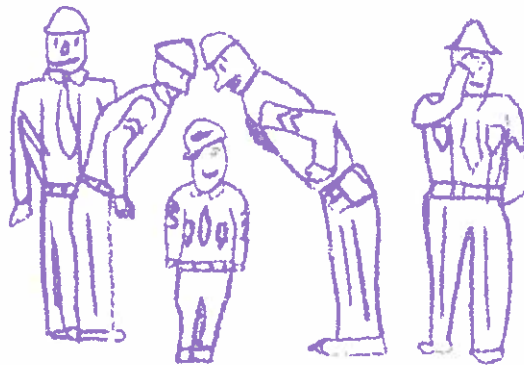


MILITARY ORGANIZATION



"That's Our new squad leader!?"

F. Zeillenaker

MILITARY ORGANIZATION

INTRODUCTION Chapter 1

This subject is designed to acquaint the cadet with the basic principles of military organizations.

Potential Strength:

The potential military strength of the United States consists of every citizen who can render military service of any type. There are about 25,000,000 men and women who might be included in that definition. Marching four abreast, they would form a column which extends 7,000 miles and would take five months to pass a given point.

National Defense Act:

In 1920, four years after we entered World War I, Congress established the National Defense Act. This act is the foundation of our present military organization. This organization is as follows:

- a) Regular Army which provides a full-time professional organization to protect the nation and to train civilians in a major emergency.
- b) National Guard which is composed of state troops formed and commanded by state officials. However, in a major emergency, when the situation dictates, the National Guard is called into federal service under control of the national government.
- c) The Organized Reserves which consists chiefly of officers and noncommissioned officers who are civilians, may be called into active service only in an emergency or at their own request.
- d) The Reserves Officers Training Corps, with units in schools and colleges; provides officers and noncommissioned officers for the Organized Reserves.
- e) In addition to the provision of military organization, the National Defense Act also gives the President of the United States power to insure that every industrial plant in the Nation manufactures material needed by the service in time of war. He can seize and also operate these plants if necessary.

The National Security Act:

The National Security Act was passed by Congress and signed by the President in July, 1947. Its purpose is best described by the following quotation from the act itself: "In enacting the legislation, it is the intent of Congress to provide a comprehensive program for the future security of the United States of America; to provide the establishment of interstate policies and procedures for the departments, agencies, and functions of the government relating to the the National Security; to provide three military departments for the operation and administration of the Army, Navy, and the Air Force, with their essential combat and service components; to provide for their authorization, coordination, and unified direction under civilian control, but not to merge them; to provide for the effective strategic direction of the armed forces and for their operation under unified control and for their interrelation into an efficient team of land, naval, and air forces."

PRINCIPALS OF MILITARY ORGANIZATION

Chapter 2

Need for Organization:

A military organization is a group of men or units banded together to perform military functions with responsibilities and duties assigned each individual.

The Organization Pattern:

Every well-planned organization, civilian or military, follows the same general pattern. Wherever decisions must be made and action taken, there is an executive or commander. He has the authority to issue any orders necessary to carry out his responsibilities. Every member of the organization has specific, clearly defined duties.

The Squad:

A squad is the smallest organized group in the Army. The infantry squad is a nine man fighting team with each man given a specific job.

Higher Units:

Three rifle squads and a weapons squad make up a rifle platoon; three rifle platoons and a weapons platoon forms a rifle company; three rifle companies and a heavy weapons company and a headquarters company make up a battalion. There are three battalions in a regiment; three regiments in a division; two or more divisions in a corps; two or more corps in a field army; and two or more field armies in an army group. The army group is under the theater commander who is in command of all forces of our country fighting in a given area (theater).

Chain of Command:

Every military unit is headed by a commander who is responsible for everything that his unit does or fails to do. This commander directs the work under him and carries out the orders of the higher commanders. This principal is essential to the effectiveness of the organization of any type of enterprise. The pathway traveled by orders passing down this chain is termed the "command channel."

Leadership:

Every military organization to be efficient must have well trained leadership all along its chain of command. The commander of any given unit must be a capable soldier who can inspire those under him with confidence, enthusiasm, and determination. The success of any unit depends greatly upon his professional skill, imagination, careful attention to details, and the ability to overcome difficulties.

