
LEADERSHIP: 2000 AND BEYOND

Second Edition | Volume I

FOLLOWERSHIP ♦ COMMUNICATIONS ♦ DRILL + CEREMONIES
ROLE OF THE NON-COMMISSIONED OFFICER ♦ LEADERSHIP TRAITS



June 2004

LEADERSHIP: 2000 AND BEYOND

Second Edition

PREFACE

Cadets may study this second edition or the original 1993 edition to complete leadership laboratory requirements.

This two-volume text is used by CAP cadets to study the art of leadership. For details on how the leadership laboratory is implemented in the CAP Cadet Program, see CAPR 52-16, *Cadet Program Management*, available at www.cap.gov.

Nearly identical to its predecessor, the second edition maintains the fundamental goals and plan of the original 1993 edition. However, the editors have slightly modified the text by:

- ▶ Clarifying the learning objectives and revising the end-of-chapter study aids;
- ▶ Simplifying the text and focusing solely on leadership content, to include removing CAP policy guidance and promotion requirements best described in other directives;
- ▶ Updating the images depicting airpower pioneers and removing art that did not advance the text's educational goals;
- ▶ Organizing the chapters into two volumes instead of three (one volume for enlisted cadets and one for cadet officers);
- ▶ Keeping the narrative intact for the sake of consistency, except for editing the grammar and style in a few instances.

Most of the edits described above were needed because the cadet grade structure, promotion requirements, and CAP policy described in the 1993 edition have evolved since its publication. By focusing solely on *leadership*, the second edition does not reiterate perishable information already explained in other CAP publications.

Therefore, with no fundamental changes to the text's content, cadets may study either the first or second edition of *Leadership: 2000 and Beyond*. Their choice will have no adverse effect on their ability to pass achievement tests and milestone exams.

Leadership: 2000 and Beyond contains many valuable leadership insights. However, this second edition will also be its last. The next edition of the CAP cadet leadership text will be completely redesigned through a partnership with senior CAP leaders and cadet program experts, members of the USAF Air University faculty, and HQ CAP education managers. That text will continue to introduce cadets to Air Force leadership concepts.



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CONTENTS — Volume I

CHAPTER 1	5
CHAPTER 2	21
CHAPTER 3	30
CHAPTER 4	42
CHAPTER 5	53
CHAPTER 6	63
CHAPTER 7	74

Chapters 8-15 are contained
in Volume II.

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.”

An oath is a custom, dating back to the Romans, of publicly committing yourself to do a task. It makes you and others know you are really serious about doing what the oath says you will do.

THE CIVIL AIR PATROL MOTTO

“Semper Vigilans”

The CAP Motto, “Semper Vigilans - Always Vigilant” reflects the ever-ready status of Civil Air Patrol. It means every member, cadet and senior, must be prepared to respond effectively to any situation.

Chapter 1

INTRODUCTION

In this chapter, you will learn about “following,” which is one of the basic principles of leadership. You will learn that self-management skills, such as good study and reading habits, are very important for achieving your CAP goals. We will discuss, in more detail, the basic missions of CAP, the elements of chain of command, and introduce you to saluting and basic drill movements. We will show you how to wear the uniform properly and how to look good in it. To complete this achievement successfully, you will pass a written test and drill evaluation.

Now quickly glance through the rest of this chapter to preview what is going to be required of you over the next couple of months. Then review the program requirements on the last page of the chapter with your flight sergeant or training officer to plan out a schedule for completion. By planning ahead, you can schedule around the times you will be busy for tests at school, special events, and family plans.

The more successful students try to teach themselves, formulate questions, and ask their teachers. This text is designed to support this approach. Especially when subjects are new to you, ask the more advanced cadets for assistance to better understand and appreciate what is being taught. Please do not feel foolish because you need to ask questions. Ask away!

The difference between memorizing and understanding is revealed in your ability to apply or utilize information

DUTIES AND RESPONSIBILITIES

As a Cadet Airman Basic new to CAP, you will have a few duties and responsibilities. The few that you have will be associated with your position as an *element member*. An element is a part of a flight formation in drill and other formations. As an element member, you will be responsible for: learning basic drill movements, how to report properly and how to fall in properly to a unit formation. To become an effective member of a team you must get to know the members of your unit.

