the group will maintain the 'Starting position' they finished in, until receiving the order, "Recover, MOVE." At this point they will very quickly resume the position of attention.

These are the exercises you will perform and the 'Starting Positions' for each, all are four (4) count and you will do ten (10) of them:

- **Side Straddle Hops** (a.k.a.: Jumping Jacks), Starting Position is attention.
- **Bend and Reach**, Starting Position is feet shoulder width apart, arms held straight up over the head.
- **Body Twists**, Starting position is on the back, arms laying out on the ground at the shoulders, legs straight in the air over the waist.
- **Rowing Exercise**, Starting Position is on the back, legs straight, arms extended on the ground over the head.
- **Mountain Climbers**, Starting Position is on the ground as if on the up-stroke of a Push Up, with the left foot up next to the shoulder.
- **Squat Thrusts**, Starting Position is attention.
- **Pushups**, Starting Position is flat on the ground on the stomach, hands palm-down on the ground next to the shoulders.

The PT Leader must complete that starting position by saying 'Push Up'. At this point everyone will push themselves off the ground while yelling ('R-G!') in a loud and grotesque military manner and wait for the command 'Ready Exercise'.

Reforming the flight.

The command to reform the flight into column formation is, "Assemble, MARCH". At the command of execution "MARCH", the odd-numbered individuals in the rightmost element (3rd or 4th) will stand-fast. All other individuals will face right as in marching and quickly move to their original positions within the flight. This is NOT a precision drill movement.

"Left, FACE" - At the command of execution "FACE", the flight commander will step off and resume his original position centered on the flight in line.

PRACTICAL TEAMWORK EXERCISES

Note: These team building exercises are courtesy of C/FO Greg Auerbach, who compiled them and posted them to CAP-Cadet.)

Knitting your Cadets into a strong team is a very important part of being an NCO and a leader. There are two goals in this effort: break down individual barriers and build cohesiveness.

Breaking down barriers is important. Your Cadets have to know that they have more in common between them than there are differences. All of them have elected to be Cadets in the Civil Air Patrol. That takes a certain kind of person. All of your Cadets are that person. It is important that they see that in themselves. This is not to say that they aren't individuals, but part of breaking down barriers means emphasizing the common traits.

Building cohesiveness means giving your Cadets shared experiences and time working together. This will give an understanding of how it feels to be a member of a team. That it is rewarding, rather than constricting. It will demonstrate that teams are what are called 'force multipliers'. This means that, like the old cliché says, "the whole is greater than the sum of its parts."

Following are some suggested exercises. They are commonly called 'team building exercises', a 'Leadership Reaction Course', or even 'Project X'. Most require a few simple props and can be accomplished in a short time. They can be used as part of an evening or weekend dedicated to team building, or mixed in with almost any other event. They could even be used as a 'time killer' on days when the planned outdoor activity isn't possible.

Pole Carry

Have teams of cadets carry a flagpole (broom, stick, etc) around a cone (chair) using only pencils. Race teams against each other or against the clock.

Three Blind Cadets

Blindfold all of your cadets, then give them a long string, and tell them to make an isosceles triangle with it. Every cadet must be touching the string. Teams compete for the lowest time.

Squaresville, Man

Take a cardboard square, and cut it up into evil geometric shapes. Then have teams put it back together. They must complete the exercise without talking.

Cannibals and Marines

Three cannibals and three Marines must cross a river to get to conference. They have only a two man canoe. If the number of cannibals outnumber the number of Marines at any given time on the same shore the cannibals will kill the Marines. Someone must row the canoe across the river. This is best done with cadets impersonating Marines and cannibals.

Team Push-ups

Line or square push-ups. Four cadets lie on the ground in a square putting their legs on the next person's shoulders. To complete a push-up, they must simultaneously rise (and usually fall quickly). The same thing works with larger numbers in a long line, but it's best when arranged according to height.

Night Moves

Blindfold one cadet, then have his buddy assume the front leaning rest position. The cadet in push-up position then directs the blindfolded cadet to recover an object (coffee can, ball, anything) using only drill commands. Or blindfold all of them, except for the commander, then drill them as a flight. Make sure to fall them in BEFORE blindfolding!

Radioactive Box

Find a radioactive box of a reasonable size. Teams of cadets must move the box to the safe area. However, if they are within 15 feet of it for more than 10 seconds, they're unconscious for two minutes. Any longer than that and they're dead. You may allow them to use materials around the area, if you wish.

Electric Fence

Find a fence of reasonable height for your cadets (chest height is usually good). They must get over the fence without touching it, because it's electrified. Putting a carabiner nearby makes things interesting if they try to use that as part of the solution. You can optionally provide a four foot long, notched log about the size of a fence post. Getting the last Cadet over is always fun!

Square Dance

Tape a square onto the floor. Instruct the cadets that they must all be standing on one foot, inside the square, to complete the exercise. Make it pretty small, even considering the number of cadets in the group.

Plane Fun

You run the Lego plane corporate headquarters. The Cadets are to build a plane out

of Legos, the more complicated the better. Form the Cadets into teams with the following designations: supervisor, engineer, and builder. Each team gets a bag of Legos – each bag is missing several critical pieces for the plane. Only engineers can look at the plans and supervisors can look at the plans. Only builders can touch Legos. Only supervisors can communicate with others outside their team (and then only with other supervisors). Only supervisors and builders can look at the plane while it is being built.

Having A Ball

Form a circle with all of the cadets. Then have one person begin by throwing a tennis ball to someone else. Each person then throws the ball to someone who hasn't been thrown the ball yet. When the last person has the ball, the next step is getting the ball back to the original ball holder in reverse order as quickly as possible. If the ball is ever dropped, the timing must be started over.

Blind Leading the Blind

Pair off your cadets and blindfold one. Scatter a bunch of ordinary paper plates along an open area. A "mine field." Make sure there's enough of them out there that navigation is challenging. Have the sighted Cadet talk the other blindfolded Cadet through from one side of the minefield to the other. Either time each team or have several teams race simultaneously. Each time a Cadet touches a mine he must freeze in place for five seconds.

The River Wild

Make two lines on the ground about 20 feet apart. These are the banks of a raging river. Give a group of 5 to 7 Cadet four cardboard squares approximately a foot square. These are rocks. All of the Cadets must cross the river to the other side without touching the water. If they touch the water they have to start over. Once a square is in the river it has to be touched by a body part at all times. They can pick up a card but they must be in contact with it at all times (no pulling off a foot before picking it up!). If a square is left untouched it floats away.

FAMOUS LEADERS' RULES TO LEAD BY

Patton's Principles

- We can always learn from each other.
- Always do everything you ask of those you command.
- A commander will command.
- Keep a quick line of communications.
- Punishment for mistakes must be immediate.
- Say what you mean and mean what you say.
- Any man who thinks he is indispensable, AIN'T.
- Always be alert to the source of trouble.
- Select leaders for accomplishment and not for affection.
- Every commander must have authority equal to his responsibility.
- Protect the troops first. The wishes of the superior officer is secondary.
- In the long run, it is what we do not say that will destroy us.
- Talk with the troops! Get up front!
- Never make a decision too early - or too late.
- No good decision was every made from a swivel chair.
- Never fight a battle when nothing is gained from winning.
- An active mind cannot exist in an inactive body.
- To gain strength, always go beyond exhaustion.
- Pride in self starts with pride in appearance.
- Never fear failure. never take council of your fears.
- Know hat you know and know what you don't know.
- Success is how high you bounce when you hit bottom.

Colin Power's Rules

1. It ain't as bad as you think. It will look better in the morning.
2. Get mad, then get over it.
3. Avoid having your ego so close to your position that, when your position falls, your ego goes with it.
4. It can be done!
5. Be careful what you choose, you may get it.
6. Don't let adverse facts stand in the way of a good decision.
7. You can't make someone else's choices. You shouldn't let someone else make yours.
8. Check small things.
9. Share credit.
10. Remain calm. Be kind.
11. Have a vision. Be demanding.
12. Don't take council of your fears or naysayers.
13. Perpetual optimism is a force multiplier.

TIME MANAGEMENT

"So I settled on a method to help me succeed in my quest. I devised a Little Book and set it up in such a way that I could examine myself and mark my progress at the end of each day." - From the autobiography of Ben Franklin

There are many demands on your time. School, sports, jobs, friends, and last but not least, Civil Air Patrol. This is especially true if you are a Cadet leader or have a staff position. Because of these demands, it can be very important for you to learn how to successfully manage your time.

There are three basic pieces to time management. Task management, schedule management and contact management.

Task management is simply managing your assigned tasks. How important are they in your schedule? How far along are you with them? When are they due? Will they be done on time?

Schedule management is where, when, why, and who.

Contact management is simply a list of the people you contact regularly or may need to contact. Basically, a phone list coupled with a schedule of when to call.

The basic tool in time management is a 'planner' or blank book. This book will be kept with you as much as possible so that you can use it properly. Obviously, you can't take it with you in the shower. However, you should have it with you whenever it is reasonable. This includes at school, at work, at the mall or in your car. The book isn't large, so it shouldn't be a big effort carry.

It is also a good idea to have one of those small monthly calendars they give away at Hallmark stores. This can be clipped to the inside cover of your book. It should be used to note things happening in the next months.

Using Your Blank Book

Select an area free from distractions.

Review today's prescheduled events/appointments in your monthly calendar.

At the top of the page, write the date. Along the left-hand side of the page, write the things you need to do today. This should include things you didn't complete from the previous day's list and things that are due in the next few days and need to be prepared. Leave room at the edge of the page to write in the priority. After writing in the things you need to do, put an 'A' next to the vital things, a 'B' next to the important things and a 'C' next to the optional things. You can then further break them down by numbering the items for each letter.

Leave a few blank lines and write in your appointments. The space at the bottom is left for notes.

When you have completed a task, either check it off or put a line through it. As new tasks are added during the day, write them in at the bottom of the task list.

Below the appointments, you have space to keep notes during the day. You may have to write over onto the next page. That's fine, just make sure you write the date at the top.

Do the most important task first, not the one that is the easiest.

Sample page layout for time management

May 1, 1993

A1-Paper due n science.
A2-Call-out about 1st Ad Class.
B1-Change oil n car.
C1-Sgn up for ski trip.

1600 Meeting n auditorium.
1830 Staff meeting at CAP.

1. Suzy - 555-1212.

2. Choose a historical novel to read for Eng.

Must be at least 400 pages. By 5-7.

3. Staff Mtg. - Hair too long. Cadets not saluting seniors outdoors. Classroom too nosy during breaks.

ONE-DAY BASIC (CURRY) COURSE

One of the most important tasks of the NCO is that of introducing new members to the squadron and the program and teaching them the basics. This section is a suggested schedule for a one-day class intended to teach new Cadets the minimum they need to know to function and hopefully to pass their Curry test.

Basic Training Day Schedule

Start	Length	Activity	Description
0730	30	Arrival & Check-in	All attending Cadets will sign in and receive course materials from the Staff.
0800	15	Formation & Inspection	Opening formation and an initial inspection will be conducted.
0815	15	Greeting & Introduction	The class will be greeted by the Staff. They will be familiarized with this schedule and briefed on the goals of the instruction.
0830	45	Drill Period	The basics of Close Order Drill. Includes: why drill is important, drill terminology, in-place movements.
0915	45	CAP History	Includes: CAP and squadron history, the Cadet Oath.
1000	10	Break	
1010	45	Uniforms	Why we wear them, how to wear them, how to care for them, where to get them.
1055	45	Customs & Courtesies	Includes: how-to, rank structure and titles, history and purpose.
1140	45	Lunch	
1225	45	Drill Period	Review of in-place movements, basic marching movements.
1310	30	Leadership	Chain of Command, authority to issue orders, followership.
1340	30	Cadet Program	Opportunities available to Cadets at local, Wing, Region and National levels.
1410	10	Break	
1420	45	Promotions & Administration	Forms, SOP, procedures.
1505	45	Drill Period	Review of in-place and basic marching movements, introduction to advanced movements.
1550	60	Physical Fitness Test	
1650	30	Testing	
1720		Formation & Dismissal	Cadets who have fulfilled promotion requirements will be promoted. All Cadets will receive a certificate of attendance.

MILITARY CUSTOMS AND COURTESIES

Why Are They Important?

Why are customs and courtesies so important? Why are they stressed so vigorously? Who cares if you call the Cadet Commander by his first name?

Customs and courtesies are part of the normal framework of the military lifestyle. That isn't to say that they don't exist in the civilian world, they do. However, they are somewhat more rigid and universally applied in the military than in contemporary society.

Courtesies, such as saying 'please' and 'thank you' are often referred to as 'the lubricant of life'. This means that they are the little phrases we use to help us avoid getting hot when there is potential friction.

The military, too, uses customs and courtesies. They are used to reinforce and guide people along well-worn and established paths of behavior. So, for the military, they are more like guideposts of appropriate behavior.

One of the quickest and surest ways to evaluate the *esprit de corps* and discipline of a unit is a brief look at their customs and courtesies. Are they lax? Are conversations with officers peppered with the words 'sir' or 'ma'am'? Is saluting done at appropriate times? Are NCOs addressed by their rank, or just by their last name?

Because customs and courtesies are among the first things taught to new members and are an easy part of everyday life, if they aren't up to par it is an indicator that the unit has a serious morale and discipline problem. Morale and discipline and customs and courtesies are so closely related that if one isn't present it strongly implies the other also isn't present. As an NCO, it is your responsibility to reinforce the use of customs and courtesies among your Cadets.

Begin by making sure you are absolutely correct in your own use of customs and courtesies. Always address superiors, Cadet or Senior, by their rank and last name. Make sure you salute whenever appropriate. Stand at attention when addressing an officer or Senior until they tell you to stand at ease. Only use the short hand 'sergeant' when you aren't sure of an NCO's rank. Whenever possible be specific and say 'staff sergeant', 'tech sergeant' or 'master sergeant'.

If you have an issue with a superior Cadet who is failing to use appropriate customs and courtesies, talk to them privately. It is completely counterproductive to work hard to teach and stress customs and courtesies when one of the Cadet officers fails to use them consistently or properly. If the problem persists, see the First Sergeant, or, the Leadership Officer.

Likewise, if you are having an issue with a Senior not performing customs and courtesies properly, you should talk to the Leadership Officer. He occupies the slot in table of organization equivalent to a sergeant major in the army or Marines. However, you should talk to the First Sergeant first.

ETIQUETTE AND DINING FUNCTIONS

The purpose of this chapter is to give you a brief introduction to general etiquette, military etiquette and table etiquette. These skills are seldom taught. This information, while not specifically good for NCOs, is something you should be familiar with and certainly something you should be able to do when required.

Common Etiquette

Rising

The habit of rising has fallen out of use over the last several decades. It was once an important and basic part of common courtesy. You will find that if you learn the basic rules on rising to your feet and begin to add them to your daily routine, you will begin to enjoy the formality. Rising adds dignity to almost any event, and is never inappropriate.

In general, a gentleman or lady should rise to their feet when a superior enters the room or when being introduced to someone. Gentlemen should rise if a lady enters a room. This is true in an office or work situation as well as at a dining function.

Shaking Hands

A handshake is as much a part of personality as the way we walk, and although try to improve a bad handshake, it will still usually be just like us, assured or timid, warm or cool.

The good handshake is elbow level, firm and brief. Once it was unacceptable for a man to offer to shake hands with a woman, but with the increase of women in business and the general equality in society today, this is no longer true. Outdoors, it is acceptable to shake hands with gloves on. When shaking hands you should look the person you are greeting firmly in the eye and, at least, look pleasant if you don't actually smile.

Speaking Respectfully

As a CAP Cadet you are taught to address your superiors respectfully, using customs and courtesies. However, what you might not realize is how far those courtesies will take you every day.

Most people today consider polite and respectful speech to be somehow demeaning to them. This is simply nonsense. Politeness is merely the lubricant that keeps people from causing too much heat when the rub against each other. The more lubricant you apply, the better the rub. Got it?

You might not want to begin addressing people you've known for a long time, like your parents or teachers, in such a manner. But think how much more polite you'll seem to people you talk to on the phone, friends of your parents, people working in stores or government offices or your new boss. And it's a fact that people appreciate and want to help people who are pleasant to them.

So, whenever possible, you should address people senior to you in the respectful ways you've been taught at CAP. You'll be surprised at how well it will work to get people to respect you or give you the help you need.

Military Etiquette

As an NCO, you have the liberty to substitute a Cadet officer's rank for the word "sir". For example, "I'll take care of that right away, sir" could be said as "I'll take care of that right away, lieutenant." This only applies to Cadet officers, continue to address Seniors as "sir" or "ma'am". This privilege is reserved for NCOs; do not let your Airmen pick up this habit.

When your commanding officers says "I wish" or "I would like," or similar expressions, these have the force of a direct order and should be treated as such.

The position of honor for one's superior is on the right. Therefore, in company with a superior, you walk, ride, and sit on the left. When entering a vehicle or boat, you embark first and take the less desirable places; when debarking, the senior leaves first and the juniors leave in order of rank.

When walking with a woman who isn't in uniform, it is appropriate to allow her to take your left arm and walk on your left side. Holding hands or placing your arms around each other is never allowed in uniform. Having the woman walk on the left leaves your right hand free for saluting.

An umbrella may be carried in the left hand. When walking with a lady, it is appropriate to shield her. A gentleman will only take shelter if the lady is well covered.

When in uniform, officers should be saluted regardless what they are wearing. If you recognize an officer wearing PT clothes, you should salute him. He will probably not salute you in return, in which case he will either render a brief greeting or say carry on. Drop your salute when he has acknowledged you or when several seconds has gone by.

Phone Etiquette

An often overlooked, but important social skill is phone etiquette. Far too many people assume that a simple, 'hello' is enough. This isn't the case anywhere but at home. Anywhere else, and this includes at CAP, you must assume a more formal style.

When answering a CAP phone, be it at the squadron or not, you should always identify where you are, who you are and volunteer to help. For instance: **“Richards-Gebaur Squadron, this is Capt Stanford. Can I help you?”** Variations are, of course, acceptable as long as the basic information is still presented. Another example: **“Richards-Gebaur Squadron, Civil Air Patrol. Capt Stanford speaking. How can I help you?”**

Make sure that you are ultra-polite and proper. Address everyone who is an officer, an adult or someone you don't know as 'sir' or 'ma'am'. You have no idea how much it helps you when dealing with people if you address them in a very respectful way.

Go out of your way to accommodate the person on the phone. If they are asking for someone who isn't available, don't just say "He's not here, sir." Offer to take a message. If they are in the office, ask the caller to hold and walk over and tell the person they're looking for in a normal voice that he's wanted on the phone. Don't yell across the office. If you are passing the call to someone, make sure you find out who's calling first. **“Just a minute, ma'am and I'll find him. May I tell him who's calling?”**

When the call is complete, don't just say 'goodbye' and hang up. Wish the other person a good day first. **“All right, sir. I'll tell him you called. Have a good day, sir. Good-bye.”**

Finally, don't tie up a working or business phone with idle chat. If you are having a conversation that directly impacts the mission, then by all means have it. However, if your call will wait until you're home, wait until you're home.

Table Etiquette

Remain standing while a lady at the table is standing. The gentleman should assist with the chair of the lady on his left.

Wait until several people have been served before beginning to eat, as the food shouldn't be allowed to get cold. If at a banquet or military dinner, wait until the head table or the President of the Mess has begun eating.

Your napkin should remain folded in half in your lap during the meal. When using your napkin pat or dab your lips, don't rub or wipe them. If you must leave the table, place your napkin in your chair and push your chair in. When the meal has finished, you should fold your napkin and place it to the left of your plate.

Never hold flatware in a fist. Always hold it more-or-less like a pencil, except when cutting with the fork in the weak hand. The knife and fork always change hands when cutting, that is, the knife in the strong hand and the fork in the weak hand. But it is not necessary to transfer the fork back to the strong hand before eating. Instead the food may be put into the mouth with the weak hand with the fork held tines down. The fork is always held tines up when being used in the strong hand.

After using the knife, never put it down on the table. Place the knife across the upper half of the plate or on the right side of the plate, with the blade facing in. After using the fork, put it on the plate below the knife, or at the left of the plate and parallel to the knife, with the handle at the right and tines up.

Do not talk with food in your mouth, make noises while eating or swallowing, chew food with your mouth open, or blow on hot foods to cool them. Don't smack your lips or take large mouthfuls of food. Use your napkin before drinking from a glass of water in order not to leave smears of food on the glass. Never lick your fingers, use your napkin.

If something is out of reach at the table, do not rise out of your seat to get it; ask for it to be passed. However, you may get anything you can conveniently reach without bothering your dinner partners.

Avoid curling your little finger on a cup handle – and be sure to remove the spoon from the cup after stirring and before drinking. Place the spoon in the saucer to the right of the cup, not on the table. Don't blow on hot liquids to cool them.

You may tilt a soup plate away from you when the plate is almost empty. Dip the spoon into the bowl *away* from you. Soup served in a cup or bowl that has handles may be drunk. Anything floating on the top, such as dumplings, should be spooned off and eaten first. Things on the bottom, such as noodles, should be eaten after drinking the broth. Don't put the entire spoon into your mouth, eat the soup off from the side. You should leave a soup spoon in a soup plate, but never in a cup or bowl.

Bread and rolls are broken in half, and then into smaller pieces with the fingers, instead of cutting them with a knife. If butter is served, you butter each piece of bread before eating. Jams and condiments go onto the butter plate, not directly onto the bread.

Do not place your elbows on the table when eating. Between courses you may momentarily place your forearms on the table – if you do not turn your back on your dinner partner. You should keep your elbows at your sides when cutting your food; they move as easily up and down as sideways and, if held in, cannot hit your partners.

Don't slump at the table, but don't sit at attention, either. Don't twist your feet around the chair legs or stretch them under the table. Place your feet flat against the floor.

When the meal is over, don't push back your plate – leave it where it was placed.

Table conversation should not include any controversial or offensive topics. Do not talk about disgusting things at the table.

The US Air Force Dining-In

(From the Air Force Protocol Guide, via the Internet.)

The following is designed to serve as an abbreviated guide for planning and conducting a dining-in or dining-out. If you require more information the AFP 30-6, Guide for an Air Force Dining-in, though it has been rescinded, is the most comprehensive reference for planning and conducting dinings-in/dinings-out.

If you are unable to obtain a copy of AFP 30-6, this guide should provide you enough information to plan this traditional Air Force event. Some traditional customs and procedures may not be practical or desired, depending on local circumstances. Commanders may modify the traditional approach as local conditions dictate.

General Info

Formal military dinners are a tradition in all branches of the United States Armed services. In the Air Force and Navy, it is the dining-in; in the Army, the Regimental Dinner; in the Marine Corps and Coast Guard, Mess Night.

As with most ancient traditions, the origin of the dining-in is not clear. Formal dinners are rooted in antiquity. From pre-Christian Roman legions, to second century Viking warlords, to King Arthur's knights in the sixth century, feasts to honor military victories and individual and unit achievements have been a custom.

Some trace the origins of the dining-in to the old English monasteries. The custom was then taken up by the early universities and eventually adopted by the military with the advent of the officers' mess. With the adoption of the dining-in by the military, these dinners became more formalized. British soldiers brought the custom to colonial America, where it was borrowed by George Washington's continental army.