National Policy:

The mission of the armed forces is decided by the people of the United States, represented by Congress. The President of the United States, as commander in chief, establishes the organization and policies of the national security forces in accordance with the Constitution and laws adopted by Congress. He is assisted by members of his cabinet and professional military advisers. They also have a chain of command, which is more complex, just as there is in a small unit.

THE SQUAD OF THE PLATOON
Chapter 5

The organization and equipment of a unit depends upon its mission.

- 1) The mission of the rifle squad is to close with enemy and destroy him with bullets, bayonets, and grenades. To accomplish this special mission, the rifle squad is equipped with weapons and equipment that can be carried by a soldier on his person. The rifle squad can go anywhere that a single rifleman can go.
- 2) The comparison between a rifle squad and a weapons squad varies greatly. The weapons squad of the rifle platoon is limited in its movements by the weight of its weapons and ammunition, and the difficulty of ammunition resupply. The mission of the weapons squad is to support, by fire, rifle units of its own platoon. To accomplish this mission, the weapons squad is equipped with a light machine gun, a rocket launcher, rifle, and pistols. The rocket launcher can be employed against tanks, pillboxes, etc.

The organization of the rifle squad:

The rifle squad is composed of a squad leader and an assistant squad leader, each armed with a rifle, a two-man automatic rifle team, and five riflemen. One of the five rifle is equipped with a grenade launcher to fire grenades when the situation requires a heavier weapon, and another one of the five riflemen is designated as a sniper.

Squad Leader:

The squad leader leads his men in combat and is responsible for accomplishing any mission given to his squad. He is also responsible for the training, discipline, control, appearance, and conduct of his squad. Prior to a mission, the squad leader must see to it that his men are fed, their weapons and equipment are in good shape, and that they understand all directions clearly, and that the squad is well supplied with ammunition.

Assistant Squad Leader:

The assistant squad leader commands the squad during the absence of the squad leader. He also performs any duties given to him by the squad leader.

Squad Members:

Every man in the squad has a mission related to the mission of his squad. Each rifleman is armed with a rifle. Therefore, the individual rifleman in the squad is able to deliver promptly a large volume of accurate fire upon any designated target within range. The rifleman is also equipped with a bayonet. There is also an automatic rifleman who is armed with the BAR (Browning Automatic Rifle). He provides the squad leader with an easily controlled and maneuvered weapon capable of supporting the rifle man with a large volume of fire. The rifle grenadier either fires his rifle or uses his grenade launcher to launch grenades against tanks, pillboxes, grouped enemy, or similar targets.

THE PLATOON AND COMPANY
Chapter 4

Rifle Platoon Organization:

The rifle platoon consists of a command group, three rifle squads and a weapons squad. The command group consists of a lieutenant, platoon leader, platoon sergeant, second in command, platoon guide and two messengers. One messenger stays with the platoon leader, while the other reports to the company commander.

Command Group:

The platoon, like the squad, is controlled directly by the leader. He gives his orders to the squad leaders, who are next below him on the platoon chain of command. He is responsible for the training, discipline, control, and tactical employment of the platoon. The platoon sergeant is second in command. He assists the platoon leader as directed. The platoon guide enforces orders concerning cover, concealment, and discipline.

Rifle Company Organization:

The rifle company consists of a company headquarters, three rifle platoons, and a weapons platoon. It is not just a fighting unit, but an administrative unit as well. The company is organized to handle its own supply and personnel records. The command group and an administrative group form the company headquarters.

Command Group:

The command group consists of the company commander, a second in command which is the company executive, first sergeant, a communication sergeant, a radio-telephone operator, messengers, and other personnel. The duties of the members of the command group are as follows:

- a) company commander: He is responsible for the discipline, administration, supply, training, tactical employment, and control of his company, under all conditions and at all times.
- b) second in command: The second in command is the company commander's principal assistant, the company executive officer. He may be assigned any duty that best furthers the success of the company. Frequently, under combat conditions, he is made responsible for controlling the movement of weapon carriers within the company area, and for the resupply of ammunition to the platoons. He may be used as a platoon leader and he must be prepared to take over the command of the company commander because of a casualty or absence of the company commander.
- c) first sergeant: The first sergeant is the company commander's chief enlisted man. His position in the company is like that of a foreman. During combat his duties may vary from handling administrative and supply matters to commanding a platoon. Ordinarily, he aids the company commander in all matters pertaining to the administration of the enlisted men of the company. He is the link to the company commander from the men.
- d) The administration group: This consists of a supply sergeant, a mess steward, cooks, armorers, and a company administrative clerk.