Keep alert, observe and keep an open mind for tips on how to do better; these are some of your responsibilities. As you progress to the grade of *cadet airman*, you will be expected to remain proficient in these duties and responsibilities. They are the foundations as you work toward completion of the following achievements.

IDENTIFY DUTIES AND RESPONSIBILITIES OF NEW CADETS.

SELF-PACED READING & TUTORING TECHNIQUES

You will read this leadership text at your own pace. This allows you to review areas that are interesting or hard to learn, and ask questions of an older cadet or senior member tutor. Your responsibility is to study the material, think, ask questions, listen and find ways to improve.

Your tutor is very familiar with the material you are studying. It is your responsibility to read the material and ask questions about it, not the tutor's. The tutor is to respond to your questions, not make them up. Also, the tutor must know

the material and be skilled in correcting learning difficulties—that is, to make sure that you understand the primary points we are presenting. When you get promoted to a new leadership position, you may tutor your replacement.

INTRODUCING FOLLOWERSHIP

Followership is reaching a specific goal while exercising respect for authority, a positive attitude, integrity and self-discipline. As you progress through the first 3 chapters, you will be a follower. It means you must actively look at what is going on around you, learn the reason why you are told to do certain things, and listen well. However, as you progress through the various chapters, you will have opportunities to learn skills of leadership. Remember, all leaders are followers. Even the President of the United States has to follow the Constitution and has to answer to the people of the country and their representatives.

Respect for Authority

By signing your membership application and taking the cadet oath, you are giving your word to follow. You have to obey CAP regulations and the legitimate orders given to you by those appointed to positions of authority above you. Please realize there must be people to assure essential things are done correctly. Anyone trying to force their authority on others is abusing their authority.

Attitude

How can a cadet develop a proper attitude toward Civil Air Patrol, its requirements and procedures? We think the key to a good attitude lies in understanding. A cadet must try to understand the reason behind CAP's activities and requirements. For example, a cadet who thinks saluting, keeping a good military appearance, and drilling are harassments will have a negative attitude. A thoughtful cadet understands that these are necessary steps in military training that have been thought out and tested over many centuries. They endure because they work! If you show you are serious about having a positive attitude, you will be successful in Civil Air Patrol.

Integrity

Integrity is the strict adherence to a code of conduct. One word, "honor," helps sum up integrity of character. It is a fine sense of ethics, justice, and rightness with readiness to apply it to your own conduct first. Integrity includes trustworthiness and dependability in doing any task expected of you, no matter how trivial the task or how casually you agree to accept it. If a subordinate asks you at a social gathering to help him with a problem and you tell him that you will work on it tomorrow, it means you will do exactly that!

When you have integrity, your conscience and character insist you treat others as well as you treat yourself—with respect. This is how you gain unshakable self-respect, resolution, and both moral and physical courage. Integrity empowers you to do the right thing even though it may be very hard to do it. It also empowers you to be *selfless* instead of *selfish*.

IDENTIFY CHARACTERISTICS OF GOOD FOLLOWERSHIP.

DESCRIBE WHY CADETS FIRST NEED TO LEARN HOW TO FOLLOW.

People who abuse their authority may be dismissed from CAP.

Integrity is critical in your relationship first with yourself, then with others. It is a must for leaders.

People constantly look for leaders who have moral soundness, honor, trustworthiness, dependability, honesty, loyalty, and physical and mental courage. When you show integrity you are consistent and constant. People know what to expect from you. Honor, moral soundness, and courage allow you to uphold those principles and to do things without holding back. Honesty, trustworthiness, dependability, and loyalty are characteristics that are expected and required of leaders and followers.

Self-Discipline

Self-discipline means that you do a task because you see that it needs to be done, *not* because you are told to do it. You show self-discipline when you complete necessary tasks even when they are unpleasant. Chapter 6 discusses other types of discipline, what they are, why they are important and how they relate to leadership.