The Air Force dining-in custom probably began in the 1930s with General H. "Hap" Arnold's "wing-dings." The close bonds enjoyed by Air Corps officers and their British colleagues of the Royal Air Force during World War II surely added to the American involvement in the dining-in custom.

The dining-in has served the Air Force well as an occasion for military members to meet socially at a formal military function. It enhances the *esprit de corps* of units, lightens the load of demanding day-to-day work, gives the commander an opportunity to meet socially with their subordinates and enables military members of all ranks to create bonds of friendship and better working relations through an atmosphere of good fellowship.

The dining-in and dining-out represent the most formal aspects of Air Force social life. The dining-in is the traditional form, and the term will be used throughout this document. However, most of the information applies equally to both dinings-in and dinings-out.

It is important for the success of a dining-in that members enjoy the evening, and that the ceremonies are done in a tasteful, dignified manner. A dining-in should have a theme around which the decorations and ceremony are built.

The purpose of the dining-in is to bring together members of a unit in an atmosphere of camaraderie, good fellowship, and social rapport. The basic idea is to enjoy yourself and the company. The dining-in is also an excellent means of providing hail and farewell to members of a unit. It is an excellent forum to recognize individual and unit achievements. The dining-in, therefore, is very effective in building high morale and *esprit de corps*.

Dining-in

The dining-in is a formal dinner for the members of a wing, unit, or organization. Although a dining-in is traditionally a unit function, attendance by other smaller units may be appropriate.

Dining-out

The dining-out is a relatively new custom that includes spouses and guests. It is similar in all other respects to a dining-in. The dining-out is becoming increasingly popular with officers and enlisted members alike.

Combat dining-in

The combat dining-in, the newest of the dining-in traditions, is becoming increasingly popular, especially in operational units. The format and sequence of events is built around the traditional dining-in, however, it's far less formal atmosphere and combat

dress requirements (flight-suit, BDUs) have made it very appealing to the masses. There is not a great deal written on the subject and the only limit seems to be that of the imagination of the planning committee.

Dress

Officers wear the mess dress uniform. Retired officers may wear the mess dress or civilian attire. For enlisted members, mess dress or the semi-formal dress uniform is worn. Refer to AFI 36-2903, Dress and Personal Appearance of Air Force Personnel for appropriate wear instructions. Male civilians should wear appropriate black tie dinner dress. The proper dress for civilians should be clearly stated in the invitation.

The Officers of the Mess

President

This officer is the center figure of the dining-in. Normally the commander of the organization hosting the dining-in is the President. The President is charged with the overall responsibility of the dining-in. Specific duties of the president are as follows:

- a. Oversee entire organization and operation of the dining-in.
- b. Appoint any or all of the following project officers.
 - (1) Vice President
 - (2) Arrangements Officer
 - (3) Mess Officer
 - (4) Escort Officers
- c. Secure an appropriate speaker, set the date, and determine location.
- d. Arrange for a chaplain to give the invocation.
- e. Greet all guests before dinner is served.
- f. Opening and closing of the mess.

Many of the duties of the President are delegated to the arrangements officer who must work closely with the President to ensure the success of the dining-in.

Vice President

The Vice President serves as the President's principle assistant. The Vice President is traditionally the most junior officer of the mess; however, the President may select another member to serve in this demanding position.

The success of the evening hinges largely on the imagination and humor of the Vice. Essentially a master or mistress of ceremonies and a toastmaster or toastmistress, Mister/Madam Vice keeps the program moving and stimulates table conversation through keen wit and impromptu speaking ability.

The Vice President also notes and makes special mention of the violations of the rules of the mess and breaches of protocol and etiquette.

Traditionally, the Vice President sits alone at the back of the dining room facing the President. This position allows them to observe the proceedings in order to monitor the flow of the program. Convenience and the physical layout of the dining area may dictate seating in another location; however, the Vice President is never seated near or at the head table. It is essential that the Vice be totally familiar with the customs and traditions of the mess.

Duties of the Vice President:

- a. Open the lounge at the appointed time.
- b. Sound the dinner chimes at the appropriate time.
- c. Prepare appropriate toasts as directed by the President. Composition of appropriate poems or witticisms in good taste relating to personalities and organizations present is encouraged.
- d. Keeps the party moving, and is the last person to leave.

Arrangements Officer

The Arrangements Officer is directly responsible to the commander for the comprehensive planning of the dining-in and for attending to the numerous details required for a successful event. The person selected for this task should be a top planner and supervisor, as the Arrangements Officer is the architect of the dining-in.

The Arrangements Officer should not make any final decisions on major aspects of the dining-in without consulting the President.

Duties of the Arrangements Officer:

- a. After the facility has been reserved, establish the correct table and seating arrangement and arrange the necessary name and organization cards.
- b. Make sure that flags and any awards are in place before the opening of the lounge, unless posting of the colors is part of the planned ceremony.
- c. Arrange for a suitable public address system.
- d. A lighted lectern with microphone should be provided for the convenience of the guest speaker and chaplain.
- e. Place dinner chimes at the Vice's location.
- f. Arrange for a photographer if desired.
- g. Publish a detailed agenda and prepare a recommended guest list.

- Distribution and content should be determined by the president.
- h. Ensure hat/coat checker is available.
- i. After the dining-in, prepare letters of appreciation for the President's signature to the guest of honor and others who rendered service.

Mess Officer

The Mess Officer is an optional player, however, it may be very useful to appoint one. Once preliminary decisions are made concerning the facilities which will be used for the event, the Mess Officer may take over all responsibilities associated with the dining facility.

Protocol Officer

The Protocol Officer's duties:

- a. Ensure formal invitations to all guests are mailed out at least four weeks prior to the event.
- b. Establish procedures for taking RSVPs.
- c. Make necessary billeting and transportation arrangements.
- d. Assist in determining the seating arrangement for the head table.
- e. Brief the escort officers on specific protocol requirements relating to the guests.
- f. Prior to the event, ensure biographical sketches of guests are distributed to the President, Vice, and other interested parties.
- g. Ensure a parking plan has been established.
- h. Assist escort officers as required.
- i. Advise and assist on flag arrangements.

Escort Officers

One escort officer should be appointed for each official and personal guest.

Duties of the Escort Officer:

- a. Contact the guest in advance to discuss dress, location, meeting point, and composition of the audience.
- b. If the guests are from out of town, meet them at their initial arrival point and arrange for transportation and accommodations during their stay.
- c. Meet and escort the guest into the lounge.
- d. Brief the guest on the customs, courtesies, rules, and procedures of the dining-in.
- e. Make sure the guest is properly introduced to as many members of the mess as possible.
- f. Ensure the guest is always in the company of several members of the mess, yet take care that no individual or group monopolizes the guest.
- g. Upon the guest's departure, escort the guest to the point of departure and bid farewell on behalf of all members of the mess.

Guest Speaker

The guest speaker's presentation is the traditional highlight of the evening. By custom, the speaker should be distinguished either as a military officer or official of the government. The speaker should be contacted well in advance and advised of the nature of the evening. Arrangements should be made for them and other invited guests as protocol and custom dictate. Introduction of the guest speaker should avoid remarks too flattering or too lengthy. The speaker's ability will be evident.

Planning considerations.

Start early. Two or three months should be considered a safe time to start. Set a firm date, location, and general action plan. It is a good idea to appoint a planning committee chaired by the Arrangements Officer.

The size of the committee generally depends on the magnitude of the function. A potential committee includes members responsible for the following:

- a. Recorder
- b. Finance
- c. Invitations and reservations
- d. Food and beverages
- e. Decorations
- f. Publicity

The people appointed as committee members must be motivated and action oriented. The best approach for appointing committee members is to draft a letter for the President's (Commander's) signature. Where possible, select committee members who have expertise in the area of their responsibility.

The following is a general list of some of the more important committee tasks:

- a. Setting date and location
- b. Choosing a guest speaker
- c. Preparing and sending invitations to senior officials and guests
- d. Preparing place cards

- e. Providing suitable appropriate music
- f. Developing a menu, including wine selection
- g. Providing seating arrangements
- h. Planning for decorations
- i. Developing a program
- j. Ensuring suitable financial planning is done
- k. Ensuring adequate bartenders are available
- l. Adequate Photo support
- m. Chaplain
- n. Gift for speaker
- o. Site inspection

Conducting the Dining-In

Following is a general description of the chain of events:

Cocktails - Each member of the mess should arrive in the lounge within 10 minutes of opening time. Members should never arrive after the senior honored guest. The cocktail period usually lasts between 30 and 60 minutes. This time is intended to allow members to assemble before dinner, and to meet the guests. It is not an "attitude adjustment" period. Background music is appropriate. It should be soft, classical, recorded or live.

Assembling for Dinner - At the end of the cocktail period; the Vice sounds the dinner chime and directs the mess to proceed to the dining room. Members and guests assigned to the head table remain in the lounge or assemble in an anteroom. All others should proceed in an orderly fashion to their assigned seats and stand quietly behind their chairs.

By tradition, drinks and lighted smoking materials are never taken into the dining area.

There are a number of ways the head table members can enter the dining area. Depending on the set-up and the circumstances of the arrival of the head table, you need to pick one of these methods. Present the options to the President and choose one.

1. Have President and guest of honor enter first with the President to the left of the guest of honor. Continue with the next ranking pair, with the ranking person to the right until all members are out.

2. Have head table members file into the dining area in the order they are to be seated at the table. This order especially makes sense when the platform the head table is on is narrow and does not allow members to pass behind one another while taking their place at the table.

3. Have the President and guest of honor enter the mess after everyone is assembled.

Calling the Mess to Order - Immediately following the sounding of Ruffles and Flourishes, the President raps the gavel once to call the mess to order. The President should then direct the color guard to post the colors. The color guard marches into the dining area and posts the colors. The National Anthem is then played or sung. If the colors are in place, or there is no color guard, the National Anthem is played or sung immediately following the President's call to order.

Following the National Anthem, the color guard departs the room. Since protocol does not require the colors, once posted, be retired, some commanders elect to dismiss the color guard at this time.

After the color guard departs, the President asks the Chaplain or an appointed member of the mess to deliver the invocation. After the invocation, the members of the mess and guests remain standing as the next order of business is toasting.

Wine Pouring Ceremony - Usually, wine glasses are already filled, but if a wine pouring ceremony is observed, members of the mess and guests will be seated immediately following the invocation. The President removes the stopper from the decanter placed before them and the senior officer at each table does likewise, following the President's lead. Decanters are passed from hand to hand to the right, with each member filling their glass. Decanters never touch the table until all glasses have been filled and the President replaces the stopper and places the decanter on the table. Club service personnel should be ready to replace decanters as they are emptied, and to fill the water goblets of those who prefer not to drink wine. According to the traditions of Commonwealth nations, only port wine is used for toasting, and another wine is used as the dinner wine. The choice of wines is the Presidents prerogative. When all glasses have been charged, with either wine or water, and the President has replaced the decanter on the table, all members of the mess and guests rise for the toast.

Toasting - The custom of toasting is universal. It is believed that this custom came into wide acceptance after the effects of poison were discovered. When two persons, who might be antagonists, drank from the same source at the same instant an suffered no ill effects, a degree of mutual trust and rapport could be established. With this foundation

laid, discussions could continue on a more cordial basis. Today, toasting is a simple courtesy to the person being honored.

It is not necessary or proper to drain the glass at the completion of each toast. A mere touch of the glass to the lips satisfies the ceremonial requirements. Toasts should be proposed in sequence and at intervals during the program of the evening.

Members of the mess and gentlemen stand to toast, but female guests remain seated to drink the toast unless it is considered a standing ovation. If still in doubt, the ladies should take their cue from the members of the head table.

Toasts to deceased persons are normally made with water.

The President proposes the first toast. If a toast to the colors is done, it is always the first toast, to which the members of the mess respond, "To the Colors."

The second toast, in order of precedence, is to the heads of state of the allied nations represented. The toasts are made in the order determined by the seniority of allied officers present. Remember that Commonwealth nations toast the sovereign, not elected official. Consult your local Protocol office for the proper terminology to be used in toasting heads of state.

After the President of the mess has toasted the head of each Allied nation represented, the senior allied officer then proposes a toast to the President of the United States. The response is "To the President."

Following the President's or senior allied officer's toasts, Mister/Madam Vice proposes a toast to the Chief of Staff of the United States Air Force. The response is "To the Chief of Staff."

Toasts to the Chief of Staff of the Army, Chief of Naval Operations, and Commandant of the Marine Corps is appropriate if members of that service are present at the mess. The senior ranking officer representing a sister service would then propose a toast to the Chief of Staff of the United States Air Force.

Excessive toasting can make for a long evening. While other toasts may be appropriate, too many toasts can cause the evening to run behind schedule and dampen the enthusiasm of the members of the mess. At some locations there may be a number of allied officers present. In this case, it is appropriate to collectively propose a toast to the heads of state of all Allied nations.

Informal toasts are also an important part of the occasion. They should be humorous, but in good taste. It may be advisable to "plant" some impromptu toasts to set the tone of the evening.

After the welcoming remarks, the President introduces the head table and the Vice proposes a toast "To our honored guests" response, "Hear, Hear."

Normally, toasts should be planned and approved in advance by the President. To avoid confusion the toasts and responses should be printed in the dining-in program booklets placed at the tables. However, at any time after the toast to the Chief of Staff, a member may ask to be recognized for any appropriate reason.

After toasts to officials are made it is an opportune time for the President of the mess to explain the POW/MIA table and propose his last toast "One More Roll" before their opening remarks.

President's Opening Remarks - Besides setting the tone for the evening, the opening remarks provide the opportunity to officially welcome guests. When all guests have been recognized, the Vice proposes a toast to the guests. Members of the mess stand, guests remain seated. The response to this and all future toasts is "Hear, Hear."

The President then seats the mess and invites the members to eat.

The first course may be placed on the table while the mess assembles in the cocktail lounge. However, soup should be hot and salad should not be wilted. Consider the capabilities of the dining facility and the desires of the President.

Courses are always served to the head table first. At other tables, the highest ranking persons are served first. Although this means junior members are served last, Mister/Madam Vice should be served immediately after the head table. Toasts requested by the mess during dinner and related activities take up so much of the Vice President's time that they simply won't have a chance to eat unless they are served early. The President always has the option to limit toasts in order to keep the evening on schedule or to permit members to eat uninterrupted.

Smoking Lamp - With the current trend being that of a smoke-free environment, many dining establishments are non-smoking facilities. Check with the President to see if one is desired or will be omitted entirely.

Recess - At the time scheduled for recess, the President raps the gavel three times to gain attention. When the mess is silent, the President raps twice and announces a short recess so the dishes may be cleared and desert served. Members stand by their places until the head table departs. Everyone then proceeds to the cocktail lounge where the bars have reopened.

Reconvening the Mess - At the end of the recess, the Vice sounds the dinner

chimes and directs everyone to proceed to the dining room. Traditionally, lighted smoking materials and drinks should not be brought into the dining area following recess.

When members reach their places they stand directly behind their chairs. The President then leads the head table party into the dining room. The President then seats the mess with one rap of the gavel. Coffee and tea are immediately served and dessert is eaten.

Awards - Perform awards or recognition ceremonies as applicable. A convenient time is immediately before the guest of honor's speech. Under no circumstances should any ceremony follow directly after the guest speaker's speech, which should be the highlight of the evening.

Guest Speaker's Address - After awards and any scheduled entertainment, the President introduces the Guest Speaker. The speaker's address typically lasts 15 to 20 minutes and should be of a patriotic or entertaining nature. After thanking the speaker for their time and thoughts, the President presents the gift to the speaker. The President then asks the Vice to propose an appropriate toast to the Guest Speaker. The Vice proposes a toast, "To our Guest of Honor."

Closing the Mess - After the toast to the guest speaker, the President should recognize those who organized the dining-in and thank the Vice. If desired, the colors may then be retired by the color guard, The President encourages everyone to stay and enjoy themselves, if post-dinner entertainment is planned, and then adjourns the mess with two raps of the gavel. After the mess is adjourned, members should remain at the dining-in until the guest of honor and the President have left. If there is to be an extensive delay in leaving, the President may allow members to leave at their discretion. Traditionally, the Vice is the last member to leave the dining-in.

The Grog Bowl

The grog bowl is an accessory traditional to dinings-in, although it is not required. The contents of the grog bowl are best left to the imagination of the planning committee. The contents should be non-alcoholic so as not to dampen the spirits and participation of those individuals who do not consume alcoholic beverages. It is permissible to have two grog bowls, one alcoholic and one non-alcoholic.

Some organizations have successfully used a grog mixing ceremony where the individual contents are combined with a humorous narrative by the Vice.

Infractions warranting a trip to the grog bowl may be noted at any time by the President, Vice President, or any member of the mess. Members bring infractions to the attention of the President by raising a point of order. If the validity of the charge is questioned, members vote by tapping their spoons on the table.

When the President directs a violator to the grog bowl, the individual proceeds to the bowl promptly. The bowl is usually located on or near the Vice's table. Upon arriving at the grog bowl, the violator does the following:

- a. Does an about face and salutes the President
- b. Does an about face to the bowl and fills the cup
- c. Does another about face and toasts the mess
- d. Drains the contents of the cup without removing it from the lips, then places it inverted on their head signifying it is empty.
- e. Does an about face, replaces the cup, about faces again, salutes the President, and returns to their seat. With the exception of the toast, "To the Mess," the violator is not permitted to speak during this process.

Rules of the Mess - The following is a list of rules under which the mess will be conducted. They are designed to conform to tradition and promote levity. Violators of these rules are subject to the wrath of the Vice. All assigned penalties will be carried out before the membership.

1. Thou shalt arrive within 10 minutes of the appointed hour.
2. Thou shalt make every effort to meet all guests.
3. Thou shalt move to the mess when thee hears the chimes and remain standing until seated by the President.
4. Thou shalt not bring cocktails or lighted smoking material into the mess.
5. Thou shalt smoke only when the smoking lamp is lit.
6. Thou shalt not leave the mess whilst convened. Military protocol overrides all calls of nature.
7. Thou shalt participate in all toasts unless thyself or thy group is honored with a toast.
8. Thou shalt ensure that thy glass is always charged when toasting.
9. Thou shalt keep toasts and comments within the limits of good taste and

mutual respect. Degrading or insulting remarks will be frowned upon by the membership. However, good natured needling is encouraged.

10. Thou shalt not murder the Queen's English.
11. Thou shalt not open the hangar doors. (talk about work)
12. Thou shalt always use the proper toasting procedures.
13. Thou shalt fall into disrepute with thy peers if the pleats of thy cummerbund are not properly faced.
14. Thou shalt also be painfully regarded if the clip-on bow tie rides at an obvious list. Thou shalt be forgiven, however, if thee also ride at a comparable list.
15. Thou shalt consume thy meal in a manner becoming gentlepersons.
16. Thou shalt not laugh at ridiculously funny comments unless the President first shows approval by laughing.
17. Thou shalt express thy approval by tapping thy spoon on the table. Clapping of thy hands will not be tolerated.
18. Thou shalt not question the decisions of the President.
19. When the mess adjourns, thou shalt rise and wait for the President and head table guests to leave.
20. Thou shalt enjoy thyself to thy fullest.

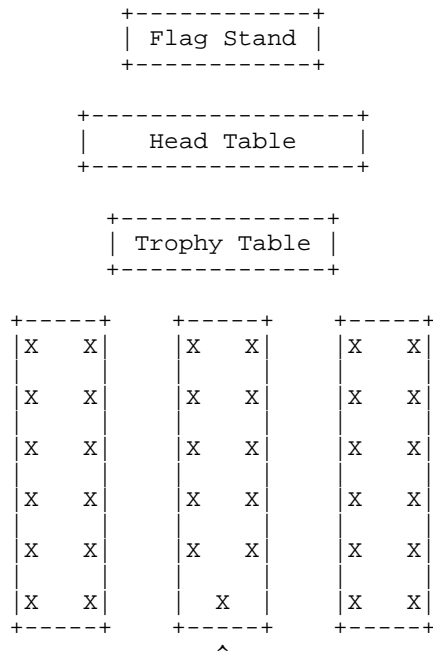
A Final Word - A dining-in is designed so that members of an organization can have a good time together as a unit. Various forms of skits or entertainment may also be included to add to the evening. The decorations, ceremony, humor, and wit should be done in such a manner as to make the evening a memorable event.

Two cautions should be noted; first, do not go overboard with expenses. A good time does not have to be excessively costly. Second, prepare an agenda and stick to the schedule. Too many skits, entertainment, patriotic programs, and so forth can make the evening drag on. If the mess is formally opened at 1930 and the guest speaker begins his speech at 2330, most members will be more attentive to their watches than to the guest's presentation. A formal program that lasts between 2 and 2-1/2 hours is ideal and allows sufficient time for informal entertainment.

(Previous text from the Air Force Protocol Guide, via the Internet.)

Suggested Table Plan

Presented in the figure below is a typical seating arrangement for an awards banquet or military dining function. If present, the POW/MIA table is placed to one side at the rear of the room.



Mr. Or Madam Vice, a junior officer.

Mixing the Grog Bowl

Grog may be concocted from anything that is edible. However, you should keep some things in mind when creating your grog:

- Alcohol is completely prohibited from any Cadet functions.

- If the grog is enjoyable there will be no incentive to avoid a trip to the bowl.
- If the grog is particularly nasty and vile it could turn someone's stomach.
- Be careful of potential allergic or intolerance reactions (such as milk or seafood).

Grog can potentially be constructed during the initial part of the meal. If the grog is constructed during the meal, various Cadets should introduce the items being added to the bowl with an explanation of their (supposed) source. The following are example ingredients:

- From the Commander: A clear liquid, the *Tears of Frustration*.
- From the Deputy Commander: A yellow liquid, the *Sweat of His Brow*.
- From the Communications Officer: A brown liquid, *Battery Acid*.
- From Admin, Logistics, PAO and Personnel: A blue liquid, *Ink*.
- From the Safety Officer: A green ice, *The Green of Safety*.
- From the Medical Officer: A red liquid, *The Blood of Fallen Members*
- From the Pilots: A clear liquid, *Aviation Gas*.
- From the Chaplain: A white liquid, *The Milk of Human Kindness*

Seeking Recognition from the Presiding Officer

From "*Robert's Rules of Order*": *Before a member can make a motion or address the [mess]..., it is necessary that he obtain the floor; that is, he must rise and address the presiding officer by his title, thus: "Mr. [President]," who will then announce the member's name.*

This is the process for someone seeking the recognition of the presiding officer for a toast or something else requiring the attention of more than just his immediate neighbors. *Questions of order*, which might result in a trip to the grog bowl, are handled differently; as outlined below.

Questions of Order

From "*Robert's Rules of Order*": *A Question of Order ... must be decided by the presiding officer without debate. If a member objects to the decision, he says, "I appeal from the decision of the chair." If the appeal is seconded, the [President] immediately states the question as follows: "Shall the decision of the chair stand as the judgement of the [mess]?" If there is a tie vote the decision of the chair is sustained.*

It is the duty of the presiding officer to enforce the rules and orders of the [mess], without debate or delay. It is also the right of every member, who notices a breach of a rule, to insist upon its enforcement. In such case he shall rise from his seat, and say, "Mr. [President], I rise to a point of order." ...[the President] requests the member to state his point of order, which he does, and resumes his seat. The [President] decides the point...