The duties of the administration group is as follows:

- 1) supply concerns: The supply concern obtains and distributed the supplies needed by the company.
- 2) company administrative clerk: The company administrative clerk keeps the company records. He is a member of the personnel section. Ordinarily, he assists the first sergeant who handles all ceremonial headquarters.
- 3) cooks and mess steward: They are in charge of all the preparation of the food.
- 4) armorer: They are in charge of all the armor the company possesses.

THE BATTALION Chapter 5

The infantry battalion is the basic tactical, or fighting unit of the infantry. The three battalions of a regiment ordinarily operate together under the control of the regimental commander.

Organization:

The battalion consists of a headquarters and headquarters company, three rifle companies, and a heavy weapons company.

Battalion Headquarters:

- a. The battalion is commanded by a lieutenant colonel. Assisting him is a group of officer specialists, his staff. These officers are supervised by a major, who is the executive officer and second in command of the battalion. Staff officers are assistants and advisors to the battalion commander. They do not have the authority to issue orders without his approval.
- b. The battalion is the smallest infantry to have a staff. The staff are designated by the letter "S", followed by a number. In the battalion staff, the S-1 is the adjutant and personnel officer, the S-2 is the publications officer, the S-3 is the training and operations officer, and the S-4 is the supply officer.

THE REGIMENT Chapter 6

Organization:

The regiment consists of a headquarters and headquarters company, three infantry battalions, a medical company, a service company, a heavy mortar company, a heavy tank company, and sometimes a band.

Regimental Headquarters:

The regimental is commanded by a full colonel. Assisting him are the unit staff and the special staff. These officers are supervised by a lieutenant colonel, who is the executive officer and second in command of the regiment.

The unit staff includes:

1. Executive who is second in command
2. Adjutant (S-1) and assistants
3. Publications (S-2) and assistants
4. Training and Operations (S-3) and assistants
5. Supply (S-4) and assistants

The special staff consists of officers who command troops or are the heads of technical, supply, administrative and morale services. Their primary duties are to command their troops or direct their services.

RELATIVE CL. OF COL. IN THE U.S. ARMY AND THE CAL. CALV. COLS
Chapter 7

AIRBORNE FORCES

CALIFORNIA CALV. COLS

President of the United States

Governor

Secretary of Defense

Adjutant General

Secretary of the Army

Executive Officer

Chief of Staff

Assistant Executive Officer

Army Commander

Regional Supervisor

Corps Commander

School Board

Division Commander

Principal

Regimental Commander

Commandant

Battalion Commander

Battalion Commander

Company Commander

Company Commander

Platoon Leader

Platoon Leader

Squad Leader

Squad Leader

Assistant Squad Leader

Assistant Squad Leader

Private

Cadet

COMBAT TECTICS



"Just how far south did your combat patrol go, Dixon?"

Leatherneck magazine

COMBAT TACTICS

GENERAL Chapter 1

Before a soldier can effectively operate as a member of a team, he must know how to function as an individual under all conditions of combat. He must know how to take care of himself; how to use the ground, the grass, the trees, and other natural objects to the best advantage. He must also develop habits in order to move with quickness and caution. Terrain has one of the most profound effects of military operations. Hills and mountains furnish observation over large areas, thereby permitting the occupying forces to observe and place themselves on an approaching enemy. Rivers and streams are physical obstacles to advancing troops, and can be used as barriers if strongly defended. Deserts present military difficulties, and special measures must be taken for troops to operate extensively on this type of terrain. Jungles or dense woods can be used for surprise movements. A soldier must be able to evaluate terrain within his vision if he is to combat himself skillfully and stay alive.