Listening

As a follower, or a leader, listening is a must. It helps you understand what others mean when they are trying to help you; this is called feedback. Because of *outside* noises, active listening is hard because of *internal* barriers: we think about the speaker instead of the message; we think we already know the solution before the speaker states it. Here are some DO's for good listening:

- ▶ DO keep an open mind. Do not allow your personal ideas too interfere with accepting new ideas which may prove better. Tune out your own ideas. You are not open-minded to the speaker's ideas if your head is full of your own ideas. Open-mindedness requires humility, and tests how well you can listen actively.

- ▶ DO listen to understand, not to argue or challenge. If you try to argue, thinking you know everything without separately trying to understand, often you will find you never understood the idea in the first place. Argue, challenge, or doubt the material *after* you have heard the whole story.

- ▶ DO listen to *what* the speaker says not *how well* the speaker says it. Remember, the speaker may have a great idea but may not express it well. Listen for the idea—what the person is really trying to say—not just the words.

- ▶ DO take notes with care. Taking notes flatter the speaker if you take only a few good ones. But if you take too many notes, you are focusing too much on the notes and too little on listening.

- ▶ DO make and (usually) hold eye contact. Let the speaker know you care about what is being said. If the speaker prefers not to hold eye contact, act as though you're waiting patiently.

- ▶ DO keep your feelings positive. If you do not trust the speaker, your face will show it. If you control your negative feelings toward the subject (or the speaker) and strain to accept what you hear, you will have an open mind, and may actually change your mind!

- ▶ DO listen to new ideas and when you pass them on, give credit to the source. No one stands taller than those who show the good sense to recognize the value of new ideas and honestly give credit to their sources.

The key is that self-discipline is internally, not externally motivated

IDENTIFY EFFECTIVE LISTENING SKILLS.

Listening is a critical skill for everyone. Without it you can only fail. Even deaf people "listen" through *signing*.

Listening is the key to learning. Without it you must learn the hard way, alone, missing the help of knowledgeable persons. Remember, it is natural not to listen. It takes self-control to listen.

There is a difference between listening and merely hearing.

The systems approach to listening is: Input data before you edit or process it. Doing one thing well is more efficient than splitting your efforts.

SELF-MANAGEMENT

Every level of command needs management. This includes your squadron commander down to you, the beginner—the follower. Your management duties are to manage yourself. Manage your resources—your time, your energy, your time with your family, adequate sleep, proper nutrition, and so on. As you progress through this program, you will learn to manage larger groups of people and activities. An example of self-management is organizing your time so you can attend your meetings. This may include “hard choices” of not participating with other groups. Self-management also means advising your supervisor ahead of time that you cannot attend a squadron function. Another example is wearing your uniform properly and meeting CAP grooming standards. This shows you know how to take care of your uniform without having to depend on someone else to constantly correct you.

Study Habits

Leaders are always learning, in and out of the classroom. It may not be obvious, but good study habits affect your success with learning new things, like flying! A disciplined approach to studying means finding the right time and the right surroundings so you can learn more in a short time. Here are some guidelines that have proven successful whether preparing for an exam or learning just for fun.

- ▶ Decide when to study. Set aside a certain number of hours a day or a week to do it.
- ▶ Choose a quiet place so you will not be interrupted.
- ▶ Have good lighting.
- ▶ Find a comfortable, well-ventilated place to work.
- ▶ Make sure you have all the tools you need (pencil, paper, note cards, calculator) before you start.
- ▶ Give your undivided attention to the subject and shut out distractions
- ▶ Survey the material you are going to read by scanning the paragraph headings and major topics.
- ▶ To better understand the material you are about to read, ask yourself questions about it first. Answer these questions as you read.
- ▶ If you are allowed to write in your book, underline or highlight important ideas; otherwise outline the material.
- ▶ Complete all the material.
- ▶ Answer any review questions provided in the text.
- ▶ Reread to clear up any misunderstandings.
- ▶ Take a 5 minute break each hour, doing something as different from reading as you can, such as physical exercise.
- ▶ Review consistently and periodically.

DEFINE SELF-MANAGEMENT IN YOUR OWN WORDS.

Self-management is an extension of self-discipline. Self-management is plotting your course; Self-discipline is staying on it.

LIST GOOD STUDY HABITS

Describe the three-step approach to reading.