...The [President] can ask the advice of members when he has to decide questions of order, but the advice must be given sitting, to avoid the appearance of debate; or the [President], when unable to decide the question, may at once submit it to the [mess].

During the meal, the President will generally assign the Vice to answer calls for order. It is the duty of the President to serve as host to the members of the head table. In this case members will address Mr. Vice.

Votes on appeals or approval for the decisions of the President are made by tapping spoons upon the table.

If calls for order become excessive, it is the right of the presiding officer to add rules during the meal. It may be advisable for the presiding officer to insist that all calls for order rhyme or that they be sung to the tune of "Three Blind Mice".

Field Dining-In

The Combat Dining-In is a form of dining in that has become popular recently. Although it may have been pioneered by the Marine Corps (it reputedly being a favorite of Commandant Gray), it is now in general use throughout the armed services. The conduct of the Combat Dining In is nearly identical to the traditional version. The major differences are that the dress is utility (BDU) and there are often 'firefights' between rival tables.

Of course, CAP is a non-combat organization. Therefore, the appropriate name in the CAP association is 'Field Dining In', to reflect the fact that members attend wearing field gear.

One of the biggest differences in the Field Dining In are changes in the Rules of the Mess. These rules are flexible and at the discretion of the President of the Mess, but here are some examples:

- Rule 15 - Thou shalt consume thy meal in a manner befitting a hungry field rat.
- Rule 17 - Thou shalt express approval by pounding thy fist on the table. Clapping thy hands will not be tolerated.
- Rule 21 - Thou shalt low-crawl within 15 feet of thy table when returning to thy seat.

- Rule 22 - Thou shalt NOT launch food or spray water towards the head table.

CAP Birthday Ceremony

Introduction

In the military, most notably the Marine Corps, the day Congress created the branch is traditionally observed and celebrated as that branch's 'birthday'. This is an exciting and fulfilling tradition that allows each member of the organization to share in *esprit de corps*.

The Marines take the birthday of their Corps very seriously and units throughout the globe pause on November 10th of each year in observation. It is a time of celebration, reflection, remembrance and camaraderie; where 'Auld Lang Syne' is as much a part of the event as 'The Marines Hymn'.

While no official acknowledgement of the CAP birthday exists, there is no good reason not to have some sort of ceremony at the beginning of December honoring the our organization. The ultimate ceremony, of course, would be a banquet and dance; a 'Birthday Ball'.

The following are suggested ceremonies, adopted from the Marine Corps traditions.

Cake Cutting Ceremony

The presentation and cutting of the birthday cake is an integral part of the entire birthday celebration for the Marines. It has deep significance and symbolism that is revealed in the cake ceremony speech below.

Cake Cutting Ceremony Description

If the cake cutting is part of a larger ceremony or a full ball, there should be martial music playing in the background during the social hour preceding the dinner. Marches and other music associated with the military and military units are traditional.

Fifteen minutes before the ceremony is to begin, the bugle call *Officer's Call* should be played. This is an indication to everyone attending that the ceremony and dinner are about to begin. After *Officer's Call* the martial music can be resumed.

When the ceremony is to begin, the Adjutant will command, "Sound *Adjutant's Call*." *Adjutant's Call* will be played, followed by *Attention*. At this point the official party (the Commander, his staff and the Honored Guests) enters and marches up the aisle, faces about and posts at the head of the aisle.

Once the official party has posted, the color guard enters and marches up aisle, halting in front of official party. The Adjutant proclaims, "*Long live the United States and success to the Civil Air Patrol!*" *To The Colors* is played. The color guard posts.

At this point a fanfare is played and *Marching Song of the C.A.P. (or other appropriate music)* is played at a slow tempo. The cake is wheeled in on a cart by an escort followed by the youngest and oldest members and the Adjutant. Optionally, guards can be posted along the aisle before the cake is wheeled in. The cake is posted in front of the official party. The cake escort post at the rear of the cake.

Adjutant steps front and center between cake and official party. The Commander commands, "Publish the Article." The adjutant calls *attention to orders*, reads short remarks written by a notable for the C.A.P. birthday and resumes his post.

The commander steps forward to make his remarks followed with remarks by the honored guest.

At the conclusion of remarks, the adjutant picks up a knife or sword from cake table and hands it to the commander. The commander offers it to the honored guest. *Auld Lang Syne* plays. The youngest and oldest members post next to the cake. While the commander reads the introduction and biography of the youngest and oldest members present, the honored guest cuts the cake and presents a slice of cake to each.

The youngest and oldest members resume their original positions after receiving the cake. The cake escort posts back on the cake and escort marches cake to the rear followed by the adjutant. The official party marches off. The color guard marches off. That is the conclusion of the ceremony.

Cake Cutting Ceremony Remarks

Traditionally, regardless of location, Civil Air Patrol members pause to observe their birthday by sharing a cake and usually a holiday meal.

A survival knife is used to cut the cake as a reminder that we are a charged with helping people in situations in which their very lives are at stake. We carry these knives in the field to help us help them.

The commanding officer passes the first piece of cake to the oldest Member; demonstrating the honor and respect accorded to experience and seniority.

This year's oldest Member is LtCol John Smith, who was born on February 2nd, 1932 and joined the Civil Air Patrol in May, 1948.

Symbolically, the elder Member passes that piece of cake to the youngest Member,

just as since 1941 experienced Members have nurtured and led the young Members that fill our ranks and renew our organization.

The youngest Member is Cadet Airman John Doe, who was born on April 19, 1986. He joined Civil Air Patrol in March, 1999.

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ATTACHMENT 1: JODIES

Author's Note: Many of these Jodies are courtesy of C/CPT Jamie Jackson, Indiana Wing.

Mix-and-Match Cadences (Double time)

When you're feeling down and blue
Amyl nitrate is the one for you.
When you're twitching on the ground,
The combo pin will be the one to pound.

Birdie birdie in the sky,
Dropped some whitewash in my eye.
I won't fuss and I won't cry,
I'm just glad that cows can't fly.

My grand daddy was a horse Marine.
When he was born he was wearing green.
Drinking all night and fighting all day.
Grandpa knew no other way.

My grand daddy was a brave old man.
And I'm trying as hard as I can
To be like him in every way -
Funning all night and running all day.

My grandma is seventy-two,
Knows karate and a little Kung Fu.
Busting boards and breaking bricks,
Knocks big trees into little bitty sticks.

Grandma and grandpa were laying in bed.
Grandma rolled over and this is what she said,
"The man I marry, he must be
U-S-M-C Infantry."

They Say That In The Army (Quick time)

The say that in the Army the chicken's mighty
fine,
One jumped off the table and started marking
time.

CHORUS

Gee, Ma, I want to go,
But they won't let me go,
Gee, Ma, I want to go home.

They say that in the Army, the coffee's mighty
fine,
It looks like muddy water and tastes like
turpentine.

They say that in the Army, the girls are might
fine,
They look like Phyllis Diller, they walk like
Frankenstein.

They say that in the Army, the biscuits, they
are fine,
One rolled off the table and killed a friend on
mine.

They say that in the Army, the pay is mighty
fine
They give you a hundred dollars and take back
ninety-nine

They say that in the Army, the coffees mighty
fine
It looks like muddy water, and tastes like
turpentine

They say that in the Army, the meat is mighty
fine
Last night we had ten puppies, this morning
only nine

They say that in the Army, the shoes are
mighty fine
You ask for size eleven, they give you a size
nine

They say that in the Army, the pancakes, they
are fine
You can try to chew them, but you're only
wasting time

They say that in the Army, the beds are mighty
fine
But how the hell would I know, I've never slept
in mine

They say that in the Army, the mail is so great
Today I got a letter dated 1948

They say that in the Army, the hours are just
right
Start early in the morning and work on through
the night

They say that in the Army, the buses, they are
fine
One went round the corner, and left three
wheels behind

They say that in the Army, the coffees mighty
fine
Its good for cuts and bruises and tastes like
iodine

Whiskey Jack

(Double time or Quicktime)
Hey, hey, Whiskey Jack,
Meet me down by the railroad track.
With my suitcase in my hand,
I'm gonna be a traveling' man.

With my car keys in my hand,
I'm gonna be a driving' man.

With my bottle in my hand,
I'm gonna be a drinking' man.

With my rifle in my hand,
I'm gonna be a fighting' man.

With my woman in my hands,
I'm gonna be a loving' man.

With my cyclic in my hands,
I'm gonna be a chopper' man.

Chesty Puller (Old King Cole)

(Quick time)
(Note: Lewis B. 'Chesty' Puller was a highly decorated Marine Corps officer. He enlisted as a Private at the end of World War I, was later commissioned and rose to the rank of Lt. General. During his nearly 40-year career with the Marines, he served in Nicaragua, Haiti, China, the Pacific and Korea. He was awarded five Silver Stars for bravery in combat.)

When this cadence is sung, the caller sings from 'Chesty Puller...' through '...beer,' said the privates.' All together. At that point, the group sings "'Beer, beer, beer,' said the privates.' after him. The next two lines are repeated also. As each rank is added, the previous ranks are sung afterward in order. So, after 'generals',

you would sing all the way back through
to 'privates'.

Chesty Puller was a fine Marine
And a fine Marine was he.
He called for his pipe,
He called for his bowl,
He called for his privates three.
"Beer, beer, beer," said the privates.
"Merry old me are we.
You might go far but you can't compare with
the Marine Corps infantry"

"Hup, two, three," said the corporals.
"Keep those men in step," said the sergeants.
"That's a bunch of crap," said the gunnies.
"We do all the work," said the louies.
"Shine my boots and brass," said the captains.
"How 'bout junk on the bunk," said the majors.
"How 'bout a three day pass," said the colonels.
"Fight, fight, fight," said the generals.

The CAP version begins with "Old King Cole
was a merry old soul and a merry old
soul was he," The chorus is "You might
go far but you can't compare with the
boys from C.A.P." For the Marine Corps
ranks substitute the following, keeping in
mind that it progresses from cadet to
senior ranks.

"When we gonna eat?" said the airmen.
"Hup, two, three," said the sergeants.
"Keep those men in step," said the louies.
"That's a bunch of crap," said the captains.
"We do all the work," said the colonels.
"Who'll do this report?" said the louies.
"Where's my CATMAP points?" said the
captains.
"Who'll watch these cadets?" said the majors.
"Let's go fly that plane," said the colonels.

She Wore A Yellow Ribbon

(Quick Time)

In her hair she wore a yellow ribbon.
She wore it in the springtime and the merry
month of May.
And if you asked her why the hell she wore it,
She wore it for that young Marine so far, far
away.
(Chorus)
Far away, far away.
She wore it for that young Marine so far, far
away.

In the church the pastor kept a wedding license
Behind the door her father kept a shotgun.
Around the block she pushed a baby carriage.
And in the drawer the sheriff kept a warrant.

Marine

(Quicktime)

The Army's got the khakis,
The Navy navy blue.
But there's another fighting man
I'll introduce to you.

His uniform is different,
The finest ever seen.
The Germans called him Devil Dog.
His title is Marine.

He was born on Parris Island,
The land that God forgot.
The sand was eighteen inches deep.
The sun was blazing hot.

Up every morning,
Before the rising sun.
And march a hundred miles or more,

Until the day was done.

And when he gets to heaven,
To Saint Peter he will tell.
Another Marine reporting, sir.
I've served my time in hell.

My Girl's A Pretty Girl

(Quicktime)

My girl's a pretty girl,
She is a city girl.
(Chorus)
But I'll buy her anything
To keep her in style.

She has a head of hair
Just like a grizzly bear.

She has a pair of eyes
Just like two custard pies.

She has a long, long nose
Just like a garden hose.

She has a pair of lips
Just like potato chips.

She has a pointed chin
Just like a safety pin.

She has a pair of thighs
Just like two railroad ties.

She has a pair of hips
Just like two battleships.

She has a pair of knees
Just like a summer breeze.

She has a pair of feet
Just like a parakeet.

Fourteen Kids Who Call Me Pa

(Quicktime)

The prettiest girl
I ever saw
Was sipping bourbon,
Through a straw.
(Chorus)
The 'chorus' verses are all repeats of the verse
just sung. Then main difference is that
running together of the last two lines and
the addition of the stomping of the foot.
This should be done for each verse.
The prettiest girl,
I ever saw,
Was sipping bourbon (STOMP FOOT)
through a straw.

Her hair was blonde,
Her eyes were green.
The prettiest girl
I've ever seen.

I walked right up,
I sat right down.
And then I asked
For another round.

I placed my hand,
Upon her thigh.
She said, "Marine,
You're much too high."

I picked her up,
I laid her down.
Her golden hair
Lay all around.

The wedding was

A formal one.
Her father brought
His white shotgun.

And now I have
A father in law.
And fourteen kids
Who call me Pa.

The moral of
My story is clear:
Instead of bourbon
STICK TO BEER.

I'll never be in Infantry

(Double-time)
I'll never be in infantry
Queen of battle not for me
Chairborne, chairborne pogue I'll be
Staff platoon's the life for me.

Up in the morning, out of bed
Do some stretches, hit the head
Drink some coffee, settle down
Nothing like Colombian grounds.

From a desk I oversee
Typed reports and spilled coffee
Off to meetings I will go
Can I stay awake, Hell I don't know.

Early at night it's drizzling rain
I slip in the mud, I get a sprain
A purple heart they gave to me
What can I do for a D-S-C.

Armor and artillery
Are things I hear but never see
They frighten me and make too much noise
I'm scared of big old soldiers' toys.

Well dug in and over the hill
Is where I made and keep my still
Swilling hooch and playing cards
Is life for me and not too hard.

It's true that someday I'll be dead
With lots of gray hair on my head
It's hard to get a shot at me
Cause REMF is all I'll ever be.

Somewhere there's a Woman

Somewhere there's a woman
She's crying for her man
He's an airborne ranger
He does the best he can

Refrain: Don't cry for me
I don't need your sympathy
'Cause I'm an airborne ranger
And that's all I want to be

Somewhere there's a mother
She's praying for her son
He's an airborne ranger
And his work is never done

Somewhere there's a father
His head is bowed in grief
His son was an airborne ranger
And he died for his beliefs

Somewhere there's a mother
Flag folded in her hands
Her son was an airborne ranger
And he died for his land

The Infantry Song

Eighty-second
All-American
Pick up your 'chutes and follow me

I'm the airborne infantry

One-oh-one
Screaming eagles
Pick up your ropes and follow me
I'm the air assault infantry

Twenty-fifth
Tropic lightning
Pick up your rucks and follow me
I'm the light infantry

First division
Big red one
Jump on your tracks and follow me
I'm the mechanized infantry

Seventy-fifth
Black beret
Pick up your weapon and follow me
I'm the ranger infantry

Sixth ID
Patch on my shoulder
Pick up your snowshoes, follow me
Arctic Light Infantry

ROTC
Patch on my shoulder
Pick up your books and follow me
I'm the wanna-be infantry

I don't know why I left...

I don't know why I left
But I must've done wrong
And it won't be long
'Till I get on back home

Got a letter in the mail
Go to war or go to jail

Sat me in that barber's chair
Spun me around, I had no hair

Used to drive a Cadillac
Now I pack it on my back

Used to drive a limousine
Now I'm wearing Army green

Dress it right and cover down
Forty inches all around

Nine to the front and six to the rear
That's the way we do it here

Used to date a beauty queen
Now I date my M-16

Ain't no use in looking' down
Ain't no discharge on the ground

Ain't no use in going back
Jody's got your Cadillac

Ain't no use in calling home
Jody's got your girl and gone

Ain't no use in feeling blue
Jody's got your sister too

Took away my faded jeans
Now I'm wearing Army greens

They took away my gin and rum
Now I'm up before the sun

Mama Mama can't you see
What this Army's done for me

Mama Mama can't you see
This Army life is killing me

Old King Cole

Old King Cole was a merry old soul
And a merry old soul was he
He called for his pipe and called for his bowl
And he called for his
Privates three
"Beer, beer, beer," said the privates
Merry men are we
But none so fair that can compare to the army
infantry

"I need a three-day pass," said the corporals
"File from the left, column right," said the sgts
"I'll lead the way," said the lieuties
"Charge that hill," said the captains
"Who's gonna shine my boots?" said the majors
"Where's my star?" said the colonels
"War, war, war," said the generals

1492

In fourteen hundred and ninety-two
a beggar bound for college
was roaming in the streets of Spain
and selling hot tamales

Refrain: He said the world was round-oh
He said it could be found-of
The hypothetical navigating son-of-a-gun
Colombo

He went up to the queen of Spain
demanding ships and cargo,
He said I'll be a son-of-a-gun
if I don't bring back Chicago.

Said Isabel to Ferdinand
his plan sounds mighty hazy
said Ferdinand to Isabel
I think the sucker's crazy!

The queen she gave him three great ships –
and they all were sea-worthy,
He was sure to sail to China first,
but his men, they all had scurvy.

Let'em Blow

Let 'em blow let 'em blow
Let the four winds blow
Let 'em blow from east to west
The CAP is the best

Standing tall and looking good
Ought to march in Hollywood

Hold your head and hold it high
___ Flight is marching by

Close your eyes and hang your head
We are marching by the dead

Look to your right and what do ya see?
A whole bunch of legs looking at me

Dress it right and cover down
Forty inches all around

Nine to the front, six to the rear
That's the way we do it here

Yellow Ribbon

Around her neck she wore a yellow ribbon
She wore it in the springtime,
In the merry month of May
And if you asked her why the heck she wore it
She wore it for that cadet who was far, far
away

Refrain: Far away!

Far away!
She wore it for that cadet who was far, far
away.

Around the block she pushed a baby carriage. . .

Around her thigh she wore a yellow garter. . .
Behind the door her daddy kept his shotgun. . .
In the church the preacher kept a license. . .

Everywhere I Go

Everywhere I go
There's a Black Hat there (or Drill Sergeant)
Every where I go
There's a Black Hat there
Black Hat
Black Hat
Why don't you leave me alone
And let me go back home

When I eat my chow... (sub in for Everywhere
I go)

When I comb my hair...
When I brush my teeth...
When I get my shots...
When I do PT...
When I see my girl...
When I get out of bed...
On an FTX...

Count Cadence, Delay Cadence...

Count cadence
Delay cadence
Skip cadence
Count

(one) All you cadets
(two) You better do your best
(three) Before you find yourself
(four) In the leaning rest

(one) Hit it
(two) Kick it
(three) Stab it
(four) Kill it

(one, two, three, four, one, two, three, four
We like it here
We love it here
We've finally found a home
A home
A home
A home away from home
Hey!)

See that man in the black beret...

See that man in the black beret
Ask him how he earns his pay
See that man in the black beret
Killings how he earns his pay
He's the best the world will see
Airborne Ranger Infantry

See that man in the maroon beret
Ask him how he earns his pay
See that man in the maroon beret
Jumping how he earns his pay
He's the best the world will see
US Airborne Infantry

See that man in the green beret
Ask him how he earns his pay
See that man in the green beret
Teaching how he earns his pay
He's the best the world will see
Special Forces Infantry

See that man with the steel pot on
Ask him how he earns his pay
See that man with the steel pot on
Hand to hand he earns his pay

He's the best the world will see
US Army Infantry

Tiny Bubbles

Tiny bubbles
In my beer
Makes me happy
And full of cheer

Tiny bubbles
In my wine
Makes me happy
All the time

Tiny bubbles
In my soda
Makes me happy
Just like Yoda

Everywhere we go

Everywhere we go - oh
People wanna know - oh
Who we are
Where we come from
So we tell them
We are _____ (Alpha, Bravo, etc...)
Mighty Mighty Alpha
Rough - n - tough Alpha
Straight shooting Alpha
Better than Bravo
Big baby Bravo
Better than Charlie
Chicken chicken Charlie
Better than Delta
Dumb-dumb Delta
Better than Echo
Icky icky Echo
We are Alpha
Mighty mighty Alpha

Captain Jack

Hey hey Captain Jack
Meet me down by the railroad track
With that bottle in my hand
I wanna be a drinking man
For Uncle Sam

With that rifle in my hand
I wanna be a shooting man
A drinking man
For Uncle Sam

With that bayonet in my hand
I wanna be a cutting man

With that woman in my hand
I wanna be a loving man

With that suitcase in my hand
I wanna be a traveling man

With that pistol in my hand
I wanna be a killing man

With that Bible in my hand
I wanna be a praying man

With that compass in my hand
I wanna be a land-nav man

Army Colors

The Army colors
The color is red
To show the world
The blood we've shed

Blue...that we are true
White...that we are right
Black...that we are back
Gold...that we are bold
Green...that we are mean

Brown...that we get down
Gray...that you will pay

We Like To Party

We are ____ flight
and we like to party
party hardy
party hardy all night long

Your left, your left, your left, right, get on
down

Your left, your left, your left, right, get on
down

Now drop, and beat your face
____ flight's gonna rock this place
Boom, check it out, check it out
Boom, check it out, check it out

Pebbles and Bam Bam

Pebbles and Bam-Bam on a Saturday night
Trying to get to heaven on a paper kite
Lightning struck (BOOM) and down they fell
(AHHH)
Instead of getting to heaven, they went straight
to hell

Dino the dog (RUFF RUFF) was on the bone
(CHOMP CHOMP)

While Fred and Barney rocked the microphone
I heard a scream, I heard a shout
It was old Mr. Slate busting Wilma out
There was nothing that Fred or Barney could
do
'cept sing "Yabba daba daba daba daba
daaaaaa bo!"

Here we go again

Here we go again
Same old stuff again
Marching down the avenue
Few more days and we'll be through
I won't have to look at you
I'll be glad and so will you

Throughout the desert

Through the desert and across the plains
Steaming jungles and tropic rains
No mortal foe can stop me now
This is gonna be my solemn vow

I have honor and I have pride
Winning serves me as my guide
This Army shocks our enemies
Brings them crashing to their knees

Basic Training is plenty rough
To make it through you must be tough
Hey, Squad Leader, don't be blue
They're gonna make you a soldier, too

These boots were made for walking...

These boots were made for walkin'
And that's just what they'll do
If all you're doing is markin' time
They'll walk all over you

These guns were made for shootin'
And that's just what they'll do
And if we get a mission
Well drill a hole in you

This Armys trained for fightin'
And that's just what well do
If you pick a fight with us
Well walk all over you

A Yellow Bird

A yellow bird with a yellow bill
Was sitting on my window sill.

I lured him with a piece of bread
And then I stroked** (stomp with left foot) his
little head.

The doctor came to check his head,
"I'm sorry to say, the bird is dead."

Air Force Basic

Basic, basic don't feel blue,
Six more weeks and you'll be through.
When you get there you will know
The Air Force is the way to go.

Look up, look up in the sky,
F-15 goes flying by.
Joined the Force to wear the blue
So I can fly an Eagle too!

Airborne Daddy/C-130

C-130 rollin' down the strip,
airborne daddy gonna take a little trip.
When that plane gets up so high,
airborne daddy gonna dance in the sky.

Stand up, hook up, stumble to the door,
started to jump but I fell on the floor.
They picked me up and they pushed me to the
door,
I jumped right out and I counted to four.

If my main don't open wide,
I've got another one by my side.
If that one should fail me too,
Look out below I'm comin' through.

Slip to the left and slip to the right,
slip on down and do a PLF.
Hit the DZ with my feet apart,
legs in my stomach and feet in my heart.