COVER AND CONCEALMENT Chapter 2

The soldier is trained to make the best use of cover and concealment at all times. Cover is protection against the enemy fire. Concealment is protection from air or ground observation, but not from enemy fire. A field of high grass, for instance may offer concealment, but it would not provide cover. To insure concealment the soldier must follow these principles:

- a) don't disturb natural camouflage
- b) make no unnecessary movements
- c) use all available concealment
- d) expose nothing that glistens
- e) blend with the background
- f) stay in the shade, if any
- g) stay off skylines
- h) make a low silhouette
- i) keep to the right of any object
- j) avoid landmarks
- k) avoid airplane observation

Whenever a soldier observes from a flat surface, he should place his head sideways on the ground, never stand straight up. Pick out good brush to observe behind. When observing from behind a tree, never stand up and look past it. Always lay down and look past the roots and grass near the roots. This gives little chance of being spotted.

MOVEMENT BY DAY Chapter 3

Moving by day, a person must stay in concealed places and move only when necessary. When running, the individual runs with body low and drops to the ground quickly and then immediately moves a few more paces from where he previously dropped.

The following points should be taken when moving by day:

- a) Take advantage of moving whenever possible.
- b) In tall grass, move when the wind blows.
- c) Avoid making tracks.
- d) Use cover to good advantage when crossing a road.
- e) Be cautious near wire, as it may be mined and booby-trapped.

When the prone position, the body is as flat as possible with heels turned in. Be careful when rushing from and dropping to the prone position. When creeping, rest your weight on your forelegs and lower legs, the rifle cradled in the arms.

When crawling, the body is as flat as possible against the ground. The rifle is supported over the shoulder along the body, with the hand holding the part around the stacking swivel.

MOVEMENT BY NIGHT Chapter 4

A man must have good sight and hearing to be able to execute movements by night. He also must have a lot of training to protect himself from the enemy. He must have a sense of smell and touch in order to enable him to make quick decisions. When walking, the soldier should walk with his weight on his heel. When dropping to the ground, he must drop to his right knee, stopping himself with his left hand. He must keep a good grip on his rifle. Crawling at night must be slow and quiet. The following are the points that should be observing when moving by night:

- a) Look and listen whenever possible.
- b) Don't allow loose articles to jingle.
- c) When fear of sneezing, place finger under nose and press upward.
- d) Do not strain the eyes by looking at one object during a long period of time.
- e) A ringing noise in the head may be stopped by yawning.

OBSERVATION
Chapter 5

Observation is a vital element in gaining information. A person should always keep under cover when observing. When searching in daylight, look first at the ground nearest you, then slowly move farther out looking from side to side. Some indications that aid in tracking are:

- a) a freshly-made track has sharp edges
- b) a running man digs his toes into the ground
- c) a walking man's footprint is fairly even between the toes and the heel

When establishing troop strength, it can be easily estimated by the time it takes for the troop to pass a given point. Remember: When observing from a window, stand back in the shadows in order to prevent your body from casting a shadow. Also, when hiding in a tree, choose a tree which has a lot of branches on it and is surrounded by other trees. If you won't do this, your shadow will be casted on the ground.

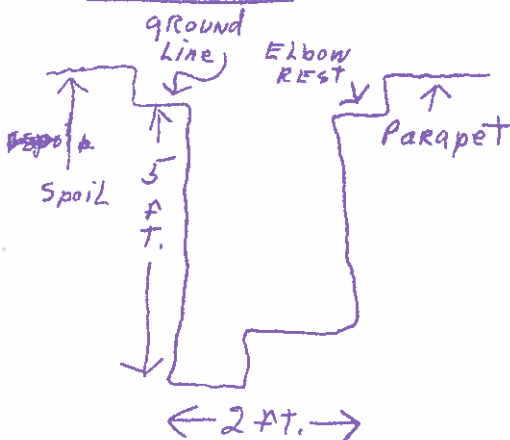
INDIVIDUAL PROTECTION
Chapter 6

A foxhole is the best protection from the enemy. It will protect you from men, tanks, and airplanes. The foxhole should be dug deep enough for a soldier to fire a rifle standing up. However, sometimes a foxhole which can be used to fire from the prone position, is best. Camouflaging your foxhole will prevent the enemy from spotting you. The best foxhole is a foxhole for two men as this gives two men a chance to work together and help each other in case the unexpected happens. Here are diagrams of several different foxholes:

