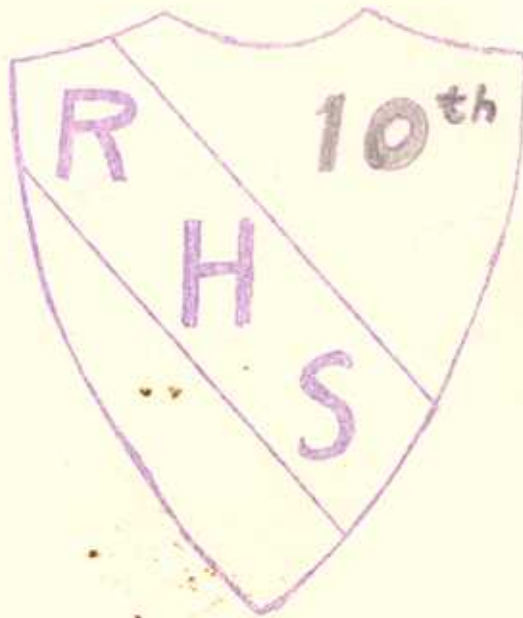


Schdechter

COURSE OF STUDY BASIC YEAR CALIFORNIA CADET CORPS

Note

This is a draft copy designed to meet the requirements of an extension course at Sacramento State College. It is suggested that if copies are desired for file by the school new ditto masters be cut. We have a master copy without typographical errors in the office.



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OBJECTIVES OF THE CALIFORNIA CADET CORPS

The first objective of the California Cadet Corps is to develop qualities of leadership in the cadets participating in the program. The corps endeavors to train a type of democratic leader who can lead in civil pursuits as well as military.

The second objective of the corps is to provide cadets with a basic military knowledge which will be helpful to them in the event they should serve at a future time in any of the armed forces. Most of these basic military skills have a high rate of utility in civil life as well.

The third objective of the corps is to assist in educating youth for citizenship by training cadets to work together as a team and to cooperate effectively with others.

The fourth objective of the corps is to develop a sense of real and solid patriotism in the cadets and to teach them the role of the armed forces in a democracy.

The fifth objective of the corps is to encourage cadets to develop a good standard of all around knowledge and a good scholastic record.

The overall objective again is leadership.

In order to gain these objectives the corps offers a number of subjects in the basic year. All of these subjects although primarily military in nature contribute to the general objectives of the Cadet Corps. The specific contributions of each are indicated below. The weight of each of the subjects is indicated on a chart in this section.

A. Drill, Ceremonies, and Leadership

1. Drill forms an important part of the cadet's basic store of military knowledge.
2. Drill teaches individual coordination and team cooperation.
3. Drill is the experimental testing grounds of the leader. Here the students learn the art of leadership by progressing up the chain of command and responsibility. The basic will have opportunities to act as an assistant and later as a full squad leader. No where else in the school do we allow the student to develop and practice leadership on all levels.

B. Mass Games

1. Games teach individual coordination and team cooperation.
2. The swimming aspect of this area qualifies the cadet for the swimming requirement for graduation.

C. Military Courtesy and Customs

1. This subject teaches courtesy and encourages high moral standards.
2. Military courtesy develops the cadet's sense of Patriotism.
3. Cadet awards and traditions encourage the development of higher schoolastic standards.

D. Care and Maintenance of Clothing

1. Adds to the cadet's store of Military knowledge.
2. Acts to encourage improved personal appearance.

E. Medical Subjects

1. Addsto the cadet's store of military knowledge.
2. Develops skills of great value in civil life.

F. Individual Weapons

1. Adds to the cadet's store of military knowledge.
2. Provides instruction in weapon^ssafety that is of value in civil life.

G. Squad Tactics

1. Provides for leadership experience under adverse conditions.
2. Provides training in individual coordination and team cooperation.

H. Military Organization

1. Increases the cadet's store of military knowledge.
2. Shows the cadet typical types of organizations for effective leadership and teamwork.

I. Rifle Marksmanship

1. Increases basic knowledge.
2. Offers leadership training for student coaches and range personnel.
3. Increases individual coordination.
4. The safety instruction is of great value in civil life.