Lyin here, lyin there, rollin all in fright,
wondrin' if this is gonna be my last flight.
Nurse oh nurse you look so fine,
Airborne daddy gonna make time.

If I die on the old drop zone,
box me up and ship me home.
Bury me with speakers by my head,
so I can rock with the Grateful Dead.
Bury me with speakers by my toes,
so I can rock with Axel Rose.

Cause I'm Airborne,
Ranger,
Death and,
Danger,
Paratroop,
Supertroop,
Everyday,
All the way,
Ah-ha,
Ah-ha,
Like it,
Love it,
PT,
PT,
Gotta be,
Like me,
HUA,
HUA!

Air Force

F-15 rolling down the strip,
Eagle driver gonna take a little trip.
Rev it up, taxi up, count to four,
Push the throttle forward and hear the engines
roar.

Thirty thousand feet up in the sky,
Flying this baby is a natural high.
Took a look at six o'clock and what did I see,
A Mig-21 was coming after me.
Pulled it up, rolled it out much to his surprise,

Should've seen the look in that turkey's eyes.
Got behind him, set my sights, let my missile
fly,

Blew that twenty-one out of the sky.
When you see an Eagle driver he will say,
"Flying and fighting is the Air Force way."

Infantry

I say the field is pretty rough,
That's why the Army is mighty tough.
We're combat ready everyday,
That's how we earn our monthly pay.

I say we train pretty hard,
Your safety we will guard.
People, people can't you see,
That we are the unit called Infantry.

Everyday we run PT,
They run the sweat right out of me.
I say we run a country mile,
But we all finish with a great big smile.

You know this country's in a jam,
That's why we work for Uncle Sam.
To keep this country safe and free,
So we can live in Liberty.

Airborne #3

Soldier, soldier, have you heard?
I'm gonna jump from a big iron bird,
Up in the morning in the drizzling rain,
Packed my chute and boarded the plane.
Raining so hard that I couldn't see -
Jumpmaster said, "You can depend on me."
I looked with fear at the open door,
Then I stood up and fainted on the floor.
When I woke up, he hooked up again,
And that is when I fainted again!

Humility

Far above all the rest,
Aviators are the best.
True and proven by test,
Aviators above the rest.

Pilots when given any test,
Always prove to be the best.
If you doubt what I say,
Ask a pilot any day.

Old Lady #1

Saw an old lady walking down the street,
She had tanks on her back, fins on her feet.
I said, "Hey, old lady, where're you going to?"
She said, "U.S. Navy Diving School."
I said, "Hey, old lady ain't you been told,
You'd better leave the diving to the brave and
bold."
She said, "Sonny, sonny can't you see?
I taught RECON, UDT."

Burger King

Down in Honolulu at the Burger King,
First Sergeant _____ was doin' his thing.
Hamburger, hot dog, chocolate shake,
There isn't much that he can't take.
Stand up, hustle up, shuffle to the door,
Back to the track and run some more.

Look Sharp, Be Sharp

Look sharp, be sharp is the word
At Camp Atterbury it's always heard.
Hey, Hey, what do you say?
Doing my best in every way.

Look sharp, be sharp is our cry.
At Camp Atterbury we aim for the sky.
Hey, Hey, what do you say?
Doing my best in every way.

Look sharp, be sharp-it's pretty rough.
If you wanna be a Cadet, you gotta be tough.
Hey, Hey, what do you say?
Doing my best in every way.

Mean First Sergeant

Woke up this morning 'bout a quarter to four,
Couldn't believe what I saw as I stood in the
door.

My First Sergeant with his feet on his desk,
Had the LT in the front leaning rest.

Hey, First Sergeant, can't you see?
This little run ain't nothing to me.
Hey, First Sergeant, you're turning green,
Must be what's in your canteen.

Civil Air Patrol

Hey Army,
back-packing Army.
Bring your packs and follow me;
Come and join the C.A.P.

Hey Navy,
deck swabbing Navy.
Bring your mops and follow me;
Come and join the C.A.P.

Hey Air Force,
high-flying Air Force.
Bring your jets and follow me;
Come and join the C.A.P.

Hey Marine Corps,
trench-digging Marine Corps.
Bring your shovels - follow me;
Come and join the C.A.P.

Hey Boy Scouts,
bed-wetting Boy Scouts.
Bring your beds and follow me;
Come and join the C.A.P.

ATTACHMENT 2: CAPM 50-3

Author's Note

The Leadership Laboratory (CAPM 50-3,4,5) was the leadership training text for the Cadet Program for twenty years. It was phased out in favor of the Leadership 2000 program in the early 90's.

The Leadership Laboratory contained much that was duplicated elsewhere in CAP materials, namely drill and ceremonies and uniforms. The Leadership Laboratory also contained much that was dropped as unnecessary for Cadets, such as the section on Interior Guard.

The Leadership 2000 program has a different approach to many of the subjects it covers. However, I believe that there is still value in much of what the 50-3 covered. With that in mind, I am presenting as an attachment the contents of CAPM 50-3 that didn't concern duplicated materials.

Where appropriate, notation has been made that material has been dropped and what it was.

Preface

Because of the importance of effective leaders to the future of Civil Air Patrol and this Nation, leadership training, to be given in the leadership laboratory, is prescribed as one of the four major program factors of the CAP Cadet Program. This is fitting and proper. Leadership is a fascinating and challenging art, but it is an art that can be learned with study and practice. By definition, leadership is the art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective. In addition, it is the responsibility of Civil Air Patrol to provide its cadet members the opportunity to develop their leadership capabilities to the utmost. This manual contains some of the principles and techniques that, when properly applied, will help achieve this purpose.

The leadership laboratory of the CAP cadet program provides for cadet progress through four increasingly challenging categories of responsibility: participant - follower, participant - leader, planner -supervisor, and adviser - counselor. Cadets in Phase I and those in the first three achievements of Phase II have the status of participant-followers in leadership laboratory. They are introduced to and acquire a basic knowledge of fundamental military drill. As they increase their experience and proficiency during the last three achievements in Phase II, they become participant-leaders. During the participant-leader phase, cadets assume positions of responsibility and authority in which they instruct both individual members and elements in executing basic facing movements and marching movements. In the Phase III leadership laboratory, cadets are given additional responsibility and authority as planner-supervisors. They develop growing leadership skills through the supervision of subordinate cadets and the application of problem-solving techniques. Phase IV cadets serve as special advisers and counselors and seek to improve the knowledge and proficiency of the entire unit.

The following table is to be used in presenting the material in this manual to the participants in the leadership laboratory. (Note: Chapter numbers correspond to achievement numbers.)

Cadets In:	Must Master Chapters:
PHASE I	1
PHASE II	
First Three Achievements	2,3,4
Last Three Achievements	5,6,7
PHASE III	8,9,10,11
PHASE IV	12,13,14,15

As cadets progress through each phase of the cadet program, they must master the parts of this manual that are prescribed above for the phase of the leadership laboratory. Not only must they master the required material during each phase of the leadership laboratory, they must also retain mastery of that material as they go on to and through succeeding phases. Only in this way can they lay a firm foundation upon which to improve and increase their leadership knowledge and skills.

To attain - and retain - mastery of the principles and techniques described in this manual, cadets must continually study and practice to become proficient - to improve old skills and to develop new ones. If they do this, they will attain the objectives set for each phase of the program and their leadership growth will be constant and well-founded.

THE CAP MOTTO

**SEMPER VIGILANS -
ALWAYS VIGILANT**

THE CADET OATH

I pledge that I will serve faithfully in the Civil Air Patrol cadet program, and that I will attend meetings regularly, participate actively in unit activities, obey my officers, wear my

uniform properly, and advance my education and training rapidly to prepare myself to be of service to my community, state, and nation.

In the interest of easier reading, please construe each third person, singular reference to "he," "his," "him," or "himself" to mean "he or she," "his or hers," "him or her," or "himself or herself"

Chapter 1 - THE LEADERSHIP LABORATORY IN CIVIL AIR PATROL

As a cadet member of Civil Air Patrol, you have the privilege of participating in the finest program of its kind in the world. One facet of the CAP cadet program - the leadership laboratory - gives you an unequalled opportunity to develop your leadership abilities to the fullest. The CAP leadership laboratory is not easy. It will require much hard work, and like everything in life, what you get out of the laboratory will depend on what you put into it. One thing is certain, however, the results that you can attain in the leadership laboratory will far exceed the effort you must expend, and when you finish the program you will be better informed, more mature, and more understanding than when you started.

SECTION A - PURPOSE AND OBJECTIVES

The purpose of the Civil Air Patrol cadet program is the development of dynamic Americans and aerospace leaders. The leadership laboratory offers a practical method of developing leadership potential -an indispensable element of the ultimate goal. This manual is intended to provide the necessary tools for such development. It is correlated with the standard meeting schedules and overall objectives of the CAP cadet program, and it is to be used as the basis for the leadership laboratory program prescribed in CAPM 50-16.

1. Purpose of the Leadership Laboratory. The content of the leadership laboratory program factor is designed to provide you with an opportunity to become proficient in the following seven major areas: (1) Leadership Laboratory Methods, (2) Military Drill Techniques and Ceremonies, (3) The CAP Uniform, (4) Customs and Courtesies in Civil Air Patrol, (5) Security Functions of the Interior Guard, (6) Characteristics and Principles of Leadership, and (7) Techniques of Leadership. As you progress through the program, your relationship to the required activities changes. During the program, you will participate in the following four increasingly responsible leadership stages: (1) Participant - Follower, (2) Participant - Leader, (3) Planner - Supervisor, and (4) Adviser - Counselor.

2. The Purpose of Drill in the Leadership Laboratory:

a. In educational terms, a laboratory course is one in which the students gain knowledge of chemical, physical, or human processes from a planned series of problem-solving assignments and direct experience. The CAP leadership laboratory is no exception; however, leadership problems and their solutions cannot be reduced to formulas. Leadership - the ability to guide or direct the actions of others so as to gain their willing cooperation in doing a job, sometimes a job they neither want to do nor know how to do - is a human process, and it lends itself to teaching through the laboratory method. Since it is not the sum total of set formulas or rules, it is not possible to provide you with the kind of laboratory manual used in a chemistry or physics class. Nor is it possible to supply you with standardized materials or with specific answers to the problems you will meet in the leadership laboratory. Nevertheless, as a CAP cadet and a potential leader, you must learn to recognize, analyze, and solve leadership problems when they occur. The CAP leadership laboratory will help you do this.

b. A laboratory for the development of leadership could be designed around almost any kind of cooperative activity. Drill as the medium for the leadership laboratory has numerous advantages. It is relatively easy to teach. It requires close teamwork of small, medium, or large groups. It is a necessary skill for successful membership in Civil Air Patrol and must eventually be learned. When done well, it has a unifying effect that promotes discipline and *esprit de corps*.

c. However, the most important reason for using drill in the leadership laboratory is that it is a means by which you can gradually progress from the simple to the difficult. In performing the drill movements, you start with the simple, basic facings, and advance to the elaborate maneuvers of a full review. In solving the leadership problems that arise during this process, you start with the relatively simple problems of the element leaders and progress to the complex problems of the cadet commander.

d. The techniques that are the goals of the leadership laboratory are not peculiar to Civil Air Patrol. The manager of a baseball team and a flight commander use essentially the same techniques of leadership, likewise, the president of a corporation and the commander of a large CAP unit practice much the same leadership. Because of this similarity, many successful CAP leaders move smoothly into positions of leadership in business, government, and the professions.

e. The leadership laboratory must not be limited to the drill field. Leadership is an integral part of all CAP activities, and the concepts and methods of the laboratory must be applied in the classrooms, offices, and operational facilities of the unit as well as on the drill field. You cannot become a leader - proficient in wearing the uniform, in military courtesy, in military discipline - in one laboratory, or in one meeting, or in one phase. You must study and practice over a period of time, and you must receive frequent, repetitive training from patient, understanding, skilled instructors.

3. Overview of Objectives:

a. Certain objectives, all interdependent, have been assigned to the leadership laboratory for each phase of the program. Several objectives overlap or are repeated in later phases. There is a sound reason for this - what you learn and then practice in succeeding months and years will take on new meaning and importance as time goes by and as you and the conditions that surround you change.

b. As you advance through the leadership laboratory program, you must know what you will be expected to do, and then learn to do it. To instruct well, you must know more than the students you teach. To supervise properly, you must know what is expected of the instructors. To give wise counsel, your combined experience, skills, and knowledge must be broad enough for you to solve the varied problems you may encounter. Much of your success as a cadet in Phases I and II will depend on the kind of supervision and leadership you receive from advanced cadets. And when you become an advanced cadet, much of the success of those in your charge will depend on how well you supervise and lead them.

c. As you progress through the program and become increasingly proficient in exercising leadership skills, you will be given corresponding responsible assignments. You will acquire the ability to handle this increased responsibility in stages, which, in general, corresponds with the four phases of the cadet program.

4. Leadership Laboratory Objectives for Phase I:

As a cadet in the Phase I leadership laboratory, you acquire a basic knowledge of the fundamentals of military drill and ceremonies and an understanding of the importance of these skills. You are also introduced to CAP customs and courtesies. For satisfactory completion of the Phase I leadership laboratory, you must attain the following specific objectives:

(1) Understand the role of leadership laboratory activities in the CAP cadet program and in preparing each cadet for leadership responsibilities in both civilian and CAP positions.

(2) Understand the necessity for correct personal appearance and proper wearing of the CAP uniform.

(3) Perform competently in the basic fundamentals of military drill and be able to move with a military unit in a military manner.

(4) Understand the purpose of, and your responsibilities with respect to, attitude and discipline in Civil Air Patrol.

(5) Understand and follow the customs and courtesies of CAP.

5. Guide for Presenting Text Material. There are many ways in which the individual subjects in this manual can be taught. Because of the variations in personnel, facilities, and conditions from unit to unit, no rigid sequence of methods of training can be prescribed. Each unit must, therefore, devise a specific training sequence for its leadership-laboratory. The unit training sequence adopted must give each cadet an opportunity to attain the leadership laboratory objectives for the phase (or category) in which the cadet is participating.

6. Evaluation of Progress in the Leadership Laboratory. The progress each cadet makes in the leadership laboratory must be evaluated at least once in each achievement. Procedures for making these evaluations are outlined in attachment 1. Checklists for personal evaluation analysis are found in attachment 2.

SECTION B - THE CAP UNIFORM

One of the proud traditions of the cadet program is the CAP cadet uniform. It is possible to participate in the cadet program through the Motivation Phase and Phase I without wearing the uniform. However, all cadets are authorized to wear the CAP uniform if they meet the grooming standards. If they do wear the uniform, they are obligated to wear it properly and proudly. It is important, therefore, that you learn about the origin and nature of the CAP uniform early in your membership so that you will always wear it in a manner that brings credit to you and your unit.

7. History of the Uniform:

a. The uniform is a symbol of dignity, pride, and honor in the tradition of military service. The modern military uniform is a standardized, distinctive dress prescribed by a country for wear by its soldiers, sailors, and airmen. American uniforms, like those of other countries, have evolved gradually over the years with an increasing trend toward functional simplicity to meet the complexity of modern situations. The uniform of the past tended to be more decorative than practical, today's practical uniform is the product of research and experience.

b. The present Air Force uniform is a lineal descendant of the variety of garments worn by the colonial fighters during the pre-Revolutionary period. These first American soldiers wore variations of the European uniforms of the same period, often with borrowings from the Indians and frontiersmen. The basic colors were bright, including vivid red coats like those worn by the British. In 1776, Congress authorized Washington to raise an army by direct enlistment and to prescribe a uniform. During the greater part of the Revolution, the American uniform was officially a light blue coat, a three-cornered

hat, a buff vest, and buff breeches and leggings. But as a matter of practice the resourceful American soldier wore whatever could be foraged. After the Revolution, the basic uniform was a blue coat trimmed with white, with trimmings varying according to states.

c. The first uniforms for the Civil Air Patrol were authorized in 1942, and were variations on the Army Air Forces uniforms. The khaki and olive drab uniform combinations were worn by all members during World War II, with certain distinctive insignia and trim, so that CAP members could easily be recognized from army personnel.

d. The CAP insignia, a red three bladed propeller, on white equilateral triangle, upon a blue disk, was worn by all members on the left shoulder and upon the overseas (flight) cap by senior members. Cadets wore the word "CADET" below their shoulder patch, their own distinctive prop and wing, cap patch, and the letters "C.A.P.C." over the right pocket. As an additional identifying mark, senior members wore red shoulder straps and NCO's wore their chevrons on a red background.

e. In 1945 the red trim was removed, and the words "Civil Air Patrol" on a red arc were placed over the shoulder patch. CAP members were permanently granted the privilege of wearing the Army Air Forces uniform with CAP insignia by the Congress of the United States, in recognition of the service and sacrifices of CAP members during WWII.

f. This remained the official CAP uniform until the phase in of the USAF blue in the 1950's.

g. In 1947 the USAF was established as a separate branch of the Department of Defense and a new uniform was authorized. CAP became an official auxiliary of the USAF in 1948 and by 1955 the transition to the Air Force blue was completed.

h. Today's CAP uniform is essentially the same as that worn by members of the U.S. Air Force. Only the distinctive CAP insignia set our members aside as part of the Air Force auxiliary. We have the unique privilege given to no other civilian volunteer organization, and yet our uniform represents a proud tradition on its own merit, - a tradition founded upon the idea of volunteer, civilian service to the nation and community. Every new member and each old timer has a responsibility to uphold that tradition.

8. Sources for the CAP Uniform:

a. You may purchase a CAP uniform at Air Force Base Exchanges. You must present your current membership card to the Exchange personnel as evidence of your eligibility to acquire the uniform. Other persons may not purchase items of the uniform for you.

b. If you are in a remote area, or if no Air Force Base Exchange is readily available, you may purchase your uniform by mail. If this should be necessary, check CAPM 39-1, "Civil Air Patrol Uniforms" for the current ordering procedures. This topic is covered in the subparagraph entitled, "Where to Purchase Uniform Items." It must be remembered that CAP uniform items such as buttons, insignia, badges, patches, etc. are not stocked at Air Force Base Exchanges, but are available through the CAP Bookstore.

9. The Basic Uniform:

a. CAPM 39-1 describes in detail the CAP uniform and the various authorized combinations of uniform items.

b. The basic uniform for the male cadet consists of the dark blue trousers and light blue shirt, blue web belt, blue flight cap, black plain4oe shoes, black socks and distinctive CAP insignia. The basic uniform of the female cadet consists of the dark blue skirt and light blue blouse, blue beret or flight cap, neutral-colored nylon hose, black plain4oe pumps or oxfords, black handbag and distinctive CAP insignia.

10. When to Wear the Uniform.

You should wear your CAP service uniform when you engage in normal duties as a CAP member and when you attend local, area, or national CAP functions, such as:

When attending CAP meetings.

When making public appearances as a part of CAP groups.

When participating in CAP operational missions.

When attending official government functions as a representative of CAP.

When visiting military installations. When flying in military aircraft.

You should not wear the CAP uniform in any public place where the environment may tend to discredit Civil Air Patrol or its members. In addition, you do **not** wear the uniform:

When engaged in political activities.

When engaging in paid employment not connected with CAP.

When engaging in menial labor. When participating in sports events.

When attending social functions having no relation to CAP.

11. Dress and Appearance. Members of the CAP must be well-groomed when in uniform and assure that their personal appearances at all times reflect credit upon themselves and the CAP. CAP members will meet the following minimum requirements to be authorized to wear the uniform.

a. Appearance of Uniform. When uniforms are worn, they must be clean, neat,

correct in design and specification, and in good condition. Uniforms will be kept buttoned and shoes must be shined and in good repair. Metallic insignia, badges, and other metallic devices including the blue service uniform buttons, must be maintained in the proper luster and condition.

b. Personal Appearance - Men:

(1) The face will be kept clean-shaven except that a mustache may be worn if neatly trimmed. It may not extend below the upper vermilion part of the lip or be wider than the vermilion corners of the lips. A beard may be worn only when temporarily approved by medical officials for medical reasons. Such approval will be limited initially to three months, but may be extended if considered necessary by medical authorities.

(2) Hair must be neatly trimmed with a tapered appearance. It may not touch the ears or the collar. The "Block" style is authorized as long as a tapered appearance is maintained. Sideburns will be neatly trimmed and will end with a clean shave horizontal line. They may not extend below the bottom of the ear lobe.

c. Personal Appearance - Women:

(1) Hair will be neatly arranged and shaped to present a conservative feminine appearance. Back hair may touch but not fall below the bottom of the collar. Hair styles that prevent the proper wearing of the service hat, or beret are not appropriate. Barrettes, ribbons, and other ornaments, except inconspicuous pins and combs, will not be worn in the hair when the uniform is worn. Hair nets will be worn only when authorized for a specific type of duty. Hair coloring may be used if it looks natural and complements skin tones.

(2) Cosmetics will be conservative and in good taste.

(3) Pencils, pens, pins, handkerchiefs, and jewelry will not be worn or carried exposed on the uniform. Small round gold, silver, or pearl earrings may be worn. Rings may also be worn. Conservative sunglasses may be worn, except in military formations.

12. How to Wear the Uniform. The items in this checklist must be complied with for proper wearing of the CAP uniform:

- a. Do not mix civilian clothing with the CAP uniform.
- b. Avoid unauthorized mixing of uniform items.
- c. Keep your uniform clean, neat, and pressed.
- d. Trim loose strings and frayed seams.
- e. Wear your cap whenever you are outdoors. Headgear is not worn indoors by either males or females.
- f. Place your flight cap on your head so that it is tilted to the right side of the head about 1 inch above the right eyebrow, or approximately two fingers above the right eyebrow and two fingers above the right ear.
- g. Place your insignia correctly. "CAP" collar insignia are centered between top and bottom edges of the collar, 1 inch in from the front edge, with the insignia parallel to the top edge of the collar.
- h. Wear only authorized insignia and decorations.
- i. Have your shoulder sleeve insignia (patches) sewn on the upper left shoulder so that they are centered ½ inch below the top seam of the sleeve.
- j. Be sure your uniform fits properly. The uniform is designed to conform to the body lines but not to fit "skintight." Any alteration which needs to be made should not compromise the design.
- k. Enter the belt through the loops on the left and fasten the belt through the buckle so that the entire metal tip shows, with no blue material visible between the metal tip and the buckle.
 - l. Keep your shirt, coat, or jacket buttoned at all times.
- m. Keep your hair neat.
- n. Keep your fingernails clean and short.
- o. Do not place ties and flight caps under the shoulder loops.

13. Wearing of Cadet Insignia (OMITTED)

14. Awards and Decorations (OMITTED)

15. Your Obligation in Wearing the CAP Uniform:

a. The alert cadet takes pride in the way the uniform is worn because the cadet realizes that a neat, well groomed cadet attracts favorable attention wherever seen-at CAP meetings, in the local town, and especially in communities in which the uniform is rarely seen. Likewise, a cadet who makes a poor appearance attracts unfavorable attention. There is only one way to wear the uniform and that is the right way. As the name implies, the uniform must be worn in a standard, uniform manner, as established in current directives.

b. The cadet who sets a poor example in wearing his uniform may leave an unfavorable impression in other respects. As in all phases of civilian life, personal appearance is vitally important. Often, personal appearance and the manner in which uniforms are worn are the chief means by which the casual observer evaluates the unit and its members.

c. Uniform violations should be corrected on the spot to insure that high standards of appearance are maintained. Unit commanders are responsible for the appearance of the members of their units.