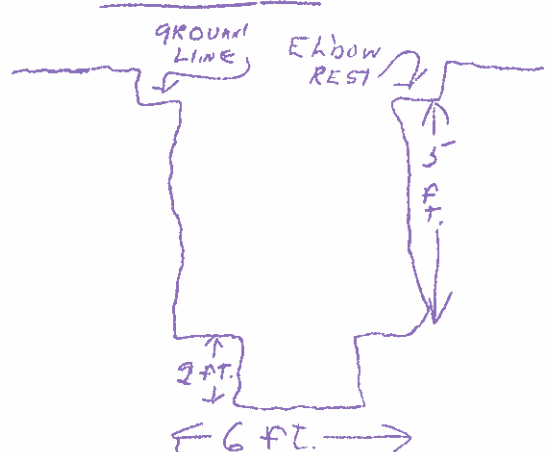
Prone Shelter
Foxhole



ONE-MAN
FOXHOLE



TWO-MAN
FOXHOLE



MILITARY TEACHING METHODS



"Now, for our lecture today, we have....."

F. Zeilemaker

MILITARY TEACHING METHODS

GENERAL Chapter 1

The ultimate object of all military training is to prepare our forces so that, if war does come, it will be brought to a successful conclusion. The best methods of instruction to insure proper training must be used. Teaching fundamentals and teaching principals must be known and used by every instructor from general to corporal. Teaching is the process by means of which knowledge, skills, and attitudes are developed in the student. During the instruction the student learns to add to his experience and efficiency. The teacher checks frequently to see that the principals and procedures as presented are understood. The instructor by this means also measures his own success and the amount of knowledge that the student has acquired. The student learns best by thinking and doing, rather than by listening to lectures all the time. The following are the five steps used by each and every instructor:

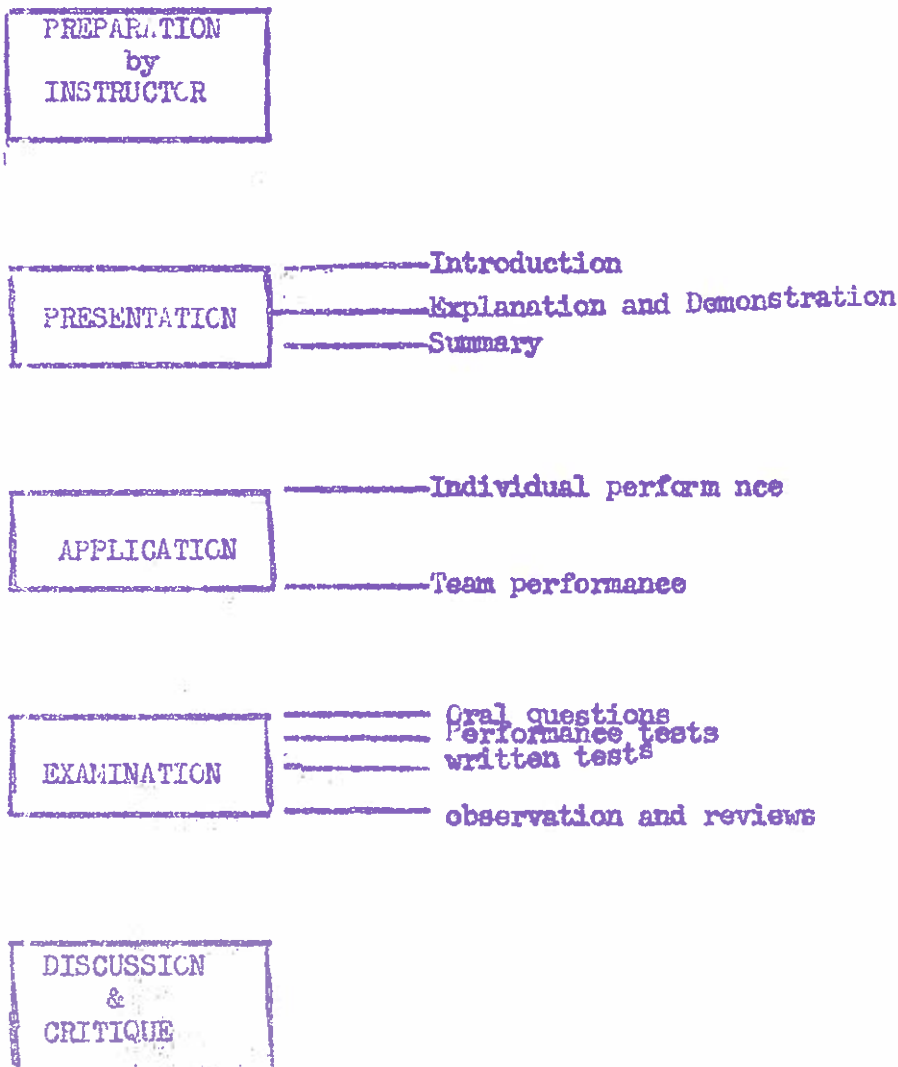
- a) PREPARATION
- b) PRESENTATION
 - 1. Introduction
 - 2. Explanation-Demonstration
- c) APPLICATION
- d) EXAMINATION
- e) DISCUSSION AND CRITIQUE