SUBJECT	HOURS OFFERED	% OF PROGRAM
Drill, Leadership and Ceremonies	64	40. %
Mass Games	20	12.5 %
Military Courtesy and Customs	4	2.5 %
Care of Clothing and Equipment	4	2.5 %
Medical Subjects	13	4.5 %
Military Sanitation	(3)	
First Aid	(7)	
Personal Hygiene	(3)	
Individual Weapons	14	8.75 %
U. S. Rifle M-1903	(3)	
U. S. Rifle M-1	(2)	
U. S. Carbine M-2	(2)	
Browning Auto Rifle	(2)	
Pistol M-1911A1	(2)	
Machine Gun M-1919A6	(1)	
Rocket Launcher	(1)	
Hand and Rifle Grenades	(1)	
Squad Tactics	6	3.75 %
Military Organization	6	3.75 %
Map Reading	10	6.25 %
Rifle Marksmanship	15	9.375%
PRI	(8)	
Range	(7)	
Unscheduled Time	7	2.5 %

Associated Extracurricular Activities

- A. Civic parades in support of civic activities.
- B. Color Guards are furnished to school and civic organizations at their request.
- C. The rifle team provides a team activity to all interested cadets.
- D. The drill team provides a spring team activity.
- E. A four day field training bivouac is held during the Easter Vacation. The bivouac provides practical exercises in the following areas.
 - 1. Leadership
 - 2. Tactics
 - 3. Rifle marksmanship
 - 4. Weapons training and familiarization firing.
- F. An optional two week training period is open to interested cadets during summer vacation. This period of intensive training is held at Camp San Luis Obispo, California under the supervision of the Military Department of the State of California. This operation is a unique one of great value. The state covers all expenses.
- G. Basic leadership school is held each year. The school is staffed by the commandants of the schools in the area. The school is offered over a three day week and at one of the campuses of the schools in the area. The following subjects are covered.
 - 1. Leadership
 - 2. Exercises in command
 - 3. Methods of instruction.

All of these activities are designed to further the objectives of the California Cadet Corps. In addition they provide for extensive outlets for cadets who wish to follow their training outside the narrow limits of the class room period. These activities also further cadet spirit.

Methods of Instruction and evaluation.

The California Cadet Corps is quite unique in the fact that nearly all instruction in the basic program is done by cadets from the intermediate or advance classes. Such instruction conforms to the Instructor's Guides (Units) prepared for each subject. In most cases prepared lesson plans are also provided, although each cadet instructor is encouraged to prepare his ~~own~~ lesson plan to make the most effective use of his personality, training, and the status of training of his unit.

This practice of cadet instructor initially produces a somewhat lower grade of instruction than can be obtained with teachers. However it has been my experience that cadet instructors improve rapidly. In addition they generally pitch the instruction at the correct level. The end results as measured on our test show that subject matter retention after cadet instruction is nearly the same as after instruction by the commandant. In fact in several subjects the retention of important facts appears to be higher. In any case, however, the improvement in leadership, poise, confidence, and instructional ability on the part of the instructor was of tremendous value.

In addition the emphasis is placed on practical exercises where ever practical. This not only increase student retention but also eases the job of the instructor. Also where ever possible the classes are made as small as practical through the use of the "county fair" method of instruction.

The arrangement of subject sequence in the program is unusual in that one subject or unit is ^{not} followed straight through in a single time block as in other classes. Generally each week is divided into two time blocks. Monday and Tuesday are normally drill days. Thursdays and Fridays are devoted to theory work. Wednesday is scheduled as drill or theory depending upon the emphasis of any given week.

Tuesday is the "uniform day" and is primarily devoted to individual and unit inspections. Drill and inspections are scheduled early in the week to reduce the interference of rainy wheather. In the case of rain early in the week, the theory classes scheduled for the later are moved up and the drill classes run as soon as the wheather is more favorable.