SECTION C - CUSTOMS AND COURTESIES IN CAP

You will find, as you participate in Civil Air Patrol, that customs and courtesies play an important part in all activities of the organization, and that they contribute greatly to CAP's unique character. Only a fine line separates customs from courtesies, and You will find, as you participate in Civil Air Patrol, that customs and courtesies play an important part in all activities of the organization, and that they contribute greatly to CAP's unique character. Only a fine line separates customs from courtesies, and each is rooted in the same source; respect between individuals for each other. The technical difference is that observance of courtesies is officially required, while observance of customs stems from tradition. Both, however, are unfailingly practiced by all members of Civil Air Patrol.

16. What is Military Courtesy:

a. Courtesy - which is simply politeness, civility, respect, and personal recognition of the rights and dignity of others - has always guided the lives of respectable individuals. In Civil Air Patrol, where individuals are required to work together closely and where cooperative effort is essential, courtesy is vitally important in promoting coordination and in developing *esprit de corps*. Military courtesy is simply the extension to the military sphere of the ordinary courtesies that enrich and enhance everyday living. Further, it is the continuing mutual recognition of the role of the individual as a part of a close-knit organization.

b. Acts of courtesy and civility are not marks of inferiority or servility. Rather, they are indications that one individual appreciates the position and rights of another. Courtesies denote a feeling of pride, respect, and comradeship between individuals, and they express a high state of unit or organizational pride and individual self-respect.

c. As in the courtesies of everyday civilian life, military courtesy is a two-way street for both juniors and seniors. The courtesy paid a senior is a recognition of the basic principles of command and organization it is the respect shown to every leader or commander as acknowledgement of the responsibility and authority of the position. Courtesy shown to juniors acknowledges the essential part they play as members of the team.

d. The courtesies which have always marked military life and which have been adopted by Civil Air Patrol have a profound meaning. A salute to the flag is a declaration of loyalty to the United States and to the principles of liberty and justice upon which the nation was founded. When a member of the armed services presents arms or salutes a senior, the member is recognizing the organized authority of the nation as represented by the armed services, which are charged with its protection. When a member of Civil Air Patrol salutes a senior officer, the member is continuing this tradition of military courtesy. Thus, the simplest expression of military courtesy is charged with larger significance.

e. CAP members realize that military courtesy develops pride and discipline in the individual and the group, and they practice it within their organization and when associating with Air Force personnel on Air Force bases.

f. To have meaning, these courtesies must be more than stereotyped rituals. Unless they express an inner feeling, they are merely automatic responses. They must be accompanied by a constructive attitude which views them as a living expression of mutual confidence and respect. In a way, they are an application of discipline to the everyday affairs of life, and the observance of courtesy is usually a sign of good discipline. Courtesy and discipline are so closely related that one necessarily implies the other.

h. The military courtesies practiced in Civil Air Patrol are not impersonal and mechanical. The manner in which the courtesies are rendered can express various shades of feeling: pride, confidence, self-respect, or perhaps contempt. Careful observance usually indicates a high state of individual and unit pride, slovenly observance is usually the mark of conscious or unconscious disrespect. The unit with high standards of courtesy and uniform discipline is not automatically the most efficient unit, but it does display the state of mind in which efficiency flourishes.

i. Just as efficiency is achieved in other activities, the way for you to learn the proper way to render the common acts of military courtesy is through training and enforcement. Your training should emphasize both the methods and the meaning. Apart from your unit training, you should think through the whole meaning of military courtesy. If you understand its real purpose and meaning, you will be able to practice it easily and naturally.

j. Enforcement is as important as training for the maintenance of military courtesy. On-the-spot correction is most effective, but it should be administered in private if possible. CAP officers and cadet officers are responsible for supervising and correcting their subordinates in matters of military courtesy, as well as for explaining its real meaning and importance. Many violations of military courtesy are not deliberate but are

the unintentional result of ignorance. The purpose of correction is to insure the proper observance of military courtesy in the future.

17. Military Salute:

a. Since the beginning of recorded history, the salute has been used as a gesture of greeting and as an expression of mutual trust and respect. Saluting has always been a privilege enjoyed only by soldiers in honorable standing. Centuries ago, slaves were considered unworthy of bearing arms, and hence were forbidden to salute free individuals. Today, because they are not in good standing, military prisoners forfeit the right to salute.

b. The custom of saluting with the right hand dates back to the period when all male personnel went armed and all strangers were possible enemies. In the age of chivalry, mounted knights wore armor that covered them from head to toe. When two friendly knights met, it was the custom for each to raise the visor with the right hand, while holding the reins with the left hand. This gesture signified friendship and confidence, since it exposed the face and also removed the sword hand from the weapon. Armed individuals other than knights usually wore no visors. On appropriate occasions they held up the right hand, palm open. This gesture proved that no weapon was held in the hand and indicated that the meeting was a friendly one. Thus, the history of the military salute can be traced back to the Order of Knighthood, which for centuries furnished the brain and spirit and muscle of European armies.

c. The salute can be described as the basic greeting between military persons - it is the military way of saying "Hello." You display a higher degree of courtesy by saying, "Good morning, Sir/Ma'am" or "Good evening, Sir/Ma'am," when you salute. Since the salute is a greeting, it is proper and courteous for you to greet contemporaries of your own grade by a salute.

d. Because it is used most frequently, the hand salute is the most important of all military courtesies. Civil Air Patrol has adopted this universal custom of the military, and like every other CAP member, you are obligated to salute properly.

e. You may render the hand salute while in a car, either inside or outside a building, standing or marching, or, if you are an officer acknowledging a salute, while seated. You must never execute the salute in a casual manner or with a pipe, cigar, cigarette, or any other object held in your mouth or in your right hand. You may salute only at a halt or a walk. If you are running, you must come to a walk before saluting. The proper way to salute is described in paragraph 46.

f. The following persons are saluted by CAP members in uniform:

- (1) Officers and flight officers (male and female) of Civil Air Patrol and officers and warrant officers in the Armed Forces of the United States;
- (2) Commissioned officers of Allied nations;
- (3) Officers of friendly foreign countries, when recognized as such.

g. A salute is returned by all officers entitled to it, unless they are in formation. CAP members below warrant officer grade are not required to exchange salutes. The specific occasions on which salutes are exchanged are listed in paragraph 47.

18. Reporting:

a. When reporting to an officer in the individual's office, check to assure your uniform is properly arranged, remove your headdress and leave it outside the office, knock twice and enter upon invitation. (If there is an NCO in charge, you first obtain permission from the NCO to speak with the officer.) On entering the officer's office, halt 2 paces from the officer, salute, and say: "Sir/Ma'am, Cadet. . . . reports to Captain...or "Sir/Ma'am, Cadet . . . requests permission to speak to Captain. . ." Hold the salute until the completion of the final report, when the officer returns the salute. Remain at attention until given at ease. Carry on your conversation in the first and second person. When your business is completed, take 1 step backward, salute, execute an about face when the salute has been returned, and depart.

b. When reporting outdoors, you follow the same procedures as for reporting indoors except that you do not remove your headdress.

19. Honors to the National Anthem or to the Colors. Whenever and wherever the national anthem, To the Colors, or Retreat is played, certain honors are accorded the flag. Although these honors are detailed in the next chapter, new cadets should be able to render basic honors as appropriate. These basically are the salute when in uniform out of doors, and the position of attention under all other circumstances.

20. Personal Honors:

a. Distinguished military and civilian officials are entitled to specific salutes and other personal honors, such as honor guards, certain marches played by the band, and ruffles and flourishes played by the field music (drums and trumpets). A flourish is a brief trumpet fanfare, a ruffle is a roll of the drums given as the flourish is sounded. (In Civil Air Patrol, appropriate recorded music may be used if there is no band or field music available.)

b. When honors are rendered, officers, airmen and cadets present but not in formation will face the person being honored, salute at the first note of music, and hold

the salute until the completion of the ruffles and flourishes and the march music. The same procedure is followed when “Hail to the Chief” is played to honor the President of the United States.

c. Weapons of all types are prohibited in Civil Air Patrol, and the organization does not use the gun salute. The gun salute, fired at Army and Navy installations, has the same symbolic meaning as the hand salute. In the Air Force, as in Civil Air Patrol, gun salutes are usually not fired at ceremonies.

21. Courtesies to Individuals:

a. Except as provided in the next paragraph, when an officer enters a room, all officers of lower grade, airmen, and cadets present will stand at attention until the officer directs REST or AT EASE, or leaves the room. When more than one person is present, the first to see the officer loudly commands ATTENTION. If the commander enters a room containing officers only, it is better form for the officer first seeing the commander to announce, “Ladies and Gentlemen, the commander.”

b. When an officer enters a room used as an office, workshop, recreation room, or classroom in which class activities are progressing, those at work or play are not required to come to attention unless addressed by the commander. When addressed by a senior officer, a junior officer comes to attention, except in the conduct of routine business between the two.

c. When accompanying a senior, a junior rides or walks in step on the senior’s left, except during an inspection. This is another courtesy with a long and interesting history. For centuries individuals fought with swords, and because most men were right handed, the heaviest fighting occurred on the right. The shield was carried on the left arm, and the left side became defensive. Individuals and units who preferred to fight rather than to “let George do it,” and who were proud of their fighting ability, considered the right of a battle line to be a post of honor. When an officer walks on your right, this is symbolically filling the post of honor.

d. When entering an automobile, the junior enters first and others follow in inverse order of grade, taking their appropriate seats with the senior on the right. When leaving an automobile, the senior goes first and others follow in order of grade. In the case of aircraft, the senior usually boards first and departs first.

e. When an enlisted person meets an officer on a staircase or in a narrow hallway, it is an old custom that the airman halt and stand at attention.

22. Civil Air Patrol Customs:

a. Customs are those things which should be done. Customs that evolve, live, and endure represent reasonable, consistent, and universally accepted practices that make life more pleasant or facilitate orderly procedures. Continued for a long period of time, they become socially compulsory and tend to assume the force of law.

b. Observance of the accepted customs of any nation, race, trade, or organization identifies the newcomer as a “member of the clan,” and nonobservance sets the individual aside and requires the individual to prove group loyalty before being accepted. Civil Air Patrol is no exception.

c. The sense of duty well performed, honor in all things, and country above self provide the basis not only for the official acts of all Civil Air Patrol members, but also for the customs which developed within the organization. In observing these customs, you must always remember the following concerning relations between seniors and juniors: “The senior will never think of the difference in grade, the junior will never forget it.” The responsibilities that go with grade and experience naturally produce certain rights and privileges. For example, it is customary for juniors to defer to their seniors, but such deference in no way implies servility on the part of the junior.

23. History of Ceremonial Customs. You may be interested in the origin of the following military ceremonies:

a. The dress parade was originally intended to impress visiting celebrities with the strength of the monarch’s troops rather than to honor the visitor.

b. Inspecting the guard of honor began with the restoration of Charles II to the throne of England. When one of Cromwell’s regiments offered its allegiance, the King carefully scrutinized the face of each soldier in ranks looking for signs of treachery. Convinced of the sincerity, he accepted the regiment as his escort.

c. The “Sound Off” in which the band plays the “Three Cheers” and marches down the front of assembled troops stems from the Crusades. Those selected as crusaders were stationed at the right of the line of troops, and the band marched past them in dedication; while the people gave three cheers. The “Right of the Line” was the critical side in ancient battle formations and is the unit place of honor in ceremonies.

d. Precedence among units is determined by age, and for that reason Air Force units usually follow the older services in parades.

e. Raising the right hand in taking the oath stems from ancient days when the taker called upon God as a witness to the truth and pledged with the sword hand.

f. The white flag of truce may derive from the Truce of God arranged on certain days

by Pope Urban V in 1095 between warring medieval barons.

g. The use of the arch of sabers in military weddings recalls the days when the groom's men pledged to protect the wedded couple.

24. CAP Grades, Titles, and Insignia:

a. All CAP personnel are addressed by their full titles in official correspondence. They are also addressed by their titles in conversation, but the long titles are shortened as shown in the chart of CAP grade insignia and titles.

b. Insignia of CAP senior member officer grades are gold for majors and second lieutenants, gold with blue enamel for flight officers, and silver for all other senior member officers. Senior member officers wear their insignia of grade on the shoulder loops of coats and on the shirt epaulets when a coat is not worn. Cadet officers (C/2Lt and above) wear grade insignia on shoulder boards for the shirt without epaulets.

c. Sometimes the terms "grade" and "rank" are confused. Colonel or captain are examples of grades, but no two officers in a grade have identical rank - one is always senior to the other.

d. Chaplains are addressed as such, regardless of their grade. A Roman Catholic chaplain may be addressed as "Father," as may be an Episcopal chaplain, if preferred.

e. Medical doctors, including veterinarians, are addressed as "Doctor," regardless of their grade.

f. Airmen are addressed by their grade or last name.

g. Officers of the same grade, when among themselves, may address each other by their given names, but if a junior is present, they should address each other by their titles. Seniors may address a junior officer either by title or by name, but if an airman is also present, the junior officer should be addressed by title.

25. Lines of Authority:

a. As stated in its Constitution and Bylaws, Civil Air Patrol is a corporation chartered by Congress and composed of volunteer civilian members. It also serves as an instrumentality of the U.S. on Air Force missions. It is organized along military lines, the organizational pattern resembling that of the U.S. Air Force. It consists of a National Headquarters, eight regions, and 52 wings. The wings are subdivided into groups, squadrons, and, in some instances, flights. Civil Air Patrol is governed by a National Board and a Board of Directors known as the National Executive Council. As an auxiliary of the U.S. Air Force, Civil Air Patrol is supported by the Air Force, principally through USAFCAP liaison offices which are staffed by Air Force personnel.

b. You may wonder how orders and information get from the top levels of Civil Air Patrol down to the individual member. CAP accomplishes this by the same method used in the Air Force, by following the organizational structure. This method has several names - chain of command, command channels, through channels, channels of approach, lines of authority - but they all refer to the same idea: following the organizational structure through the various levels beginning with the next higher or lower level.

c. The lines of authority within Civil Air Patrol, which are depicted in the approved organizational charts, go from the national commander, at the top level, consecutively to the region, wing, group, and squadron commanders, and from the squadron commander through the various staff and line officers to individual members. Beginning with the new cadet, the next level or link in the chain is the element leader, then the flight leader, flight commander, cadet executive officer, cadet deputy commander, cadet commander, commandant of cadets (in a composite squadron), squadron commander, group commander, wing commander, region commander, and national commander. Unless specific instructions are given, all CAP orders and communications up and down the line follow this structure. It is important that each CAP member deal first and direct with the immediate superior officer. For this reason, and so that the prescribed channels of approach will be observed, each CAP member must know exactly where one's position is in relation to others in the unit and the wing.

SECTION D - ATTITUDE AND DISCIPLINE

26. Meaning and Scope of Individual Attitudes:

a. In Civil Air Patrol you frequently hear that A has a good attitude, or that B has a poor attitude. What exactly does this mean? Why is good attitude emphasized as an essential quality of the effective leader?

b. Granted that the term "attitude" is vague and general, it is the best way to express a very simple thing - the state of mind which lies behind everything a person does. One of the goals of the leadership laboratory is to help each CAP cadet develop a good attitude, a constructive state of mind in approaching every aspect of life. It is theoretically possible for an individual to operate efficiently with a bad attitude, but in the long run the individual will ultimately hamper to some degree the accomplishment of the mission of the organization. Good or bad attitudes are contagious. They slowly affect the actions of others.

c. Like everyone else, your approach to life is determined by your attitude. Your day-to-day actions, whether large or small, are the result of the general state of mind you bring to bear on the business of living. Attitude, then, is your personal philosophy of life as you express it in your actions. It is the frame of mind in which you view yourself, your work, and other individuals, and it is usually judged by others through your actions.

d. You can never escape attitude. Its results are observed and experienced everywhere, and it is expressed in many ways. Your personal appearance, the expression in your eyes, the tone of your voice, a passing remark or comment you may make, all these things reflect your attitude. In the same manner, the way you go about your job or the way you salute and wear your uniform indicate your attitude. In one way or another, you constantly display your attitude, good or bad, to everyone around you. Others constantly judge you by the attitude they see expressed in your actions. Consciously or unconsciously, you express your attitude in everything you do.

27. Practical Application. The sum of the attitudes of all members of the group is the key to unit effectiveness. Experience has shown that the best way to insure individual effectiveness is to develop a proper attitude from the very beginning of the individual's membership in Civil Air Patrol.

28. Development of Positive Attitudes:

a. How can you develop a proper attitude toward CAP requirements and procedures? The best way is simply to understand the reason or purpose behind every aspect of CAP operations. To attain a good attitude, you may have to shift from an "I do it because I have to" outlook to an "I do it because I understand why it is necessary and how it fits into a larger pattern" outlook. If so, you can acquire this attitude by viewing each detail of any situation, not in itself, but as it relates to the overall purpose and mission, and by subordinating your own self-interest to the greater good of the group, when necessary.

b. It is especially important for you to have a good attitude if you are in a leadership position. This is because your attitude will be reflected by your subordinates, and their response to you will greatly affect your ability to guide and direct their actions. If you have a good attitude, you will be able to handle your personnel so that they do what you want - a prime quality of leadership. Your personnel must feel that you have a good attitude toward them and their work, that you appreciate their individual contributions to the mission. You must keep yourself informed on the individual and group attitudes in your unit, which together form the morale of the unit. Sometimes it may be necessary to change an attitude or attitudes which affect morale. If you permit a poor morale situation to continue, it will result in a less efficient unit, a decline in unit pride, and a breakdown in courtesy and discipline. The unit commander must point the way for changing or improving poor attitudes within the group, but members of the group are obligated to try to improve their attitudes and thereby exert a favorable influence on those around them.

c. Your initial attitude in life is the result of many factors, such as your education, home life, health, religion, and so forth. Then, too, each new situation you meet in life introduces new factors which directly or indirectly influence your attitude. Often these new factors result in a new, undesirable attitude that may not be changed until the cause is removed or corrected.

d. To be a good leader, you must be able to recognize the causes of undesirable attitudes within yourself, within the individual members of your unit, and within the unit as a whole. You must constantly promote a healthy, constructive attitude for yourself and for those you lead.

29. Discipline in Civil Air Patrol:

a. The basic function of a CAP unit is to accomplish its mission with maximum efficiency. To reach this overall goal, all individuals in the unit must perform their jobs promptly and correctly. Such unity of action requires discipline.

b. Discipline in Civil Air Patrol is simply an extension and special application of the discipline required in any organized society. Although unity of purpose is required in any organization, a much higher degree of control is essential in Civil Air Patrol because public services are at stake. The entire structure of Civil Air Patrol is dependent upon discipline. It is the cement which binds the unit into a workable force. Without it chaos would result.

c. To some people discipline means either punishment or blind obedience to orders. It is the modern usage of the word, "discipline is training which corrects, molds, strengthens, or perfects." Discipline within a CAP unit is a state of order characterized by habitual but reasoned obedience to orders - habitual because the success of CAP activities often depends upon immediate response to commands, and reasoned because initiative and understanding on the part of each individual CAP member must be preserved.

30. Self-Discipline:

a. Real discipline - the self-discipline that guides you in your everyday life, regulating and controlling your conduct and actions - can come only from within. Your childhood training contributed immeasurably to the self-discipline and control you now have, and as you gain increased experience and maturity, the standards by which you

govern yourself will be continually reinforced.

b. As a CAP cadet and potential leader, you are responsible for developing and perfecting within yourself a sense of discipline. No one can do it for you. You will be assisted in this endeavor by the advice and counsel of the leaders in your unit, but, in the final analysis, it is you who must obtain an understanding of the importance of discipline so that you can use it properly.

31. Training for Group Discipline:

a. Development of self-discipline is not necessarily the goal of discipline training. The final product sought is group discipline. Civil Air Patrol functions through groups - large and small. Since missions are assigned to groups as though they were a single individual, the group must act as a single unit, and group discipline becomes as important as self-discipline. Leaders must extend their convictions that self-discipline determines their ultimate well-being to the larger premise that group discipline governs the effectiveness of the unit.

b. To develop and maintain the required unity of action within the group, CAP leaders must provide constant and continuous training, but they must always bear in mind this important fact: "You can never instill a sense of discipline in others through harsh or tyrannical treatment."

c. It is not always easy to explain the necessity for the rules of discipline to the novice. For example, how does one person convince another that a minor failing of one individual can lead to a serious setback in accomplishing the mission of a large unit? Or, who can properly describe the importance of conscientious effort by each member of an aircraft ground crew? Often it is difficult to make beginners understand that they must submit to firm control and direction because they are part of an organization which must be capable of effective performance even under difficult or emergency conditions. But all these things - and more - must be clearly explained to all new members because obedience cannot be expected unless there is a desire to obey, and this comes only through understanding.

d. Cadets must be introduced to discipline as soon as they join Civil Air Patrol, and must be continually impressed with it throughout their memberships. They must be taught to obey orders and to respect commands. Cadets must be conscientious and reliable. They must be convinced that their lives, as well as the lives of their associates and those whom they support, may depend on discipline. As a CAP cadet, it is your responsibility to accomplish all these things, and as a leader, it is your responsibility to help others do the same.

32. Tools for Teaching Discipline:

a. The best way to achieve discipline is through constant practice, and this is the system used in Civil Air Patrol and its leadership laboratory. Throughout your membership you will be regulated in your carriage, your walking, your deportment, and your uniform; in addition, you will be required to be courteous and respectful to your superiors. It is important for you to remember - both when you receive discipline training and later when you give it - that all of this is done to impress the habit of obedience upon the members of the CAP unit, never to produce robots without a will of their own. Discipline must always be of a standard that is acceptable to the members of the group. It must not simply restrict actions, it must foster well-guided aggressiveness and encourage and recognize initiative. In other words, restrictions imposed must be balanced with privileges granted.

b. At times it may become necessary to resort to punishment in teaching discipline. The important thing to remember in relation to punishment is that it should result in a better person or a better unit. Punishment is effective when it creates in the individual a desire to obey. Punishment that is administered as vengeance does not teach discipline. In fact, if the punished person feels that the sentence is unjust, or not in proportion to the misconduct, the person's performance will be diminished. If associates disagree with the discipline, the performance of the group will be lessened. The unwise leader may "throw the book" at an unruly cadet to set an example for the rest of the group, but rarely does this action achieve results. Group effectiveness must be the guiding factor in the use of punishment. Remember, discipline can never be achieved through tyranny or harsh treatment.

SECTION E - THE NEED FOR DRILL

33. Scope. This section describes the need for drill and introduces the CAP cadet to the terms peculiar to drill and to the methods of drill instruction that can be expected in the leadership laboratory. In subsequent chapters the movements and procedures for drill, ceremonies, reviews, and parades will be discussed.

34. Value of Drill and Ceremonies:

a. Why are drills and ceremonies needed? Every CAP member learns teamwork by participating in drill. On the drill field the individual learns to appreciate the need for discipline - the need to respond to authority, to follow orders promptly and precisely, and

to recognize the effect of your actions on the group as a whole. Learning to follow is the beginning of leadership.

b. As individuals progress in grade and experience and become drill leaders, they have opportunities to develop confidence, poise, forcefulness, and other characteristics that further their ability to work with people. Group participation stimulates *esprit de corps*, high morale, and enthusiastic teamwork. These are sound, practical benefits afforded by drills and ceremonies.