PREPARATION
Chapter 2

THE INSTRUCTOR MUST "KNOW" HIS SUBJECT. He must be truly interested in it. He must know how to prepare his material so that when it is presented the students desire to learn will be aroused. The instructor must plan and organize and specific information, procedures, and skills that are involved in teaching any specific subject. The simple is taught first, then by adding and learning, the complex is understood. Success in teaching requires a consideration of what is to be taught, a knowledge of people, the solution of the way problems pertaining to instruction, a constant revision of materials, and repeated rehearsals.

Planning phases:

The following are the planned phases used in a lecture by the instructor. The instructor should follow this planning phase as to be sure of a well-rounded lecture, demonstration, and test.



Characteristics of a good lesson:

- a) Unity-Each lesson should be a unified segment of instruction with one objective.
- b) Content-Each lesson should contain new material. These new facts, principals, or procedures should be based upon or related to the lesson or subjects already presented; a short review, often necessary, is a part of the introduction to the lesson.
- c) Scope-Each lesson should be limited in scope. Men can master only a few skills or principals at one time, the number depending on the complexity. Presenting too much material in one lesson results in confusion.
- d) Practicality-Each lesson should be planned in terms of training conditions. The indoor and outdoor teaching locations will determine, in part, the way in which each lesson can be taught. Also, the types of training aids will influence the lesson's instruction.

General principals of arranging in sequence new ideas or procedures of a lesson are as follows:

- a) Arrange the material so that the student will see the necessity for each step in the instruction.
- b) Start with material with which the student is familiar with and proceed to that which is new.
- c) Process from the simple to the complex.

The lesson plan:

The purpose of a lesson plan is to insure that each lesson is well taught. It shows what material is to be taught, in what order it is to be taught, and exactly what procedures will be used. Each lesson plan is an outline of the material to be taught. A well-written lesson plan will fulfill these functions:

- a) Insure wise selection of material and elimination of unimportant details.
- b) Make certain that proper consideration is given each part of the lesson.
- c) Aid the instructor in presenting the material to be used in the classroom or in the field.
- d) Provide an outline to the teacher proceedings to be used in the classrooms or in the field.
- e) Serve as a means of relating each lesson to the objectives on the whole course.
- f) Give the inexperienced instructor a feeling of self-confidence.

The following is a diagram of what a lesson plan should cover:
(do not write in this book!)

CALIFORNIA CADET CORPS

LESSON PLAN

SCHOOL: _____

UNIT: _____

SUBJECT: _____

DATE: _____

LESSON NO: _____

TITLE: _____

LESSON OBJECTIVE: _____

TRAINING AIDS: _____

REFERENCES: INSTRUCTOR: _____

STUDENT: _____

REMARKS: _____

LESSON OUTLINE AND PHASES OF INSTRUCTION: _____

This lesson plan should include a means of arousing the interest of the students and steps and procedures to be used. Also the location in which the instruction is to be given. The conscientious instructor will check his plan and be sure of the following items:

- a) does the lesson deal with one topic only?
- b) are the number of new ideas small enough to be understood by the men?
- c) are the facts presented in order?
- d) has the lesson been built on the previous experiences and abilities of the men?
- e) does the lesson present some new material?
- f) is the method of presentation the one most suitable to present the known facts first and the unknown facts last?
- g) is every thing ready in the classroom?
- h) is the lesson understandable?

PRESENTATION
Chapter 3

Here the effectiveness of the planning and preparation is put to test. The class must progress smoothly and efficiently. It will, if everything is in readiness; if the stage is properly set. Here, frequently, even the most carefully laid plans must be adjusted to meet the teaching situation. Every instructor works with people, not machines. As a leader of men, the teacher must know them well, be able to secure their co-operation and train them so that they will desire to comply voluntarily with the requirements and will desire to use their initiative. The best way to obtain this objective is for the teacher to be fair, firm, and friendly.