Three equally weighted testing devices are used to evaluate the cadet. First, traditional written and performance tests are used to test the results of theory classes. Secondly, each cadet is rated by his squad leader, platoon leader, and company commander. Such rating are based upon the cadet's drill, teamwork, and citizenship as compared to his fellows. Each cadet is rated as excellent, very good, good, fair, and unsatisfactory. These rating are the basis for the weekly drill grade that is assigned by the commandant. Thirdly, each cadet is evaluated in a weekly inspection covering appearance, drill, and bearing. A prepared rating form is used containing eighteen required check points. The inspections are conducted by the commandant, cadet unit commanders, and visting officers, such as the regional supervisor or the school commandant, or teachers with military experience.

These three evaluations are expressed as letter grades and posted to the unit's grade sheets posted in the commandant's office. The average of the three grades is used to arrive at the cadet's weekly grade. Weekly grades are averaged together to determine the cadet's quarterly grade.

Cadet's showing leadership ability or cadets showing poor ratings are subject to discussion in the weekly officer calls. In either case the group plans methods to aid the cadet to improve his work.

Do to the fact that students aid in the process of evaluation the commandant might at a hasty glance might be said to allow one cadet to grade another. However this is not true, as in every case where one cadet rates another the commandant reviews the rating at each step. He must agree with the rating or change it. It has been my experience that these ratings are often in error. These errors are immediately changed. A conference is immediately scheduled to point out the rater's error to him.

Cadet Organization and Promotions

All cadets are organized into military type units running from the basic squad to the rather complex battalion. Cadets staff all leadership, administrative, supply, and personnel positions in the unit. The exact organization is covered in the "Commandant's Handbook and Guide" and need not be repeated here. I wish to emphasize here, however, that the military type of organization is well adapted to the program do to its stress on leadership as channels of command and responsibility are very clearly defined.

Within the organization each cadet leader is encourage to develop his initiative to the maximum possible within the limits of the educational code and the demands of good school administration. The problem of just how much command to delegate to the cadet leaders is a problem that called for much thought on the commandant's part and should depend upon several factors such as the experience of the cadet leaders, ability of the unit, and the attitude of the school administrator.

Cadet promotions are strictly on merit and closely regulated by a clear set of requirements established by the cadets themselves. The special order containing these requirements is attached to this paper. It is interesting to note that the establishment of a list of promotional requirements has ended any and all arguments on the business of promotions. It is interesting to note also that the cadet board of review for all master sergeants and officer promotions has not proven to be a "rubber stamp". This has proven to be a very healthy addition to our regulations.

The procedure in the case of demotions is also clearly outlined, and although it has been rarely used the procedure has proven sound and not subject to criticism.

PROMOTIONAL POLICY

1. Promotional Requirements

A. CADET FIRST CLASS

1. Excellent personal and uniform appearance
2. Know the school of the soldier with and without arms
3. Military courtesy
4. Cadet honor code
5. Recommendation of his squad leader and platoon leader
6. One semester of cadets

B. CORPORAL

1. Same as for the above
2. Interior guard
3. Excellent ratings in all phases of the school of the soldier
4. PRI
5. Military organization, platoon level
6. Map reading, basic
7. First aid
8. Recommendation of company commander

C. SERGEANT

1. Same as for the above
2. Ability to conduct squad drill
3. Ability to coach in rifle marksmanship
4. Ability to act as a commander of a relief
5. Military organization, company level
6. An organizational vacancy must exist

D. SERGEANT FIRST CLASS

1. Same as for the above
2. Ability to conduct platoon drill
3. Ability to act as a sergeant of the guard
4. Squad tactics.
5. A passing scholastic standing in all classes
6. Satisfactory completion of basic leadership school
7. Ability to instruct in at least two basic subjects

E. MASTER SERGEANTS

1. Same as for the above
2. Ability to conduct company drill
3. Knowledge of company supply and administration
4. Ability to instruct in all basic subjects

10th Bn CCG
Roseville U H S
Roseville Calif

Instructor's guide Sheet
Care and Maintenance of Clothing and Equipment. Four (4) Hours