35. Drill Competitions within Civil Air Patrol. The special activities established for CAP cadets may include drill competitions.

36. Introduction to Drill and Ceremonies:

a. Drill:

(1) For the purpose of drill, CAP organizations are divided into elements, flights, squadrons, groups, and wings. The wing does not drill by direct command.

(2) Drill consists of certain movements by which the flight or squadron is moved in an orderly manner from one formation to another or from one place to another. These movements are executed with order and precision. The task of each person is to learn these movements and to do each part exactly as described. Otherwise confusion will result. Individuals also must learn to adapt their own movements to those of the group. That is why such standards as the 30-inch step, the cadence of 120 steps per minute, distance, and interval have been established. Everyone must move on command smoothly, smartly, and with exactness.

(3) CAP cadets begin learning to drill almost as soon as they become members. They are first taught the position of attention; then movements at the halt, such as facing movements, then movements of their feet and arms and their overall bearing in marching. When all members have become familiar with these movements to the point where they execute them smartly and automatically, they are grouped with others into a larger unit where they learn other movements. Eventually, elements, flights, and squadrons are performing drill movements smoothly and with precision.

b. Ceremonies:

(1) Ceremonies are special, formal, group performances conducted by Civil Air Patrol to honor distinguished persons or to observe national holidays. Another purpose of ceremonies is to demonstrate the proficiency and state of training of CAP members.

(2) Ceremonies are an extension of drill activities. The precision marching, the promptness in responding to commands, and the teamwork developed on the drill field determine the appearance and performance of the group in ceremonies.

39. Drill Instructors:

a. The mission of Civil Air Patrol is based on a continuity of discipline and sense of mission throughout all echelons of command. The use of drill as one means of instilling discipline and accustoming individuals to respond to command is an important duty of all officers, noncommissioned officers, and cadets. All personnel should familiarize themselves with the provisions of this manual so that uniform instructions may be given whenever and wherever required.

b. The commander gives all commands to the unit except in cases where command is delegated to a subordinate for instructional purposes. Regardless of grade, where an instructor is in charge of an individual or unit, authority is derived from that of the commander and should bear the same authority as that of the commander.

c. For purposes of drill instruction and for other formations, every effort should be made to have the ranking CAP member present assume a leadership position. Placing persons of higher rank in positions subordinate to the instructor or person in charge of the drill, formation, or activity should be avoided whenever possible.

40. Drill Instructions:

a. The following step-by-step procedure has proved to be an effective means of teaching drill movements:

(1) State the name of the movement to be executed and point out its purpose.

(2) Give the command to be used and identify its parts - the preparatory command and the command of execution.

(3) Demonstrate the movement to the formation using the proper cadence and commands. Also demonstrate procedures for each unit when they vary.

(4) State the requirement for the movement.

(5) Explain and demonstrate the movement slowly in detail.

(6) Ask questions on the movement, then demonstrate it again as in step (3).

(7) Instruct the formation on how they will perform (that is, as an individual, flight, element, by the numbers, etc.). Have the formation perform; make on-the-spot corrections.

(8) Critique the performance of the movement and review important areas before moving on to the next exercise.

b. "By the Numbers" is the method by which precision movements of two or more counts are demonstrated, practiced, and learned - one count at a time.

(1) This method enables the cadet to learn step by step and permits the instructor to make detailed corrections. The instructor commands "By the Numbers" before giving commands for the movements. For "By the Numbers, About, FACE," the first count of the movement is executed on the command, "FACE." The second count) is executed on the command, "Ready, TWO." (The pivot is the second count.)

(2) All subsequent commands are executed by the numbers until the command "Without the Numbers" is given. For example, in teaching right and left face, the command "By the Numbers" would be given at the beginning of the practical exercise. Each facing is repeated several times by the numbers until the instructor gives "Without the Numbers." Subsequent movements are executed in the cadence of quick time.

c. Instructors go wherever their presence is necessary. As instruction progresses, individuals should be grouped according to their proficiency. Those who show a lack of aptitude should be separated from the others and placed under the most experienced instructors. Care should be exercised not to ridicule slow learners.

41. Developing Command Voice In Cadets. Instructors should help the cadets in developing a command voice. This can be done by setting the example and giving all commands with the correct voice control, distinctness, inflection, cadence, and snap. They should encourage the cadets to practice giving commands. Further, and very important, cadets should be given every opportunity to command.

Chapter 2 - LEADERSHIP LABORATORY OBJECTIVES FOR PHASE II

During the leadership laboratory periods of the first three achievements of Phase II, you will acquire a higher level of knowledge and proficiency in basic military skills through continued participation in the status of participant-follower. During the last three achievements, after you have increased your experience and proficiency, you will serve as participant-leader. As a participant-leader, you will fill positions of responsibility and authority in which you will teach individuals and elements how to execute basic facing and marching movements, how to salute, how to wear the uniform, and how to respond in accordance with CAP customs and courtesies. To serve in this capacity, you must have the necessary knowledge and experience to perform the fundamentals in a manner that commands the respect and confidence of those whom you teach. In addition, you must be able to translate this knowledge into terms which individuals and elements will understand and accept. In so doing, you increase your own proficiency, poise, self-confidence, and understanding of the fundamentals of drill.

For satisfactory completion of the Phase II leadership laboratory, you must attain the following specific objectives.

(1) Master the fundamentals of military drill techniques and leadership principles presented in Phase I and Phase II.

(2) Become proficient in instructing subordinate cadets in such subjects as military drill, wearing of the uniform, CAP customs and courtesies, and the fundamentals of discipline (through squadron formations).

(3) Understand the purposes of Civil Air Patrol at the squadron, group, wing, and national levels and the functions of commanding officers at these levels.

(4) Assume leadership positions at the flight level.

SECTION A - COMMANDS

61. Objectives:

a. As cadets progress through the leadership laboratory, they must learn to command on the drill field. Commanding a drill unit involves much more than simply standing in front of a unit and telling it to do something. Commands must be given properly if the unit is to perform properly, with precision and orderliness. If commands are not easily comprehended, the resultant maneuvers will be sloppy and disorganized. For this reason it is important that cadets develop a good command voice and learn to command correctly.

b. To give good commands, you must meet three basic requirements:

(1) You must develop and use a good command voice;

(2) You must know the commands and word them properly and;

(3) You must give the command at the right time. In other words, a good command depends on how you give it, what you give, and when you give it.

c. Proficiency in commands and the command voice depend largely on practice. If you will remember this and devote as much time as possible to practicing the principles and techniques in this section, you will increase your proficiency in giving commands.

62. Types of Commands:

a. A drill command is an oral order. Most drill commands have two parts known as the preparatory command and the command of execution. In this manual, the preparatory command is printed in capital and lower case letters ("Squadron"). The command of execution is printed in all-capital letters: (ATTENTION).

(1) The preparatory command tells what the movement is to be. When calling a unit to attention or in halting a unit's march, the preparatory command includes the unit

designation. In the command "Forward, MARCH," "Forward" is the preparatory command.

(2) The command of execution follows the preparatory command. The command of execution tells when the movement is to be carried out. In "Forward, MARCH," the command of execution is "MARCH."

(3) In certain commands, the preparatory command and the command of execution are combined, for example: "FALL IN, AT EASE," and "REST." These commands are given at a uniformly high pitch and loudness comparable to that for a normal command of execution.

b. Supplementary commands are given when one element of the unit must execute a movement different from the other units or the same movement at a different time. Examples: "CONTINUE THE MARCH" and "STAND FAST."

c. Informational commands have no preparatory command or command of execution and are not supplementary, examples are: "PREPARE FOR INSPECTION" and "DISMISS THE SQUADRON."

d. Mass commands are practice commands given in unison by all members of a formation.

SECTION B - COLORS

63. Use of Flags in Civil Air Patrol. The types of flags authorized for use in Civil Air Patrol, which are described in detail in CAPR 900-2, include the all-purpose U.S. flag, the organizational U.S. flag, the CAP national flag, the CAP region and wing flags, and the CAP group and squadron flags.

64. Explanation of Terms Relating to Flags. Four general names are used to refer to the flag to the United States: flag, color, standard, and ensign.

a. Usually the term "flag" is applicable, regardless of size and use.

b. A color, as used in Civil Air Patrol, is either the U.S. all-purpose flag or the U.S. organizational flag. The term "wing color," "group color," etc., refers to CAP flags carried in ceremonies by the corresponding organization. The term "colors" refers to both the U.S. and the CAP flags when they are carried in ceremonies by the color guard. The term "color guard" refers to the individuals who handle the colors in a ceremony.

c. A standard is a flag carried by motorized or other mounted units.

d. An ensign is a flag flown on ships, small boats, and airships.

e. A guidon is a swallowtailed organizational flag carried by smaller units, such as squadrons.

f. A pennant is a triangular flag used primarily for parade markers, etc.

65. History of the U.S. Flag. The flag of the United States is a symbol of its people, its land, and its democratic ideal. It is a symbol all should honor.

a. The first American flag using the stars and stripes was authorized by Congress on June 14, 1777, the date now observed as Flag Day. The design featured 13 alternate red and white stripes and 13 stars in a blue field for the Thirteen Original States. The original plan was to add another star and stripe for each additional state, and when Vermont and Kentucky were admitted to the Union the number of stars and stripes was raised to 15. As other states came into the Union, it became evident that the number of stripes must be limited. In 1818 Congress reduced the number of stripes to 13 to honor the Thirteen Original States and declared that only a star would be added for each new state.

b. Only a year younger than the Union itself, the flag was first unfurled at Fort Stanwix, on the site of the present city of Rome, New York, on August 3, 1777, and first came under fire three days later in the Battle of Oriskany, August 6, 1777. American troops first carried it into battle at the Battle of Brandywine, September 11, 1777, and it has been serving ever since as the rallying point for American accomplishment in peace and in war. Some of the names alone can evoke the triumphs it has seen: Saratoga and Yorktown, Horseshoe Bend and New Orleans, Palo Alto, Gettysburg, Manila Bay, Chateau-Thierry and Belleau Wood, Iwo Jima and the Bulge, and Inchon. These are the triumphs of war, but ever increasingly the American flag stands sentinel in the far-flung battle for world peace. Today for countless millions, Americans and non-Americans alike, it represents the triumph and strength of an idea, a democratic idea in which individual's natural idealism and yearning for liberty have found their most fruitful and permanent expression.

66. Courtesies to the United States Flag:

a. CAP personnel passing an uncased U.S. flag salute six paces before reaching the flag and hold the salute until they have passed six paces beyond it. Likewise, when an uncased U.S. Ceremonial or U.S. organizational flag passes by, the salute is rendered six paces before the flag is even with the individual and held until the flag has passed six paces beyond him.

b. Flags flown from stationary flagstaffs on bases are saluted only at reveille, retreat, and special occasions. Small flags and flags on halfstaffs are not saluted. Cased and folded flags are not saluted.

67. Saluting When the National Anthem or to the Colors is Played:

a. The U.S. flag is symbolic of the United States and the principles for which it stands. The national anthem is a declaration of reverence and loyalty to the United States, with the flag as an emblem.

b. On certain occasions, such as during inclement weather or when a band is not present for a retreat ceremony, To the Colors is played instead of the national anthem. To the Colors is a bugle call sounded as a salute to the flag and symbolizes respect to the nation and the flag in the same manner as does the national anthem. The flag and the United States are thought of as being the same, therefore, any time the national anthem or To the Colors is played, the proper courtesy as prescribed in the following paragraphs must be rendered.

c. When in uniform in formation, but not a part of a ceremony, the unit commander commands "Present, ARMS," when the national anthem or To the Colors is played. The unit should be faced toward the flag before being given present arms.

d. When in uniform but not in formation:

(1) Outdoors, at any ceremony where the U.S. flag is present, come to attention, face the flag in the ceremony, and salute. At sports events, if the flag is visible, face the flag and salute. If the flag is not visible, face the band and salute in its direction. If the music is recorded, face the front and salute. At all other outdoor occasions, the same principle is followed: Come to attention and salute, facing the flag if visible, otherwise facing the music.

(2) Indoors, when the national anthem or To the Colors is being played at the beginning or end of a program or sports activity, face the flag if it is present and take the position of attention. If no flag is present, take the position of attention facing the music. Do not salute unless under arms. When listening to a radio or watching a television program, take no action.

e. When in civilian or athletic clothing outdoors, take the same action as when in uniform except that the manner of saluting is different. Men remove the headdress with the right hand and hold the headdress at the left shoulder with the right hand over the heart. Men without hats, and women salute by standing at attention and placing the right hand over the heart.

f. When in civilian or athletic clothing indoors, render the civilian salute by standing at attention and placing the right hand over the heart.

g. In vehicles during a flag ceremony, the driver brings the moving vehicle to a stop at the first note of, the national anthem or To the Colors. Personnel in vehicles, including the driver, remain seated at attention.

h. Air Force photographers and camera operators render appropriate honors outlined in these paragraphs, except when they are specifically assigned to photograph others rendering honors.

68. Pledge of Allegiance to the Flag:

a. In military formations and ceremonies, the Pledge of Allegiance shall not be recited.

b. At protocol functions, social, and sporting events which include civilian participants, military personnel should:

(1) When in uniform outdoors, stand at attention, remain silent, face the flag, and render the hand salute.

(2) When in uniform indoors, stand at attention, remain silent, and face the flag. The hand salute is not rendered. Where the participants are primarily civilians or in civilian attire, reciting the pledge is optional for those in uniform.

(3) When in civilian attire, render the pledge while standing at attention, facing the flag with the right hand over the heart. Men should remove headdress with the right hand and hold it over the left shoulder, the hand being over the heart.

69. Army or Navy Gun Salutes:

a. When gun salutes are fired at Army or Navy installations to honor a living person, all individuals in the ceremonial party salute and spectators stand at attention. When gun salutes are fired on Independence Day and Memorial Day, all people present salute, facing the flag when visible or the site of the saluting guns if the flag is not visible.

b. In Civil Air Patrol, gun salutes are not fired at a ceremony including reveille and retreat.

70. Display of the United States Flag:

a. The flag of the United States represents the nation, the union (blue field and stars) being the honor point. The right is the place of honor. The edge which is toward the staff is the right edge. The union and the flag itself are always given the place of honor.

b. The flag of the United States is never dipped in salute, nor is it ever permitted to touch the ground. Soiled, torn, or badly faded flags should not be displayed but should be destroyed privately by burning. The flag should never be used as a costume or dress, nor on a vehicle or float except attached to a staff, nor as drapery in any form. For draping and decoration in general, bunting of the national colors may be used, with the blue

uppermost. No lettering or object of any kind should be placed on the flag of the United States, nor should it be used in any form of advertising.

c. Specific rules governing the use of the flag are listed in CAPR 900-2.

71. Color Guard (OMITTED)

72. Civil Air Patrol Manual of the Colors (OMITTED)

73. Escort of the United States Flag (OMITTED)

74. Salutes by Flags (OMITTED)

Chapter 3 - Commands and the Command Voice

SECTION A - RESPONSIBILITIES OF THE CADET NCO

To perform satisfactorily in the leadership positions you will fill as a CAP member, you must have a thorough understanding of the responsibilities of the NCO in Civil Air Patrol, first, so that you yourself can serve in these grades and, later, so that you can work closely with cadet NCOs to accomplish the various assignments you may be given as a cadet officer.

75. The Role of the NCO:

a. The noncommissioned officer is a well-trained, experienced person, capable of good judgement and initiative. As a rule, the NCO accumulates a great deal of knowledge about a special field, however, the role of the NCO extends beyond technical proficiency. The noncommissioned officer must be a leader. The NCO's capabilities have to go beyond job proficiency to include influencing and directing subordinates.

b. When you become a cadet NCO you will have received your grade because you fulfilled certain prescribed requirements of the CAP cadet program. These requirements include that you demonstrate your ability to lead and influence other cadets. With your cadet NCO grade you assume a continuous obligation to advance individual and group proficiency, discipline, morale, and *esprit de corps*.

c. As an NCO you will be close to other cadets, particularly the new members, a position in which you will be able to influence their decisions and have a marked effect on the quality of their work. For example, you can impress upon subordinates the meaning of CAP's traditions and customs, and thus foster a high state of morale, discipline, and *esprit de corps* in your unit. You can make clear to new cadets the importance of their jobs and the advantages of membership in Civil Air Patrol. You can help them adjust to the requirements of being a CAP cadet. As an NCO you will, of course, be the logical person to exercise detailed supervision over assigned tasks.

76. Responsibilities of the NCO:

a. To properly fulfill your role as an NCO in Civil Air Patrol, you are expected to be proficient not only in your special assignments but also, to some extent, as a planner, manager, and teacher. You should know enough about human relations and the customs and courtesies of Civil Air Patrol to be able to create a high degree of proficiency, discipline, morale, and *esprit* in your unit. To fulfill this obligation, you must assume certain responsibilities, including the following:

(1) Understand and practice the techniques of leadership and personnel management to the extent called for by your position.

(2) Know your job and have a high level of personal proficiency. In a sense, as an NCO you are a buffer between your subordinates and your superiors. This calls for strict loyalty in both directions.

(3) Relieve your superiors of routine details and problems.

(4) Execute all your duties promptly, without continuous supervision.

(5) Use initiative and resourcefulness, know when to handle matters yourself and when to refer them to your superior, but in all cases, keep your superior in mind.

(6) Insure that good housekeeping and administrative procedures are followed.

(7) Conduct drill and ceremonial procedures applicable to a flight leader.

(8) Plan, supervise, and conduct individual and team on-the-job training in technical and military subjects.

(9) Maintain a high standard of behavior, including individual conduct, courtesy, and personal appearance.

(10) Assist, supervise, and correct subordinates in matters pertaining to duty performance, individual conduct, courtesy, and personal appearance.

SECTION B - GIVING COMMANDS - THE COMMAND VOICE

77. General Rules for Giving Commands. When giving commands, the leader is at the position of attention. Cadets in formation notice the posture of their leader. If the posture is unmilitary (relaxed, slouched, still, or uneasy) that of the cadets will be similar. Good military bearing is necessary for good leadership. While marching in transit, the leader must be in step with the formation at all times, except when making corrections.

a. The commander faces the troops when giving commands except when the element is a part of a larger drill element or when relaying commands in ceremonies.

b. When a command requires an element to execute a movement different from the

other elements, or the same movements at a different time, the subordinate commander gives a supplementary command over the shoulder. Supplementary commands are given between the preparatory command and command of execution of the unit commander. When the squadron commander's preparatory command is "Squadron," the flight commander's preparatory command is "Flight."

c. When the flights of the squadron are to execute a movement in order, such as a column movement, the flight commander of "A" Flight repeats the squadron commander's preparatory command. The commanders of the other flights give a supplemental command such as "CONTINUE THE MARCH." When the squadron commander gives the command of execution, "A" Flight executes the movement at the same point and in the same manners as "A" Flight, at the command of the appropriate flight commander.

d. A commander uses the command "AS YOU WERE" to revoke preparatory commands. After the command of execution has been given and the movement has already begun, other appropriate commands are given to bring the element to the desired position.

e. In giving commands, flight commanders may add the letter of their flight to the command as "A" Flight, HALT" or "B" Flight, Forward, MARCH." Whenever commands are given to a squadron in which one flight stands fast or continues the march, the flight commander commands "STAND FAST" or gives the supplementary command "CONTINUE THE MARCH."

f. The preparatory command and the command of execution are given as the heel of the foot, corresponding to the direction of the movement, strikes the ground.

78. Voice Characteristics. The precision with which a command is executed is influenced by the voice in which it is given. A correctly delivered command is loud and distinct enough to be clearly understood by everyone in the unit. It is given in a tone, cadence, and with a snap that demands willing, correct, and immediate response. A voice with the right qualities of loudness, projection, distinctness, inflection, and snap enables a commander to obtain effective results.

a. Loudness is the volume used in giving a command. It should be adjusted to distance and the number of individuals in the formation. The commander takes a position in the front of and to the center of the unit and speaks facing the unit so that the voice reaches all of the individuals. Volume is necessary, but excessive exertion is harmful to the vocal chords. A typical result of trying too hard is the almost unconscious tightening of the neck muscles to force out sound. This produces strain, hoarseness, sore throat, and worst of all, indistinct and jumbled sounds instead of clear commands. Achieve ease through good posture, proper breathing, and correct adjustment of the throat and mouth muscles.

(1) The most important muscle used in breathing is the diaphragm, the large, powerful muscle that separates the chest cavity from the abdominal cavity. The diaphragm automatically controls the breath in normal breathing and is used to control the breath when giving commands.

(2) Deep breathing exercises develop the diaphragm and refresh the entire body. The following exercise will develop breathing for commands: A deep breath should be taken through the mouth, holding the air in the lungs. With relaxed throat muscles, "Huh" and "Ha" should be said as shortly as possible. The sounds should be made entirely by expelling short puffs of air from the lungs. Only the diaphragm and the muscle around the waist should be used. When this is done, a distinct movement of the abdominal muscles can be felt. This exercise should be practiced often and as a result, effort and volume can be increased until they are natural functions. Another excellent exercise for developing and strengthening the muscular walls of the diaphragm is illustrated in figure 35.

(3) The cavities of the throat, mouth, and nose act as amplifiers and help give fullness (resonance) and projection to the voice.

(4) To obtain resonance, keep your throat relaxed, loosen the lower jaw, and open your mouth. You can then prolong the vowel sounds.

b. Projection is the ability which enables a person to project the voice to whatever distances desired without undue strain. To project the command, focus your voice on the person farthest away.

(1) Yawning is a good practice to get the feel of the open mouth and throat. Also pronouncing aloud the vowels and practicing saying "Oh" and "Ah" are alternate methods.

(2) Counting in a full, firm voice and giving commands at a uniform cadence, prolonging the syllables, are good exercises. Erect posture, proper breathing, relaxed throat, and open mouth aid in projecting the voice.

(3) Tonal quality determines whether the sound is clear or muffled. Good tonal quality is an effective combination of sound from the vocal chords and resonance from the mouth, nose, and throat. It is produced by chest and head. If there is volume with poor resonance, the sound is not clear. If there is resonance with little volume, the sound does not project well. An adequate blend of the two produces a sound that is clear and projects well.

c. Distinctness depends on the correct use of the tongue, lips, and teeth, which are used to form the separate sounds of a word and to group those sounds to form words. Distinct commands are effective. Indistinct commands cause confusion. All commands can be correctly pronounced without loss of effect. The emphasis is placed on proper enunciation (distinctness). Clear enunciation makes full use of lips, tongue, and lower jaw.

d. Inflection is the rise and fall in pitch and the tone change of the voice.

(1) The preparatory command, which is the command that announces the movement, should be pronounced with a rising inflection near or at the end of its completion, usually the last syllable. The most desirable pitch of voice, when beginning a preparatory command, is near the level of the natural speaking voice. A common fault with drill instructors is to start the preparatory command so high that, after employing a rising inflection, the passage to a higher pitch for the command of execution is impossible without undue strain.