Reading Skills

Comprehension is the most important thing about reading. Reading is the companion tool to listening for effective learning. Skilled readers use a three-step approach to improve their reading comprehension:

Identification. This will help you see the author's ideas and why they were organized the way they were. To do this, shorten the theme of the section into a single sentence or short paragraph. When you finish the chapter, analyze its major parts and divisions. Use the objectives in the Chapter Goal at the beginning of each chapter to help you. Remember, with this step, ask, "What am I reading?"

Interpretation. *Think of yourself as the author.* Search for the author's meaning by recognizing the author's major ideas and supporting points. Find sentences, or key paragraphs that support the chapter's main ideas. One way to find supporting facts is to recognize that a paragraph is a cluster of sentences around a central idea. Remember, with this step, ask, "What does it mean?"

Evaluation. Decide if you understand the main points in the chapter. When you have finished these three steps, your critical reading is done! Remember, with this step, ask, "What is the importance?"

CAP MISSIONS

As you recall, CAP has three equally important missions: Aerospace Education, the Cadet Program, and Emergency Services.

NAME AND DESCRIBE THE THREE MISSIONS OF CAP.

Aerospace Education

The objective of the aerospace education mission is to promote an understanding and appreciation of the impact of aviation and aerospace in our everyday lives.

Internal Aerospace Education. Internal aerospace education programs within CAP are aerospace education programs prepared for both seniors and cadets.

External Aerospace Education. The external aerospace education program provides education for non-CAP individuals through teacher workshops, primary and high school programs, and public information. Each year CAP sponsors workshops for interested educators and teachers, providing them with basic aerospace knowledge and methods that they can apply in their own classrooms. We also have learning materials available for teachers to use.

Cadet Program

The CAP Cadet Program was derived from ground school and military drill. Since its inception on October 1, 1942, the Cadet Program has evolved, but the fundamental principles such as integrity have remained intact. Many cadets have gone on to become leaders in the Air Force, other branches of the military, and in civilian life. This manual covers the cadet program in detail. As you advance in grade, you will understand more clearly this important CAP mission.

Emergency Services

Our emergency services mission covers such areas as search and rescue, homeland security, disaster relief and life support activities, and emergency communications.

Search and Rescue Operations. The Air Force authorizes “search and rescue” (SAR) missions. CAP personnel actually fly 4 out of every 5 air search hours directed by the Air Force, saving this country millions of dollars annually. CAP ground search teams work with state and local officials responsible for locating missing persons and aircraft.

SAR missions use specially trained people so the mission is done quickly and successfully. Heading these missions are CAP “incident commanders” qualified in emergency services and appointed by their wing commander. There are usually several trained units in each wing on call. Qualified cadets participate in emergency services missions as radio operators, ground team members, and administrative personnel.

Homeland Security. As a humanitarian service organization, CAP assists federal, state, and local agencies in preparing for and responding to homeland security needs.

Disaster Relief. State and local emergency agencies often ask for help after natural disasters. Seniors and cadets operate communications equipment, help locate victims and clear debris. Pilots may evacuate the injured, transport medical supplies, and fly officials to and from affected areas.

CAP’s Help with Other Agencies. The Red Cross, Salvation Army, and other agencies frequently ask CAP to transport medical technicians, life-saving medicines, and vital human transplant organs. They often rely on CAP to provide airlift and communications for their disaster relief operations. CAP has also helped the US Coast Guard and the Coast Guard Auxiliary by performing “sundown patrols,” looking for boaters in need of assistance.

CHAIN OF COMMAND

In every CAP unit there is a chain of command. By definition, it is the order of authority. From the unit commander down to the individual members, it describes specific functions and levels of responsibility. As you progress in rank, you will get more responsibility and authority. On the next page is an organizational chart which shows the national level at the top. It is continued down to the squadron, the key unit within CAP, and finally to you.

Beyond the job titles in the formal organizational boxes, commanders often assign additional duties. These may include such staff officer duties as Activities, Test Control, and Recruiting that appear in larger squadrons.

You should know the names of all the important people serving in your unit. This includes most members whose duty title is in the unit organizational chart. Also learn the names of local, wing, region and national commanders and officers who serve in special positions.

DEFINE “CHAIN OF COMMAND.”