FIRST HOUR

References: Commandant's Handbook and Guide, Supply Annex Sec XII

Content

Measurement and fitting of clothing

SECOND HOUR

References: Commandant's Handbook and Guide, Supply Annex All

Content

Issuance and fitting of clothing and equipment

THIRD HOUR

References: N C O's Handbook and Guide, Chapter "Spit and Polish" all

Content

1. Correct wear of the uniform and insignia.
2. Correct Care of the uniform
3. Washing and ironing of the uniform
4. Correct use of starch
5. Military creases
6. Shining shoes and brass
7. Special instructions for use of dye on web gear

FOURTH HOUR

References: Commandant's Handbook and Guide, Supply Annex, Sec XII

Content

Turn in of clothing and equipment.

Evaluation is made through the use of extensive inspections.

10th Bn CCC
Roseville U H S
Roseville Calif

Instructor's Guide Sheet
Military Courtesy and Customs. Four (4) Hours

FIRST HOUR

References: ROTC Manual, Leadership and Drill, Chp III Par 19-21
25-28. Special Chart, Cadet Ranks

Content

1. Reasons for military courtesy
2. The salute
3. When to salute
4. Cadet ranks

SECOND HOUR

References: ROTC Manual, Leadership and Drill, Chp III, Par 30-
31, 33. Special Charts Army, Navy, and Air Force
Ranks and Insignia.

Content

1. Relative army, navy, airforce, and cadet ranks
2. Insignias of rank
3. Display of and rendering honors to the colors

THIRD HOUR

References: ROTC Manual, Leadership and Drill, Chp III, Par 22.

Content

1. Demonstrations of reporting with and without arms
2. Practical exercises in reporting.

FOURTH HOUR

References: ROTC Manual, Leadership and Drill, Chp III, all.

Content

1. Each instructor will prepare a five minute review of the hour he taught.
2. Exam

THE CADET CODE

2. A CADET IS COURAGEOUS. He stands for what is right and just even when others appear to be against him. He protects the underdog, and defends the weak. He has the courage to say "No" when he is asked to do something wrong. He has the courage to speak out against evil. He knows that moral courage is more important than physical courage.
3. A CADET IS RELIABLE. He is at the right place at the right time. He can be depended upon. He doesn't let the other members of his unit down.
4. A CADET IS RESPONSIBLE. He keeps his wits about him. He considers the results of his actions. He thinks ahead.
5. A CADET IS TRUSTWORTHY. He can be counted upon to do the right thing. He can be entrusted with important matters.
6. A CADET IS WELL-INFORMED. He tries to increase his military knowledge continually. He learns what is going on in world affairs.
7. A CADET IS JUST. He is fair in all his dealings with others. He is considerate of others and of their rights and feelings.
8. A CADET IS LOYAL. He supports his fellow cadets. He is loyal to his unit.
9. A CADET IS UNPREJUDICED. He does not judge a fellow cadet on the basis of religious belief, race, or economic status. He judges his fellow cadets on the basis of demonstrated individual worth and ability.
10. A CADET IS TOLERANT. He respects the beliefs and opinions of the other fellow when they differ from his own. He does not impose his point of view on others.
11. A CADET IS HONEST. He does not make false statements about others. He tries to live up to the Golden Rule: Do unto Others as You would have Them Do Unto You.
12. A CADET IS FRIENDLY. He acts in a cordial manner toward his fellow cadets. He is especially friendly toward new cadets in his unit.
13. A CADET IS UNCOMPLAINTING. He strives to succeed, to advance in rank, to acquire medals and decorations, but his success does not go to his head. He remains modest and considerate of the feelings of others.
14. A CADET IS NEAT. All cadets are not handsome, but all cadets can keep their uniforms cleaned and pressed, their shoes shined, their hair trimmed, and their hands and faces clean.