(2) A good rule to remember when beginning a command is to start near the natural pitch of the voice. The development of a low voice should not be attempted if the natural pitch is high, and vice versa. A properly delivered command of execution has no inflection. However, it should be given at a higher pitch than the preparatory command. Commands are portrayed graphically in figures 15-22.

e. Snap is that extra quality in a command that demands immediate response. It expresses confidence, alertness, and decisiveness. It indicates complete control of one's self and the situation. To achieve this quality, you must have a knowledge of commands and the ability to voice them effectively. Give the command of execution at the precise instant the heel of the proper foot strikes the ground while marching. Achieve snap in giving commands by standing erect, breathing without effort, and speaking clearly with a rising inflection on the preparatory command and a relatively high pitch on the command of execution. Snap out the command of execution at the expected instant with the same effect as the starter's "GO!"

79. Cadence:

a. The cadence of a command means the uniform and rhythmic flow of language and the proper timing. A flight is unable to execute a given movement smartly and accurately unless all the individuals in ranks understand the preparatory command and know when to expect the command of execution. When a flight commander uses a very brief interval at one time and a prolonged interval at another, this tends to confuse individuals and take them by surprise.

b. In general, the interval which produces the best effects in movements resulting directly from the commands given is that which allows the taking of one step between the preparatory command and the command of execution. However, in other instances, the interval should be lengthened enough to permit proper understanding of the movement to be executed. The interval should be measured exactly in the beats of the drill cadence.

c. Give commands for executing movements to the right when marching when the right foot strikes the ground, and for movements to the left when the left foot strikes the ground. In commands containing two or more words, place the point of emphasis on the last word. For example, in Right Flank, "flank" is given as the right foot hits the ground.

d. For a squadron or a larger unit, the interval between the squadron or group commander's preparatory command and the command of execution should be long enough to allow the marching elements to take three steps between commands.

80. Counting Cadence (OMITTED)

81. Mass Commands (OMITTED)

Chapter 4 - DRILL OF THE FLIGHT

SECTION A - FORMATIONS AND MARCHING (OMITTED)

82. The Flight as the Basic Drill Unit.

83. Rules for the Guide

84. Formation of the Flight

85. To Align the Flight

86. To Open Ranks When In Line

87. To Close Ranks When at Open Ranks

88. Individuals to Leave Ranks

89. To Count Off

SECTION B - MARCHING (OMITTED)

90. Flight Formation While Marching

91. To Change Interval While In Column

92. To Change Direction in a Column

94. Partial Changes of Direction

95. To Form a Single File and Reform

96. To Form a Column of Twos From a Single File

97. To Form a Column of Twos From a Column of Fours and Reform

SECTION C - MANUAL OF THE GUIDON (OMITTED)

98. The Guidon

99. Order Guidon

100. Carry Guidon

101. To Execute Order Guidon While at Carry Guidon

102. To Execute Carry Guidon While at Order Guidon

103. To Execute Present Guidon When at Carry or Order Guidon

104. To Execute Carry Guidon When at Present Guidon

105. To Execute Order Guidon When at Present Guidon

106. Individual Salute by Guidon Bearer When Not in Formation.

Chapter 5 - METHODS OF TRAINING

SECTION A - DRILL AS A LEADERSHIP LAB TECHNIQUE

One of the continuing responsibilities of all CAP members is to teach and assist others with less experience and skill.

The leadership laboratory program itself should include the use of all methods of instruction - the lecture, demonstration - performance, discussion, problem solving, etc. Frequent evaluations of progress should include written and performance tests. Traditional patterns of instruction in drill should be used only when these are the best means available to achieve the desired objective. These objectives should always be related to the individual, as well as to the unit.

As drill instruction progresses, cadets should be grouped according to their proficiency. Those who show a lack of aptitude should be separated from the others and placed under the most experienced instructors. Care should be exercised not to ridicule slow learners.

107. Techniques for Teaching Drill. You will find the following techniques useful in teaching drill exercises.

a. Demonstration-Performance. To teach by this method, it is not necessary to memorize each word of the explanations for the various drill movements, but you - the instructor - must be sure that your commands are correctly worded and easily understood. You should practice in private, checking against the manual, until you have a clear, complete explanation in mind. The demonstration-performance method of instructing consists of the following steps:

(1) Give the name of the movement or exercise and its practical use to the individual unit.

(2) Give the command to be used for the movement or exercise, and explain its elements - the preparatory command and the command of execution.

(3) Explain the movement and the command so that the student can understand the demonstration.

(4) Demonstrate the movement or exercise. If the movement has more than one count, demonstrate it by the numbers - one count at a time.

(5) Ask if there are any questions.

(6) Give the student an opportunity to try the movement.

(7) Give practical work by the numbers and talk through the movements or exercise.

(8) Make corrections whenever errors occur.

(9) Repeat with the numbers until the desired proficiency is achieved.

b. By the Numbers. This is the technique by which precision movements of two or more counts are demonstrated, practiced, and learned - one step at a time. This method enables the student to learn step by step and permits the instructor to make detailed corrections. It can be used with marching movements as well as with those performed at a halt. In some of the more complicated movements, such as column right (for a flight) from a halt, use of the numbers is the only effective way to catch and correct errors. The steps you should follow in teaching by this method are described below:

(1) In marching movements by the numbers, the instructor counts through the desired number of counts before terminating the exercise by having the student bring up the trailing foot to the normal halt position.

(2) The instructor commands "By the Numbers" before giving commands for the movements. For "By the Numbers, About, FACE," the first count of the movement is executed on the command of execution, "FACE." The second count is executed on the command "Ready, TWO." (The pivot is the second count.)

(3) All subsequent commands are executed by the numbers until the command "Without the Numbers" is given. For example, in teaching right and left face, the command "By the Numbers" would be given at the beginning of the practical exercise. Each facing is repeated several times by the numbers until the instructor gives "Without the Numbers." Subsequent movements are executed in the cadence of quick time.

c. Mass Commands. These commands have an excellent training value and should be used frequently.

d. Individual Commands. Having individuals in the ranks give commands is another way of increasing interest and skill. After the unit has acquired some skill in executing commands and in giving mass commands, the instructor can designate individuals in ranks who, in succession and without leaving ranks, will give commands and execute them with the group. The next individual starts giving commands on a prearranged basis, either on signal from the instructor or after the preceding individual has given a certain number of commands.

e. Competitive Drill Exercises. The use of these exercises between individuals or units is another way of increasing drill knowledge and skill.

SECTION B - INTERIOR GUARD

The mission of Civil Air Patrol includes providing assistance during local and national emergencies. In accomplishing this mission, CAP members undoubtedly will be called upon to display knowledge of, or perform functions similar to, the military's interior guard when participating in emergency missions and when attending encampments and bivouacs. Members, therefore, should become familiar with the purpose and workings of the interior guard.

When guard details are required by CAP units for interior guard and for special purposes, they should be organized in general as described in this chapter. "It must be remembered, however, that arms are prohibited in Civil Air Patrol, and any reference to arms found in any published material concerning the interior guard is not applicable to CAP or its activities."

"CAP members may not use force, or the appearance of force, in the execution of any guard duties."

The extent to which CAP members may cooperate with civilian law enforcement agencies is outlined in CAPR 900-3, "Civil Air Patrol Assistance to Law Enforcement Officers and Agencies." All CAP members associated with the guard must be familiar with the provisions of this regulation.

Members acting in the name of Civil Air Patrol may cooperate with and assist law enforcement officers engaged in benevolent activities such as disaster relief, searches for missing persons, search and rescue activities, evacuation missions, or mercy missions. They may also, under direction of the senior CAP member present and at the specific request of the Federal Aviation Administration or military authorities, provide crash site surveillance and assistance, such as:

- (1) Give directions.
- (2) Inform the public the area is restricted.
- (3) Advise individuals whom to contact for authority to enter a restricted area.
- (4) Notify proper authorities if unauthorized persons are observed entering the restricted area.
- (5) Carry messages.
- (6) Other similar functions.

It must be clearly understood that members must be sure that their activities do not violate any of the restrictions set out in the next paragraph, and neither "directly nor indirectly involve the use of force."

CAP members acting in the name of Civil Air Patrol may not engage in any form of law enforcement. (NOTE: Delegation of authority from a law enforcement agency (deputization) does not change or cancel this restriction; an individual may not act concurrently as a member of Civil Air Patrol and as a deputy of a law enforcement agency.) CAP members may not:

- (1) Assist law enforcement officers to execute or enforce the laws.
- (2) Assist law enforcement officers when such assistance might result in punitive action against an individual.
- (3) Use CAP property, such as vehicles, in law enforcement.
- (4) Enter on private property without permission, except in emergencies to save lives or personal property.
- (5) Restrict access to wreckage or restricted areas by means of force.
- (6) Carry or use arms of any kind.
- (7) Exercise any authority other than that they have as private citizens.

108. Purpose of the Interior Guard. The interior guard preserves order, protects property, and insures compliance with pertinent directives. The CAP interior guard consists of two elements: the main guard and the special guard. In general, these groups maintain a system of fixed posts and regular patrols. They are responsible for being familiar with the general orders pertaining to the interior guard and any special orders that may have been issued.

109. Officer of the Day:

- a. The officer of the day (OD) is responsible for the proper performance of duty by

the main guard and other guards when specifically directed. This officer is charged with the execution of all orders of the commander relating to interior guard duty.

b. The OD's actual tour begins on the instructions of the commander and ends when relieved by the same authority. In the performance of these duties, the OD takes orders only from the commander, except that in case of an alarm of any kind and at a time of great danger the senior officer:

(1) Inspects the guard and sentinels at such times during the day and night as considered necessary. At an encampment or similar activity, inspects the guard at least once between midnight and daylight.

(2) Prescribes visits of inspection to be made by officers and noncommissioned officers of the guard whenever necessary.

(3) In case of an alarm of any kind, takes steps at once to protect life and property and to preserve order, using the guard for this purpose.

(4) Keeps the guard informed as to the OD's location.

(5) Signs the guard report, and enters any comments. The guard report is submitted to the commander or designated representative by the officer of the day in the following manner. On representing themselves to the commander, the old and new OD's both salute. The old OD, standing on the right of the new, then says to the commander, "Sir/Ma'am, I report as old officer of the day," and present the guard report. As soon as the commander relieves the old officer of the day, the latter salutes and retires.

110. Commander of the Guard:

a. The commander of the guard (COG) is the commander of the relief on duty. The COG primarily responsible for the instruction, discipline, and performance of duty of the guard.

b. The COG receives and obeys the orders of the commander and officer of the day, and reports to the OD all orders given to the guard that are not received from the OD. The COG transmits to the successor all instructions and information relating to these duties. This individual sees that all members of the guard are correctly instructed in their orders and duties and that they understand and properly perform them. The COG questions the noncommissioned officers and sentinels on the instructions they may have received. Also, the COG sees that patrols perform their duties properly and that visits of inspection are made as directed by the officer of the day. Further, the COG sees that the special orders for each post and each member of the guard are displayed in the appropriate place.

c. The commander of the guard inspects the guard at such times as may be necessary to insure that their duties are properly carried out and that their equipment is in proper condition.

111. Sergeant of the Guard:

a. The senior noncommissioned officer of the shift on duty, whatever the grade, is officially known as the sergeant of the guard (SG). If there is no officer of the guard, the SG performs the duties prescribed for the commander of the guard.

b. The sergeant of the guard has general supervision over the other noncommissioned officers and airmen (or cadets) of the guard and must be familiar with all their orders and duties.

c. This individual is responsible for the property under the charge of the noncommissioned officers and sees that it is properly cared for. If it is neglected or misused, reports the facts to the commander of the guard.

d. The SG prepares duplicate lists of the names of the noncommissioned officers and airmen (or cadets) of the guard, showing the reliefs, and posts the duties of each.

e. Makes inspections and sees that other noncommissioned officers of the guard make such inspections and patrols as may be prescribed by superior authority.

f. Reports to the officer of the guard or, if there is none, to the officer of the day, any suspicious or unusual occurrences that come to the SG's attention.

112. Members of the Guard:

a. Members of the guard are assigned to reliefs by the commander of the guard and to specific posts by the sergeant of their reliefs. Members are not changed from one relief to another except by proper authority.

b. Members of the guard must be familiar with the general orders for sentinels and with the special orders applying to their particular posts.

113. Color Sentinels. Guards may be furnished for the colors which are unfurled and posted out of doors. For this purpose guards are detailed and governed by the same regulations that apply to other members of the main guard.

114. Inspection of the Guards:

a. Having reported to the designated area, the sergeant of the guard orders "FALL IN." When the guard has complied with this order, the SG dresses the guard into three ranks, returns to a position 6 paces in front of the center file of the guard, and facing the COG salutes and reports, "Sir/Ma'am, the guard is formed." The sergeant of the guard does an about face and has the guard open ranks. The commander of the guard then inspects the guard.

b. Upon completion of the inspection, the COG returns to the post, and the SG halts at a position 6 paces to the front. They exchange salutes, and the COG directs, "Take charge and post the guard," or simply, "Post the guard." The SG then salutes, faces the guard, and has it close ranks. The SG then posts the guard in the usual manner.

115. Posting of Reliefs:

a. At an appropriate time before the sentinels are due to go on post, the sergeant assembles them; checks their appearance, fitness for duty, and condition of equipment; and determines that they understand their instructions. When the relief is large, it may be more convenient to form the relief, call the roll, and inspect the sentinels in ranks. The sergeant then reports to the commander of the guard that the relief is ready to be posted or, if directed, sends the sentinels to the posts by the direct order "Cadet Jones, Cadet Smith, TAKE YOUR POSTS," or if the roll has been called, "TAKE YOUR POSTS." Each sentinel will then proceed to post. One sentinel relieves another by meeting at a particular point at a prearranged time. The sentinel on post at the expiration of the tour will remain on post within view of the prearranged relieving point, and when relieved by the sentinel, will report immediately to the sergeant of the old relief. The last sentinel on duty on a night post will report to the sergeant of the old relief at a designated time.

b. The sergeant records the names of the sentinels, the numbers of their posts, the time and date they are posted, and the time they reported upon relief. This record is kept on file by the commander of the guard.

c. Sentinels mounted on vehicles are posted and relieved in accordance with the same principles.

116. General Orders:

a. All sentinels are required to know and perform the general orders that pertain to the interior guard.

b. The general orders that pertain to the interior guard are:

(1) To take charge of this post and all designated property in view.

(2) To walk the post in a military manner, keeping always on the alert and observing everything that takes place within sight or hearing.

(3) To report all violations of orders I am instructed to enforce.

(4) To repeat all calls from other posts.

(5) To quit my post only when properly

(6) To receive, obey, and pass on to the sentinel who relieves me, all orders from the commander, officer of the day, and officer and noncommissioned officers of the guard.

(7) To talk to no one except in the line of duty.

(8) To give alarm in case of fire or disorder.

(9) To call the sergeant of the guard in any case not covered by instructions.

(10) To salute all officers and all colors and standards not encased.

(11) To be especially watchful at night and, during the time for challenging, to challenge all persons on or near the post.

(12) To use no force, or show of force, in the execution of my duties.

117. Method of Challenging:

a. During challenging hours, if a sentinel sees anyone on or near the post, the sentinel should advance toward the person or party. When within about 30 paces, request the person or party to stop and be identified by challenging, "Halt! Who is there?" The sentinel may continue to advance while challenging, or halt if circumstances required. After challenging, attains the most advantageous position to determine whether the person or party should be passed.

b. If the person or party is mounted or in a vehicle, the sentinel should proceed as when the person or party challenged is on foot.

c. The sentinel should permit only one of a party (the senior member in the group) to approach for the purpose of being recognized.

d. The sentinel should establish beyond a reasonable doubt that those challenged are what they represent themselves to be and that they have a right to pass. If the sentinel is not satisfied, make a call to the sergeant of the guard. In Civil Air Patrol, it is not necessary for the sentinel to individually challenge each member of a party. When the senior member of a party is recognized, this person vouches for all other members of the party.

e. When a party approaches, the sentinel, on receiving an answer that indicates the party is authorized to pass, says, "Advance _____," repeating the answer to the challenge. Thus, if the answer to the question "Who is there?" is "Patrol," "Friends," etc., the sentinel says, "Advance one to be recognized." Then when that person is recognized, the sentinel says, "Advance, Patrol (Friends, etc)."

f. If a person approaches alone, the person should be requested to advance to be recognized. When recognized, the individual should be advanced as indicated above for one of a party. Thus, if the answer is "Friend," "Officer of the Day," etc., the sentinel says, "Advance, Friend (Officer of the Day, etc.), to be recognized." After recognition, the

sentinel says, "Advance, Friend (Officer of the Day, etc)."

g. If two or more persons or parties approach the sentinel's post at the same time from different directions, they should be challenged in turn and asked to halt and remain halted until advanced. The senior is advanced first in accordance with the foregoing guides.

h. If a person is already advanced and in conversation with a sentinel, the sentinel challenges any other person or party that may approach. If a person or party challenged is senior to the one already on post, the sentinel advances the senior. If the person already advanced is senior to the new arrival, the sentinel advances no one until the senior leaves. The sentinel then advances the senior of those waiting.

i. The following order of precedence governs a sentinel in advancing different persons or parties approaching the post: commander, officer of the day, officer of the guard, officers, patrols, relief, noncommissioned officers of the guard in order of grade, and friends.

j. A sentinel should avoid being surprised. On rare occasions when the circumstances warrant it, a pass that is offered for identification may be laid on the ground, 6 paces from the sentinel. The bearer may then retreat 6 paces for the sentinel to examine the pass.

k. Confusing or misleading answers to a sentinel's challenge are prohibited. The use of such an answer as "Friends" by officers or patrols is not considered to be misleading when the purpose of their visit makes it desirable that their official capacity should not be announced.

Chapter 7 - RESPONSIBILITIES OF LEADERSHIP

RESPONSIBILITIES OF THE CADET OFFICER

In developing your leadership abilities, you must learn what will be expected of you when you become an officer. It is true that each job in Civil Air Patrol has certain special responsibilities these you learn when you serve in the position or make a staff duty analysis of it. It is also true, however, that there are certain general responsibilities common to all CAP officers in all positions. These are the responsibilities discussed in this section. As a potential leader you must become familiar with these general responsibilities so that you can fulfill them properly when you become a cadet officer.

134. Knowledge of Mission:

a. Every CAP member is responsible for acquiring a knowledge and appreciation of the organization.

b. Each unit in Civil Air Patrol has a mission to accomplish. Your first task as a potential leader is to become thoroughly familiar with the assigned mission of your unit and understand how it relates to the mission of other CAP units and the organization as a whole. To become mission-conscious⁴⁰ to recognize that the mission is of paramount importance - is the first step toward becoming an effective officer.

135. Relationship of Job to Mission:

a. Your next step is to determine just how your job fits into the accomplishment of the unit mission. You must be alert to do this; you must ask questions. Questions are expected and encouraged. The effectiveness of an officer often hinges upon the officer's ability and willingness to ask discerning, pertinent questions.

b. Getting to know any job is not an overnight task. Systematic study of regulations, standing operating procedure, and established policies will give you a good foundation. Questions addressed to subordinates and superiors, as well as a cooperative attitude, will help round out your knowledge. Finally, you must learn from experience. This is not an automatic process, but one which requires constant perseverance and personal evaluation, a conscious effort for self-improvement.

c. Although you must constantly bear in mind the mission of your section, you must not lose sight of the other sections in your unit. Sometimes personnel and material are hoarded by someone eager to do the job well. The purpose may be commendable, but the approach may cause other sections to suffer. Your outlook must always include the overall mission, and the functioning of your unit must be geared to that purpose. Cooperation with other⁵ ions and units is absolutely essential.

136. Officer-Unit Relationship:

a. This first responsibility of a CAP officer - understanding the mission and your part in accomplishing that mission - is related to the second responsibility - gaining the respect of the individuals who work with and for you. Surveys have shown that ability in an officer is the characteristic most likely to gain the respect of the subordinates. Most individuals prefer a strict officer who knows the job to a lenient, good-natured officer who does not know the job. They also prefer an impartial officer.

b. It is not likely that your first assignment as an officer will be a command position. Probably, you will be placed in charge of a rather small group of cadets. Whatever the situation, however, you must be familiar with the techniques of handling people to make the greatest use of their abilities.

c. Getting others to enjoy working for you requires the application of a delicate

balance of discipline, tact, and justice. It calls for continuous effort to learn about individuals, their virtues and faults, their likes and dislikes, their mental and physical strengths and weaknesses. Your subordinates will not all be highly qualified or experienced. You must place them in positions where they will do the most good most of the time. You must instill in them a spirit of cooperation, mold them into a team, and encourage them to work for you and with one another. As an officer in the CAP cadet program you must be able to adapt yourself to meet the various conditions and the changing needs of the individuals under your charge and the units as a whole.

137. Officer-Airman Relationship:

a. The officer-airman relationship is also important. The efficiency of a unit may depend on it. The tendency to become overfamiliar with subordinates must be curbed. New officers often believe they can obtain cooperation, unity, and spirit through personal popularity with their subordinates. But prestige is an important factor in leadership. Few officers can maintain their prestige by fostering overfamiliarity.

b. This does not mean you should be aloof and unapproachable. Nor should you flaunt your grade or assume an air of superiority. Maintain a deep interest in the welfare of your subordinates. Give them a feeling that they can depend on you to help them in time of need. Always be ready to listen to their problems or suggestions, ready to suggest solutions. Your relationship must be close, cordial, and sympathetic. Take the middle course and let common sense prevail.

138. Officer-NCO Relationship:

a. The proper officer-noncommissioned officer relationship deserves special mention. You will quickly discover that the NCO is an essential person in Civil Air Patrol. In some respects, it is the NCO who keeps the wheels of routine and detail running. But the NCO's effectiveness depends to a great extent upon the support received from superiors.

b. The noncommissioned officer is usually a leader with much knowledge and experience in a special field. As an officer it is your responsibility to use this knowledge and experience as effectively as possible. Consider the NCO as an assistant, not as a novice. Recognize and respect the NCO's grade and experience, but always remember that the basic responsibility for the job is yours.

139. Evaluation of Subordinates:

a. Periodically you may be required to analyze and record the effectiveness of your subordinates.

b. The evaluation of a subordinate should be a continuous process. If you wait until the end of the rating period before you begin to evaluate the subordinate, you make your task more difficult and limit the quality of your report. When you are responsible for rating another person, adopt a system of making frequent notes of your impressions during the period of observation. You will then have a factual basis for analyzing the development of the individual being rated, a measure of improvement or regression, and an aid for the preparation of your report. When the time comes to make the evaluation, all you have to do is summarize your separate impressions.

c. A continuous system of evaluation discloses weaknesses prior to the time for submitting the rating report. In fairness to the individual being rated, you should discuss shortcomings and establish a climate for improvement before a report is required. Further, you should discuss each completed report with the individual being rated before you forward it for approval.

d. Despite individual natural reluctance to discuss one's faults, the discerning subordinate will always value a fair appraisal of the individual's performance. Be honest and open with the individual. Suggest ways to overcome shortcomings. Give the individual a chance to improve. Above all, do not allow rumors of your impressions to reach subordinates from secondhand sources.