- a) The instructor, to be fair, should show no favoritism, never call down the entire class for the mistakes of a few, never try to bluff, admit a mistake, and never call down a man in front of the other men.
- b) The instructor to be firm should act decisively, abide by decisions, and keep the class directed toward its objective by step by step progress.
- c) The instructor to be friendly and helpful should know and use the names of his men, respect the right of his men, be courteous, enthusiastic, and cheerful, know how to use humor in the classroom, encourage class participation, and lead and encourage self-reliance and initiative.

An erect posture and a self-confident attitude are an instructor's main manners and military bearing. Through them he convinces his students that he is capable of handling the teaching situation. Neatness should be modeled by the instructor as he is on inspection before his men at all times. Most of all, the instructor must be heard for the men to understand. The instructor must talk in a clear voice since his voice is his best training aid. In the presentation, the instructor should first arouse the interest of the men, and then relate back to review a little so the men won't be completely unfamiliar with the subject. When the instructor is beginning to get into his lecture, he should have ample training aids to keep the interest of the men. Otherwise the men will lose the most important part of the lecture. Arousing the interest of the men is one thing, but keeping it is another. When the explanation is completed, the instructor should present a summary of the lecture to insure that the men have the right ideas in mind. Demonstration is the most important part of the lecture since it shows the men what the instructor has been talking about. The instructor should always have a demonstration. Never give a sloppy demonstration as this will leave an uncertainty in the minds of the men.

A Good Speaker:

Remember the following points which make for a good speaker:

- a) motivate and challenge the men
- b) talk directly to the men
- c) use language the men understand
- d) think about your ideas as you present them
- e) emphasize important points
- f) maintain poise
- g) speak clearly and distinctly
- h) use gestures and movements properly

APPLICATION Chapter 4

Application is learning by doing. It is that stage of instruction in which the student's, directed and assisted by the instructor, put into practice the procedures and ideas previously taught. The instructor should always be on the alert for opportunities for application. When applying application, complete mastery of the skill is developed by frequent performances. Practice, however, leads to perfection only if the practice is supervised and guided. If the wrong practice is used, it may develop into misguided ideas. When using application, always be sure the application is done correctly. The following are the types of application:

- a) individual performance. The instructor supervises the class while each student works by himself at his own speed.
- b) group performance. An instructor and assistants direct the activities of students who are working together at the same rate.
- c) coach-and-pupil method. The students, paired off, act alternately as instructor and student under the general supervision of the instructor and his assistants. Properly applied and supervised, this teaches the individual to think as well as to do.

Whenever the instructor uses application, he must be sure the men understand the subject thoroughly and that they are capable of using what they have learned. Also, the instructor must be sure that he has the proper equipment.

EXAMINATION Chapter 5

The purposes of testing are to evaluate the student's learning, evaluate the instructor's instruction, and to discover gaps in the student's learning. Mainly, a test is to evaluate the student's performance and what he has learned. A written test can be essay or true-false--multiple-choice. The essay type is a good test in that it brings out the true feelings of the student and he has a chance to express himself. However, out of the two, the true-false--multiple-choice type is considered the best because it is easier to correct and mainly, it gives the student a chance to guess. However, the best test of give whenever possible is a performance test. This gives the instructor a chance to see if the student understood the lecture thoroughly and is able to apply his knowledge. Also, it gives the student actual practice in the things he has learned. When using an observation test, the instructor must be sure he has the right technique to observe correctly all of his men. Tests should only be given when it is required. However, a performance test is good for practice for both the instructor and the student.

DISCUSSION AND CRITIQUE Chapter 6

Discussion and critique, the final stages of instruction, follow the application or examination. Their functions are to give a complete picture of what has been taught and to clarify any phases of the lesson or problems which are not entirely understood. The term "critique" is usually restricted to that summary or review given after all exercises from those of the squad to those of the field army. The purpose, as described above, is to insure that every cadet has the right idea of the lecture. Also to clear up any wrong ideas. A summary should be given to complete the course and to give the student an overall picture of what he has learned. The critique cannot be planned as thoroughly as the other stages of training, because the points to be covered are influenced directly by the performance of the students and their reaction to the other stages of instruction. The preparation will consist of the selection of the location, the time of the critique, securing training aids, and paper and pencils for taking notes during the critique. It is helpful, to have some sort of written study guide so the students may have something to take with them for their own personal review. Suggest to the students that they take some notes for future references.