14. A CADET IS CLEAN MINDED. It is not necessary for the cadet to swear and use obscenity in order that the world will think him a man. To talk without using profanity or obscenity is a real accomplishment and a sure mark of maturity.
15. A CADET IS COURTEOUS. He exercises courtesy in his relations with others. He practices politeness at all times so that it becomes a natural habit.
16. A CADET IS A GOOD SPORT. When he wins he doesn't brag, when he loses he doesn't complain. He always follows the rules of the game and abides by the decisions of the judges.
17. A CADET IS PATRIOTIC. He does more than stand at attention and salute when the flag passes by. He develops an understanding of what his Country and the democratic way of life really signify. He does not apologize for his patriotism.
18. A CADET IS HEALTHY. He gets his body into the best shape he can and he does everything possible to keep in a state of health. He eats sensibly, and he avoids alcohol in all forms. He does not rush the matter of smoking, and, if he does take up smoking, he smokes in moderation.
19. A CADET IS HONEST. He does not take the property of others. He does not lie or cheat.
20. A CADET IS TYPICAL. He does not offend others unnecessarily. He does not say unkind things. He is considerate of others, of their rights, and of their feelings.
21. A CADET IS DILIGENT. He takes advantage of his time in school to learn what he can while he is there. He knows that knowledge is power, and he absorbs all he is capable of learning in whatever field he is studying or working.
22. A CADET IS A GOOD CITIZEN. He takes an interest in his community. He does what he can to make his school and his community a better place in which to study and to live. Above all he does nothing to make his school or community a worse place.

10th Bn COC
Roseville U H S
Roseville Calif

Instructor's Guide Sheet
Military Organization. Six (6) Hours

Due to the current state of flux in military organization no firm unit can be established at this time. No unclassified information in printed form is available to cadet units at this time. Such information will probably be available during the course of the present school year. In the mean while a tentative schedule is proposed as follows:

FIRST HOUR

Organization of the armed forces in the government.

SECOND HOUR

Organization and capabilities of the squad and the platoon.

THIRD HOUR

Organization and capabilities of the company (Battery).

FOURTH HOUR

Organization and capabilities of the battle group and the cadet battalion.

FIFTH HOUR

Organization of the division and larger units.
Comparative organization of the other services.

SIXTH HOUR

Each instructor will prepare three minute review of his subject for presentation during the review.

Exam.

16th En CCC
Roseville U H S
Roseville Calif

Instructor's Guide Sheet
Rifle Marksmanship- PRI

FIRST HOUR

References; Yearly safety memo's on range safety. NRA booklet
"Hunter Safety"

Content

1. Range safety
2. Practical examples with blank ammunition.
3. Hunter safety

SECOND HOUR TO SEVENTH HOUR

These six hours of instruction are taught in the "county fair" method of instruction. That is the class is divided into six equal parts and rotated through a series of six stations each staffed by an instructor. There are here six stations and each cadet spends one hour at each. Thus each instructor has a group of very small size. In addition preparation is reduced to a low level as each instructor repeats his single hour of instruction over six times.

Station #1	Sight Picture	ROTC Manual, Sec 2, Chp I Par 4-6 Lesson Plan #1 PRI
Station #2	Prons Position	ROTC Manual, Sec 2, Chp I, Par 7-10, 15.
Station #3	Sitting Position	ROTC Manual, Sec 2, Chp I, Par 7-9, 11, 15.
Station #4	Kneeling Position	ROTC Manual, Sec 2, Chp I, Par 7-9, 15.
Station #5	Standing Position	ROTC Manual, Sec 2, Chp I, Par 8, 9, 14, 15.
Station #6	Sight Adjustment	ROTC Manual has no information on .22 cal. sight adj. See Lesson Plan #2 PRI.

EIGHT HOUR

Each instructor prepares a practical performance test on his area. The student rotate through the stations again during the hour. The station for sight adjustment and sight picture are combined. At this station a written quiz is issued covering the work of the two stations and also range safety.

Cadets who fail the examination are not allowed to fire until their errors are corrected. The unit commander surveys the results of the

LESSON PLAN Riflemanship M-1
10th En CCC

Sight Adjustment
Instructor _____
Date _____
Hour _____

Area _____
Materials
.22 Cal Target Rifles
Chart NRA Sight Adj.
Board and Galk

5 Min I. Introduction

Need for sight adj

- a. Shooter's eye is at different point on the stock. Illustrate



- b. Different weather conditions

Hot weather bullets go high, cold weather bullets go low

Dark days bullets go high since the shooter usually goes into black with his post sight

- c. Cleaning or disassembling a weapon may change its zero.