140. CAP-Military-Civil Relationship:

a. In Civil Air Patrol you have certain responsibilities which in other organizations would be of no concern to your superiors. As an officer in CAP, however, if you become an object of criticism, all of Civil Air Patrol is adversely affected. If you behave in an irresponsible manner, you may place the entire organization in disfavor.

b. On the other hand, if you behave in a manner that fosters good CAP-military-civilian relationships, you can greatly enhance the image and usefulness of Civil Air Patrol. By taking part in civic affairs, by honestly trying to understand the problems facing your community, and by demonstrating high attributes of character, you can advance the cause of Civil Air Patrol and, at the same time, add to your personal development. When you joined CAP, you were not released from your responsibilities as a citizen. If anything, your citizenship responsibilities to your community and your nation were increased by your membership in Civil Air Patrol.

141. Morale:

a. One of the major responsibilities you will have as a CAP officer is to maintain high morale in your unit or section at all times. The morale of a unit is the state of mind of the average member with respect to the mission of the unit. If this average state of mind is

one of confidence, courage, determination, and enthusiasm, morale is high. If the average state of mind is one of pessimism, dissatisfaction, despondence, and anxiety, morale is low. Practically every facet of every CAP activity affects, and is affected by, morale. It is often a decisive factor with respect to the mission of the unit.

b. Although morale itself is not tangible, it is a highly observable factor. By being alert and sensitive to the mental state of the members of your unit, you can gauge their morale level and take any remedial steps that may be required. Among the symptoms of low morale you will find such things as poor job performance, excessive absenteeism, poor bearing, and even decreasing membership or high membership turnover. A high level of morale, on the other hand, will show itself in increased job performance, good discipline and conduct, cheerfulness, good attendance, and increasing membership.

c. As an officer in Civil Air Patrol, it is your responsibility to watch for these signs and act according to their dictates. Know the members of your unit and how they feel, and time your words and actions so as to build their morale to as high a level as possible. Remember, it is easy, by thoughtless deeds and careless words, to destroy the morale of a unit. It is a far more difficult thing to build morale back once it has broken down than it is to keep it at peak level.

d. To have high morale in a unit, it is not necessary to pamper the members, but it is necessary to do the best you can for them and to make them believe it is the best you, or anyone, could do. As their leader, you expect the best efforts of the members of your unit; as their leader, they have a right to expect your best.

e. The greatest underlying force from which high morale stems is confidence - confidence in Civil Air Patrol, in its objectives, its programs, its methods, and its leaders at all levels. If the members of your unit are convinced that the cause for which they are working is worth all their efforts, if they believe that they can accomplish the mission with the means at hand, and if they are satisfied that their prospects for the future are the very best, your unit will have high morale.

142. *Esprit de corps*:

a. It is also your responsibility as a CAP officer to develop *esprit de corps* within your unit. *Esprit de corps* is group morale reinforced by feelings of pride being members of an importance group. Unit spirit is the magic substance which brings an organization to life. Although quite intangible, it will make two otherwise identical units differ in their performance as night from day. This spirit stems largely from the pride and confidence in their unit that is shared by all the members. It does not matter that this is largely opinion; the important thing is that all the members think they belong to the best unit in Civil Air Patrol. It is the unit with *esprit de corps* that performs the so-called impossible when the need arises.

b. *Esprit de corps* in a unit depends on three essential ingredients:

- (1) The unit must be different from other units in some favorable respect.
- (2) The unit must be famous for something.
- (3) The unit must be effective.

c. To develop *esprit* in your unit you must, first of all, have a sincere belief in your organization and confidence in its capability. Your attitude must say, more plainly than words, that your unit and its members are the best in Civil Air Patrol. Secondly, you must see to it that the members of the unit have a good opinion of themselves and their unit. This is not as difficult as it sounds, being more a matter of technique than anything else, for any group always wants to think well of itself. At the same time, *esprit* is a tender growth, and you must be alert for factions, accidents, and contests that will injure it.

143. Efficiency. Each officer in Civil Air Patrol is also responsible for the operating efficiency of the unit or section. Unit efficiency is the ability to accomplish successfully an assigned task in the shortest possible time, with minimum expenditures in manpower and materials, and with the least possible confusion. When discipline, morale, and *esprit de corps* are good, efficiency is increased. You can build efficiency in your unit through good leadership, sound training, and effective administration.

JOHN T. MASSINGALE, JR., COL, USAF
Executive Director

MICHAEL D. DUTO, LtCol, USAF
Director of Administration

ATTACHMENT 3: READING LISTS

Included are reading lists suggested by and for the members of the services listed. Each is considered important for service members for different reasons. Keep in mind that each service has its own 'flavor' and its own goals to achieve with its reading list. How they overlap is as important as how they differ. Understanding the thinking behind the creation of each list should give you a feeling for each service and may help you with a decision that will affect your entire life, as well as benefit you as a leader of Cadets.

(Author's Note: I am neither endorsing nor condemning the contents of these lists. They are merely being passed along as an example of professional reading designated for NCOs in the armed services that may benefit the CAP Cadet NCO.)

The Commandant's Reading for Enlisted Marines

Many of the descriptions in this section were captured on the world wide web from Amazon.COM, the world's largest bookstore. These books can be ordered from them by visiting WWW.AMAZON.COM.

Battle Leadership

by Adolf Von Schell

Synopsis by Chris Wade (cswade@onslowonline.net): In the mid 1930's German soldier and First World War veteran, Captain Adolf Von Schell, found himself on an exchange program at Fort Benning, Ga. During his tenure there he lectured extensively on his wartime experiences which included first hand knowledge of the maneuver battles that had characterized the war against Russia and the early stages of the war in the west. These lectures and two contemporaneously written articles on the U.S. Army and the Army of the Weimar Republic have been compiled into a remarkably provocative little book that should interest scholars and warriors alike. More than a handbook of infantry tactics, "Battle Leadership" is a remarkably personal and unintentional account of how the German experience of the First World War forged the Wehrmacht of the Second.

Fix Bayonets!

With the U.S. Marine Corps in France, 1917-1918

By John W. Thomason

Synopsis: Writer, artist, and US Marine Corps officer Thomason recounts his experiences of the final months of World War I on the western front of France with a chronological narrative and the battlefield sketches and drawings that made him famous. A best seller in its original 1929 edition.

General Smedley Darlington Butler

The Letters of a Leatherneck 1898-1931

by Anne Cipriano Venzon (Editor)

Synopsis: Major General Smedley Darlington Butler was a maverick marine, the emblem of "the old corps," and one of the most controversial figures in Marine history. He was a high school dropout who became a major general; a Quaker and a devout family man who was one of the toughest of the Marines; an aristocrat who championed the common man; a leader who thought of himself as striving to help the oppressed of the countries he occupied as the commander of an imperial fighting force. This work is an annotated edition of his letters covering the period from Butler's commissioning as a 2nd Lieutenant in the U.S. Marine Corps to his retirement as a Major General.

Lincoln on Leadership

By Donald Phillips

Synopsis: With its emphasis on the rights and power of the individual, Lincoln on Leadership is destined to become the must-have handbook for executives in the nineties.

Starship Troopers

By Robert Heinlein

Synopsis: Starship Troopers is Heinlein's manifesto on the importance of individual responsibility and the citizens' obligations to society. It is also a fascinating and tremendously illuminating glimpse into the inner workings of a military unit. And it manages to be a rip-roaring interstellar adventure at the same time! While the society depicted can at times be harsh, Heinlein's conjecture on the dangers of a society that is 'soft' on its members has proved frighteningly prescient.

Buffalo Soldiers

A Narrative of the Negro Cavalry in the West

by William H. Leckie

The Middle Parts Of Fortune

Somme & Ancre, 1916

by Frederic Manning

To Serve With Honor

A Treatise on Military Ethics and the Way of the Soldier

by Richard A. Gabriel

International Social Science Review: "To Serve With Honor should be required reading for all members of the officer corps of the United States military. Beyond that, it should be made required reading for all United States military academies, ROTC and officer candidate programs. This treatise on military ethics goes a long way in bridging the gap between the military and society's understanding of the military's ethical dilemma. It is a must for the student of military affairs."

A Message to Garcia

by Elbert Hubbard

All Quiet on the Western Front

by Erich Maria Remarque

Battle Cry

by Leon M. Uris

From the Publisher: Moving, shocking, tense, and glorious, here is a magnificent saga of men at war--Leon Uris's famous novel about life in the jaws of death, in the U.S. Marine Corps. Here are the men from the cities, farms, and whistle-stops. Here are the tough kids and the mama's boys, the liars and the lovers, the goldbricks and the heroes. Here are the men who made up the most courageous fighting force on the face of the earth--in the best novel about them ever written.

Defence of Duffer's Drift

by Ernest Dunlop Swinton

Fields of Fire

by James Webb

Synopsis: The classic novel of the Vietnam War The Philadelphia Inquirer hailed as "one hell of a good read." In the tradition of All Quiet on the Western Front, The Naked and the Dead, and Platoons, James Webb's savage, poignant novel, a classic of the Vietnam War, returns in stunning immediacy to seize a new generation of readers.

Fire in the Streets

The Battle for Hue, Tet 1968

by Eric Hammel

The courage of common soldiers and the agonies of death cure him of his romantic notions. He returns to his regiment and continues to fight on with true courage and without illusions.

Synopsis: The Red Badge of Courage is one of the most powerful statements against war that can be found in all of literature. A stirring tale of action in the Civil War, this deeply moving story of one soldier's battle against his own cowardice has become an enduring classic.

Synopsis: Long considered the first great modern novel of war by an American author, this classic work is set in the time of the Civil War and tells a powerful, psychological story of a young soldier's struggle with the horrors--both within and without the war.

Synopsis: Meet Henry Fleming, a youth who dreams of glory as a Union Army soldier during the Civil War. In the middle of his first battle, Henry runs from the fighting in terror. He begins to grow up when he has to face his fellow soldiers, some of whom are wounded and dying. Now, Henry knows that war is not as glorious as he thought. An another major battle begins, will Henry flee or find the courage to stay and fight? (Digest)

Card catalog description: During his service in the Civil War a young Union soldier matures to manhood and finds peace of mind as he comes to grips with his conflicting emotions about war.

From the Publisher: First published in 1895, America's greatest novel of the Civil War was written before 21-year-old Stephen Crane had "smelled even the powder of a sham battle." But this powerful psychological study of a young soldier's struggle with the horrors, both within and without, that war strikes the reader with its undeniable realism and with its masterful descriptions of the moment-by-moment riot of emotions felt by me under fire. Ernest Hemingway called the novel an American classic, and Crane's genius is

as much apparent in his sharp, colorful prose as in his ironic portrayal of an episode of war so intense, so immediate, so real that the terror of battle becomes our own ... in a masterpiece so unique that many believe modern American fiction began with Stephen Crane.

"The Red Badge Of Courage has long been considered the first great 'modern' novel of war by an American--the first novel of literary distinction to present war without heroics and this in a spirit of total irony and skepticism." -- Alfred Kazin

Rifleman Dodd

by C.S. Forester

Strong Men Armed

The United States Marines Against Japan

by Robert Leckie

The Sum of All Fears

by Tom Clancy

Amazon.com: The Gulf War is over. and an Israeli nuclear warhead is missing. The balance of power in the Mideast - and the world - is about to change forever...

Only Tom Clancy could create an international scenario so real, so dramatic, so intense as the epic crisis portrayed in The Sum of All Fears. CIA Deputy Director Jack Ryan - hero of the "The Hunt for Red October" and "Patriot Games" - returns in this breathtaking tour de force of military action, cutting-edge technology, and raw emotional power.

Publisher's Weekly: A nonstop roller coaster ride to a nail-biting climax...ingenious. --This text refers to the cassette edition of this title.

Boston Globe : Clancy knows how to build a thriller...stirring and vivid.

Synopsis: As Jack Ryan prepares the groundwork for a new Middle East peace plan, a terrorists strike throws the world into an instant nuclear crisis.

Synopsis: The chilling, action-packed #1 bestseller The New York Times Book Review calls "a whiz-bang page-turner"--from the author of The Hunt For Red October and Clear and Present Danger. As Deputy Director of the CIA, Jack Ryan faces the challenge of his career when his proposal for a Middle East peace plan is thwarted by terrorists who intend to destroy Israel--after detonating an atomic bomb on American soil. "Very nearly scoops reality."-- Chicago Tribune.

Simon & Schuster : A new world order... on the brink of destruction... Peace may finally be at hand in the Middle East--as Jack Ryan lays the groundwork for a plan that could end centuries of conflict. But ruthless terrorists have a final, desperate card to play; with one terrible act, distrust mounts, forces collide, and the floundering U.S. president seems unable to cope with the crisis. With the world on the verge of nuclear disaster, Ryan must frantically seek a solution--before the chiefs of state lose control of themselves and the world. The author of five consecutive #1 bestsellers, Tom Clancy now offers his timeliest, most explosive novel yet, presented here in a special, expanded four-cassette program---six hours of the exceptional realism, authenticity and unrelenting suspense that make him the undisputed master of the contemporary thriller.

Tarawa

The Story of a Battle

by Robert Sherrod

The Bridge at Dong Ha

by John Grider Miller

Synopsis: In his desperate attempt to blow up the bridge at Dong Ha and keep some 30,000 men and 200 tanks at bay, Ripley endured three hours of direct fire to rig some 500 pounds of explosives. Such a story of raw courage and personal resolve is rarely encountered.

Booknews, Inc. , 12/01/89: Fictionalized account of an (until now) obscure action in the Vietnam War, April 1972. John Ripley destroyed a strategic bridge, holding at bay 30,000 men and 200 tanks. Annotation copyright Book News, Inc. Portland, Or.

Forgotten Soldier

The Classic WWII Autobiography

by Guy Sajer

Synopsis: As a member the elite Gross Deutschland Division, a teenage German foot soldier sets off on an exciting adventure that turns to a desperate struggle for survival. This unique World War II memoir gives readers an eyewitness account of the savage war in Eastern Europe. An eloquent narrative, likened by critics to Erich Maria Remarque's All Quiet on the Western Front.

The Killer Angels

by Michael Shaara

Military History Editor's Recommended Book, 10/15/97: This novel reveals more about the Battle of Gettysburg than any piece of learned nonfiction on the same subject. Michael Shaara's account of the three most important days of the Civil War features deft characterizations of all of the main actors, including Lee, Longstreet, Pickett, Buford, and Hancock. The most inspiring figure in the book, however, is Col. Joshua Lawrence Chamberlain, whose 20th Maine regiment of volunteers held the Union's left flank on the second day of the battle. This unit's bravery at Little Round Top helped turned the tide of the war against the rebels. There are also plenty of maps, which convey a complete sense of what happened July 1-3, 1863. Reading about the past is rarely so much fun as on these pages.

Synopsis: Penetrating portraits of Lee, Longstreet, and other Civil War leaders are interwoven with historical detail to provide a fictional recreation of the bloody battle at Gettysburg. Winner of the Pulitzer Prize.

Synopsis: A sweeping journey to the heart of a country sundered by war--a dramatic and unforgettable novel that brings to life the Battle of Gettysburg. Now a four-hour Turner Network Television movie produced by Neufeld and Rehme (The Hunt for Red October) and starring Tom Berenger, slated for broadcast in April 1993. Winner of The Pulitzer Prize.

Synopsis: The Pulitzer Prize-winning Civil War novel, now an exciting TNT miniseries, Gettysburg. In the four most bloody and courageous days of our nation's history, two armies fought for two dreams. One dreamed of freedom, the other of a way of life. "My favorite historical novel."--James M. McPherson, author of Battle Cry of Freedom.

The Right Kind of War

by John McCormick

Synopsis: John McCormick has crafted this haunting, unforgettable novel from his own World War II service with the U.S. Marine Corp's elite Raiders--the men in the vanguard of the island-hopping campaign to wrest control of the Pacific from the Japanese. In spare, unadorned prose, McCormick depicts early small-scale battles and the later massive assaults in telling the story of a gallant band of young Marines coming of age.

Synopsis: Only the third novel published by the Naval Institute Press--joining The Hunt for Red October and Flight of the Intruder--this is the epic story of the bloody struggle for island supremacy in the Pacific during World War II. From Guadalcanal to Okinawa, it is a chilling and explosive story of men who place duty and honor above all.

The Soldier's Load and the Mobility of a Nation

by S. L. Marshall

Synopsis: This fascinating book investigates the relationship between what a soldier can carry and how well he can carry it -- both into and out of combat. It also conjectures on the cost in money and manpower of an army -- and a nation -- that invests too heavily in materiel.

The Village

by Francis J. West

Synopsis: An account of the experimental mission conducted by the U.S. Marines reveals how twelve Marines advised and encouraged local farmers to defend themselves against Viet Cong.

The Chief Of Staff's Reading List for Enlisted Airmen

General Fogleman announced a professional reading program designed to promote the development of Air Force personnel. Summarized below is the reading list for enlisted personnel.

Basic List

10 Propositions Regarding Air Power

Philip Meilinger,
Air Force History and Museums.

The Passing of the Night

My Seven Years As a Prisoner of the North Vietnamese
Robinson Risner,
Random House.

A thought-provoking, introspective account of Risner's military career, from his dream to be a pilot in 1942 to his return home in 1972. His perspective of seven years in a North Vietnamese cell gives a unique dimension to the past and the future--not just Risner's but America's. A classic story of strength and compassion.

Intermediate List

Lincoln on Leadership

Donald Phillips,
Warner Books

They Also Flew

Washington DC: Smithsonian Institution Press

Tracing the history and achievements of enlisted pilots from 1912 -- when a corporal volunteered for pilot training-- through 1942, They Also Flew records the personal sagas of men determined to serve their country in the air. Using the stories about and reminiscences of those few enlisted pilots who have left a record of their careers, the book provides a readable and entertaining record of a proud group of aviators."

Advanced List

Makers of the United States Air Force

John L. Frisbee,
Air Force History and Museums Program.

This volume commemorates the contributions of twelve airmen who laid the foundation for the modern Air Force. Highlighted are some of the most famous leaders including Benjamin Foulois, Frank Andrews, and Bernard Schriever. Also featured are other heroes and leaders such as Robinson Risner and Benjamin Davis who deserve greater attention for their lives too set great examples for airmen today.

Profiles in Courage

John F. Kennedy
Harper Collins.

This classic by President Kennedy discusses those men who had the courage to go against the flow, stand up for what was right, and ultimately prevail. Organized around short biographies this book provides lessons for today's airmen and for Americans in general and has the advantage of being an easy and enjoyable read.

Killer Angels

Michael Shaara,
Bantam Doubleday Dell.

One of the best novels about the Civil War, details the "High Tide" of the Confederacy - the Battle of Gettysburg. Besides being an absolute "page-turner", Shaara explores the high responsibility of command, the burdens generals must bear when they send men to their deaths, showing that even generals can make mistakes in the heat of combat. The real test is how leaders react and recover from mistakes.

Winged Victory

The Army Air Forces in World War II
Geoffrey Perret,
Random House

The first single-volume history of the mightiest air armada the world has ever seen, from its creation to its triumph in WWII. Drawing on hundreds of newly available oral histories and papers, this fascinating story bursts with the valor, drama, and heroism of combat in the skies.

ATTACHMENT 4: MILITARY SERVICE

Military service is a proud and honorable profession going back to the beginning of our nation. In fact, it is clearly thanks to the military that we even have a nation at all. The tradition of the American citizen-soldier has carried America through two centuries, three major wars, several large conflicts and countless small actions. Eventually you may feel that it is your turn to add your name to the rolls of those that have done their duty as Americans and served our nation.

There have been times in our nation's history when military service was seen as an obligation, a duty that every American owed to their country to repay and perpetuate their freedoms. At other times military service has been seen as a last refuge for the incompetent and for those who wished to cause harm to people they don't know. Luckily, we seem to be in a period when the viewpoint of the military as a career and profession is again on the rise.

There are, of course, four branches of service. These are the US Army, US Navy US Air Force and US Marine Corps. Each has its particular missions, established by congress. Each also has a particular 'flavor' to it that is a part of the branch. It is important to try to find the flavor of service that you will like in order to be happy and successful as a member of the armed services.

Viewing movies, such as 'Heartbreak Ridge', 'Top Gun', 'Strategic Air Command' or 'The Green Berets' isn't going to let you know what the service is like. Movies aren't a good way to learn about the military, or really about anything, because they're an encapsulation rather than an accurate reporting. Your best way to get a feel for the service you're interested in is to read books by and talk to those who have served. The more recently, the better.

Eventually, if you are serious about a career in the military, you're going to have to make a decision between being an officer or an enlisted man. There are advantages to both paths. Officers are paid better, get more privileges and are in charge. However, a commission requires a college degree and officers are held to higher standards of behavior than enlisted man, as a rule. There are various ways to achieve a degree and a commission, the most common being attending a service academy or through ROTC in college. Scholarships and appointments are available.

Being an enlisted man, rather than spending four years in college you will spend a few weeks in boot camp, and couple months in a school and then you are off to see the world. The drawbacks are basically the opposite of the advantages of a commission: pay and benefits. But if you want to enlist, you're going to have to see a recruiter.

A recruiter is a salesman. His job is to get you in the door with the least effort possible. If he has to go through a bit more effort to get his job done, he will. It is up to you to make him go through that effort.

Here are some suggestions on successfully dealing with recruiters to get the most you can from the service of your choice:

Get everything in writing. Take it home and look it over review away from the recruiter before signing anything. Write down any questions you have and make sure you get good answers. Keep in mind, though, that unless it is written on your *enlistment contract* it doesn't count. Make sure what you want is all there or don't sign.

Make sure you know all you can about what's available. Examine the brochures and other materials the recruiter has carefully. However, the best way to find out what's available is to find out from someone who's already there. A recruiter will try to get you in with as little effort as possible. Make it a little harder for him.

Talk to someone you know and trust who's in that branch of service. This is probably the most important thing. Each branch of service has their own style. Someone who is there can tell you what it's like, what kinds of programs are available and perhaps even what bonuses might be possible at enlistment.

Keep your parents involved. True, this is a big step. It is probably the first decision you have ever made as an adult. But no matter how much you'd like to make this decision without relying on your parents, you should talk to them about everything. Have them meet your recruiter and take them with you when it is time to sign the paperwork. Have them look over everything you've brought home. They might know someone who served in that branch and can tell you all about it and give you valuable advice. Even if your parents despise the branch of service you're talking to or don't want you to join the service at all, they'll still help you to get the best deal you possible can if they know you're serious. Your parents love you and have spent a lot of time raising you to be a good adult, they won't want anything less than the best for you when you're ready to finally go off on your own. Let them help.

Take your time. You're aren't in any hurry, the recruiter is. You very seldom have *anything* to gain by rushing, in spite of the fact that the recruiter told you you're going to miss out on a slot into a really great school you want if you don't sign now. Don't do it.

The recruiter has a quota he's trying to make each month. You are just looking for a job, an adventure or maybe a career. He sees and signs perhaps dozens of people a month. You'll probably only sign up one time. Make it your time, make it count...take your time.

You're the boss. The recruiter is trying to *sell* you his branch of service. If for any reason you don't like what he's selling, don't buy it. It doesn't matter if he has driven you all over the state, taken you for fifteen different tests, taken you out to lunch and dinner or even bought you a brand new car. *You owe the recruiter nothing.* Doing those kinds of things is his job, and he'll do them for anybody. Until your name goes on the dotted line, you are a free agent and can walk out the door with absolutely no obligations. Most recruiters will tell you that you don't owe them anything, but they'll still try to build up a little guilt. Don't let them work you like that. Finally, if you decide you don't want to sign up, tell your recruiter so that he can stop wondering and investing time in you. You do owe him that much.