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KNOWLEDGE OF THE CALIFORNIA CADET CORPS



"Do you have your parents' consent?"

KNOWLEDGE OF THE CALIFORNIA CADET CORPS

THE WEARING OF THE UNIFORM Chapter 1

The uniform identifies the soldier. The uniform identifies the wearer as a member of the Armed Forces or similar military units. Officer's uniforms should set the example of neatness. The manner of wearing the uniform is as follows:

- a) the uniform will be kept clean
- b) missing insignia will be promptly replaced
- c) insignia will be of a bright finish
- d) shirts will be buttoned throughout at all times
- e) service hats will be worn in regulation shape
- f) no civilian decoration, watch chain, or other jewelry will be exposed on the uniform

Individual officers have the following responsibilities:

- a) officers will, by their appearance, set the example of neatness
- b) within the bounds of common sense, it is the duty of every officer to make on the spot corrections of any violations of uniform regulations.

The following are some of the distinctive articles which should be worn on the uniform:

- a) badges
- b) buttons
- c) caps
- d) coats
- e) decorations
- f) insignia
- g) overcoats

The uniform should be taken care of properly. When wearing the uniform, you should at all time present a neat looking appearance. When you remove your uniform, you should always hang it up, letting the trousers hang on a hanger at full length. Brass should be kept clean at all times. The best cleaning article to use is a polishing cloth, but cleaning fluid may be used. The following are a few decorations and medals which should also be kept neat and clean:

- a) Medal of Honor
- b) Navy Cross
- c) Silver Star
- d) Purple Heart
- e) Good Conduct Medal

Decorations are required to be worn when:

- a) on state occasions
- b) when receiving or calling upon the President of the United State
- c) at all official and social functions at the White House
- d) when a member of an escort of the Color

MISSIONS AND OBJECTIVES
Chapter 2

The following are the missions of the California Cadet Corps:

- 1) To provide the secondary schools of this state with courses in military instruction as an integral part of the school program...Central Hdqrs. in Sacramento.
- 2) To provide at the state's expense; Uniforms, Rifles, Ammo, and other training equipment to the California schools participating.
- 3) To provide activities for cadets such as; military field meets, training conferences, weekend bivouacs, leadership schools, and two-week summer encampments.
- 4) To make available to the schools participating, a Regional Supervisor, to assist in supply, administration, and other things which might arise.

The following are the objectives of the California Cadet Corps:

- 1) To develop the quality of leadership usefull as a soldier in any branch of the service as well ~~as~~ in civilian life.
- 2) To help the student to understand the basic military camps in case they are, in some future time, called into the service.
- 3) To assist the schools in educating youths for citizenship by training cadets to work together as a team.
- 4) To develop a real and solid sense of patriotism in cadets, and to teach cadets the limited role of the military in a democracy.
- 5) To encourage cadets to develop a good standard of all around knowledge and a good scholastic record, also, to secure the maximum amount of education.

HISTORY OF THE CALIFORNIA CADET CORPS
Chapter 3

A short history of the California Cadet Corps:

- I. First mention of the California Cadet Corps was in 1865 by the Adjutant General.
- II. First Bn. of university of Cadets was at the University of California, around 1873.
 - a. Curriculum in 1880 consisted of code and regulations governing the National Guard of California.
 - b. National Guard Officers served as instructors in private academies throughout California.
- III. Cadet companies at times attached to the Regiments were:
 - a. San Francisco High, 1892
 - b. Santa Rosa High, 1885
 - c. Modesto High, 1886
 - d. Exact nature of these companies is not clear, but they did furnish officers for the National Guard of California.
- IV. Sacramento and Placer counties had cadets, but they were regular National Guard.
- V. The cadet companies were not continued after the war with Spain except in the University of California.
- VI. Official Cadet Corps began in 1911 when the California Legislature passes the High School Cadet Bill.
 - a. The Father of the Cal. Cadet Corps is considered ADJUTANT GENERAL, EDWIN A. HERRING