15 min II. How to zero the weapon

1. Get a good position, get a good sight picture, squeeze the trigger and call you shot (explain calling a shot.)

2. After you fire three good shots look on the target for a shot group. Draw target on the board. show shot group. show some bad shots or groups.

3. Move your sights to center the shot group on the ten ring.

Rules.

- a. To move the shot group to the right move the rear sight to the right.
b. To move the shot to the left move the sight to the left.
c. To move the shot up move the sight up.
d. To move the shot down move sight down.
e. Move a sight three clicks to move a shot one ring.
Show click action in the sight
f. Never move the sight until you get a good group.

25 min III. Practical problems. Run a series of problems for the rest of the period. Draw a target show a shot group. Ask student what sight corrections if any are needed. Make him explain his action. Require each student to make the proper correction on the rifle in his hands. Start with simple problems at 6, 9, 12, or 3 o'clock and then work to the more difficult. Use at least 10 prepared problems. Check each man personally. Failure to know how to correctly set sights was our main problem last year.

2 min IV. Exam Each man will be examined prior to going on the range. He will be required to work a sight adj problem. If he fails he will not fire, but will repeat your class.

2 min V. If a man does everything right in riflemarksanship except set his sights correctly he will never qualify. Many a man on the range has moved his sights the wrong way and failed to qualify.

IF YOUR STUDENT HAS NOT LEARNED YOU HAVE FAILED TO TEACH.

Lesson Plan
Marksmanship M-2

Sighting and Aiming
Name _____
Time _____
Date _____

Area _____
Materials
Sighting devices
Rifles M-1903
Chart NRA Sight picture
Matches and brush

1. Introduction

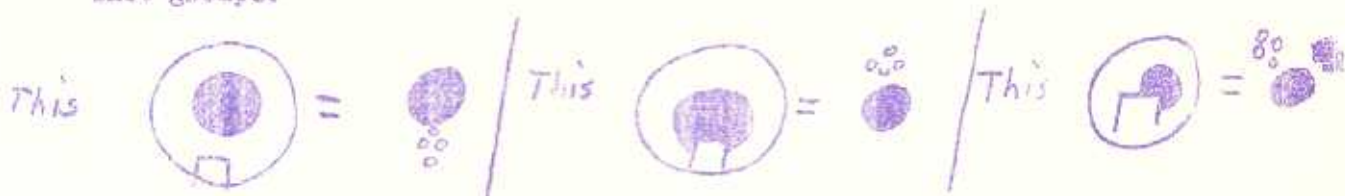
The firer must be able to see the target in order to hit. He then must lay the sights on the target exactly the same way each time. The slightest error in sight picture will throw the target off several inches on the target at a range of 50 feet.

2. Blacken sights. Sight must be cleaned and black so that they will not be fuzzy or ~~blat~~ shiny. Clean a sight and blacken it. Have students repeat the operation.

3. Show the correct sight picture on the chart. Keep hidden until used. Show sight picture for other types of sights so that they may use it in hunting. Peep sight is the best. Less chance for error. Explain picture in detail.

4. Sight picture exercises. Use Army sight device. Show how to use. Pair off students. Check each picture only after the student and his coach has checked it swear that it is correct. Point out that the peep on the M-1903 is poor and that on the target rifle is located closer to the eye. Stress spot weld. Repeat exercises for the bulk of the period. Stress accuracy.

5. Show on your board with diagrams how improper sight picture give poor ~~smack~~ shot groups.



5. Exam. Each student will be required to make a perfect shot group prior to going on the range. Test to be given on the day prior to going to the range.

10th Pn CGC
Roseville Calif

Instructor's Guide Sheet
Rifle Marksmanship. Range firing.

NINTH HOUR TO FIFTEENTH HOUR

References: NRA booklet "Small Bore Regulations"

Content

Our range capacity is limited to nine firers. To allow each cadet the maximum opportunity to fire fourteen hours are spent on the range rather than seven as indicated. Actually, however, there is no increase in time scheduling because several types of training are carried on concurrently. For example the basic may fire half the week and drill in the range and the other half. In turn while the basics are firing the intermediates may run tactics and then fire when the basics drill. This simple system double the actual time each man spends on the firing line with out cutting into his other training. In many cases the groups may be further sub divided if the class is large. We have used as many as four activities in the area at one time when classes are larger than forty cadets.

In range firing the coach and pupil method is not used. This is wasteful in manpower and does not produce the desired results. Instead three experienced firers are assigned to the firing line and each is assigned three firers to aid and correct. This has produced superior results with less expenditure of man power.

Great stress must be laid on range procedure and safety with all basic classes even at the expense of firing.

10th Bn CCC
Roseville U H S
Roseville Calif

Instructor's Guide Sheet
First Aid, Seven (7) Hours

FIRST HOUR

References: ROTC Manual, First Aid, Par 10-17. GTA 8-1, Charts
1-12

Content

1. Importance of first aid in military and civil life.
2. The three life savers.
3. Methods of controlling bleeding.
4. Methods to control shock.
5. Practical exercises in stopping bleeding.

SECOND HOUR

References: ROTC Manual, First Aid, Par 17. GTA 8-1, Charts 1-12
review, Charts 13-17 new.

Content

1. Review three life savers.
2. Practical exercises in controlling shock.
3. Belly injuries.
4. Jaw injuries.
5. Chest injuries.

THIRD HOUR

References: GTA 8-1, Charts 18-22. ROTC Manual, First Aid, Par
23, 27, 28, 34-37, 38-41, 43, 17.

Content

1. Types of fractures.
2. Signs of a fracture.
3. Practical exercises in splinting.

FOURTH HOUR

References: GTA 8-1, Charts 32-46.

Content

These charts contain a number of problems. Set up one student as an injured man as shown in the chart. Select another cadet to administer first aid. These charts cover all the common serious injuries.

10th Bn CGG
Roseville U H S
Roseville Calif

First Aid Cont.

FIFTH HOUR

References: GTA 8-1, Charts 23-27. TF 8-2293, "Every Day Emergencies"

Content

1. Show film covering minor injuries.
2. Use charts to cover Snake bite.
3. Use charts to cover heat cases.

SIXTH HOUR

References: GTA 8-1, Charts 29-30.

Content

1. Demonstrate method of restoring breathing. Use the new method shown in the film.
2. Conduct practical exercises in artificial respiration.

SEVENTH HOUR

References: All listed above.

Content

Exam.

10th th CCG
Roseville U H S
Roseville Calif

Instructor's Guide Sheet
Military Sanitation. Three (3) hours

FIRST HOUR

References: Lesson Plan #1, Sanitation. ROTC Manual PP 339-342

Content

1. Introduction
2. Nature of and transmission of diseases
3. Control methods
4. Types of diseases

SECOND HOUR

References: Lesson Plan #2, Sanitation. ROTC Manual PP 342-352

Content

1. Field sanitation
2. Methods of disease control. Make max use of handouts.

THIRD HOUR

References: All of above

Content

Exam

10th Bn CCC
Roseville U H S
Roseville Calif

Instructor's Guide Sheet
Personal Hygiene. Three (3) hours

FIRST HOUR

References: TF 8-1665, "Personal Hygiene"

Content

1. Introduction
2. Show the film.
3. Every effort should be made by the instructor to capture the humor of the film and use it to interest the student in the next hours instruction.

SECOND HOUR

References: FM 21-10, Par 202-210, Lesson Plan #1, Military Sanitation.

Content

1. The nature of disease.
2. Spread of Disease.
3. Care of minor infections.
4. Rules of personal cleanliness.

THIRD HOUR

References: FB 8-130, "Trench Foot"

Content

Show film on trench foot. Emphasize the importance of foot care.
Caution the weak "balkys" as the film is not pretty.

Evaluation. This unit is tested on the first aid test that follows.