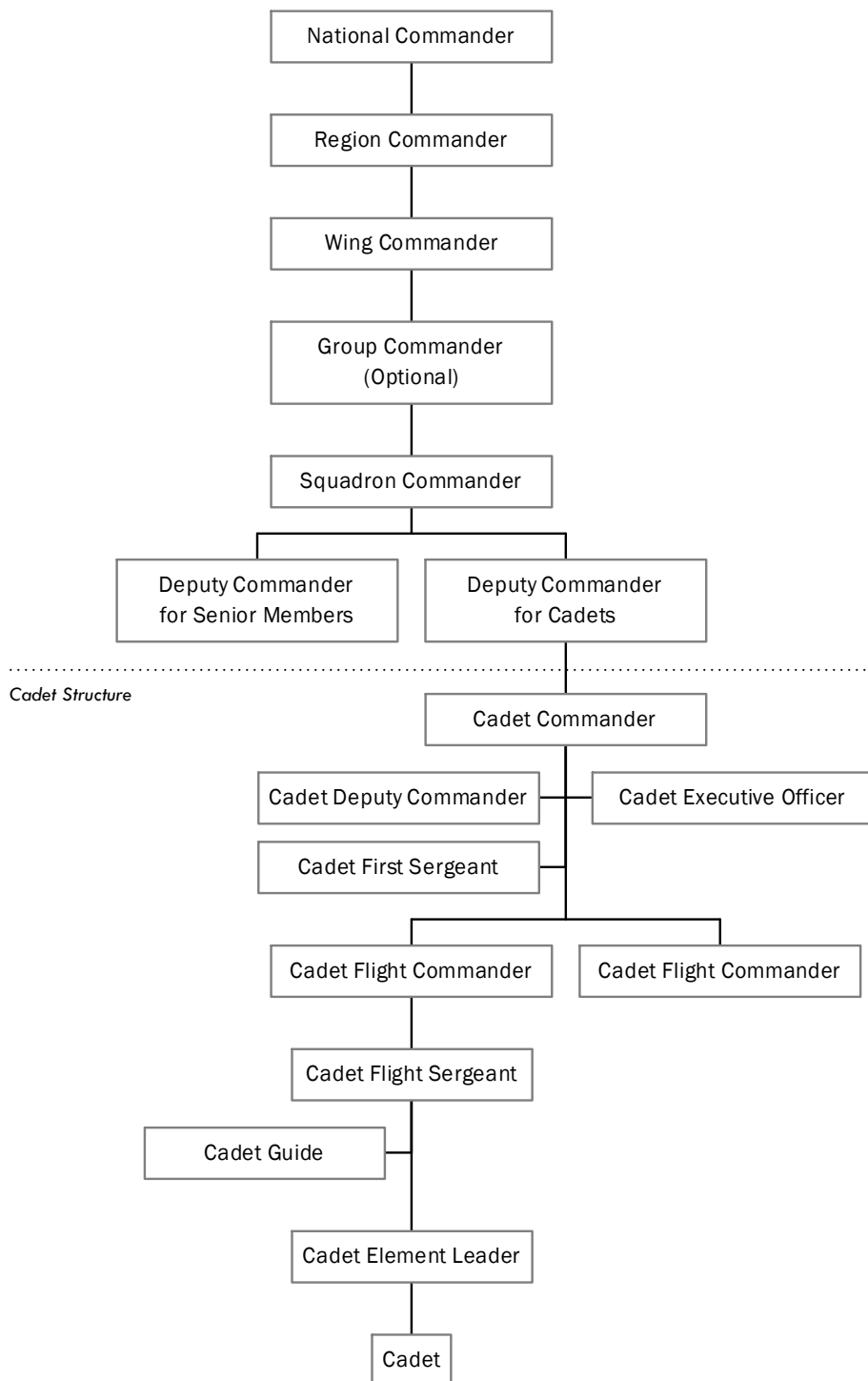
EXPLAIN ITS USEFULNESS.

NAME THE PEOPLE IN YOUR CHAIN OF COMMAND.

The CAP Chain of Command – Wiring Diagram

This diagram is simplified for new cadets. While CAP is governed by a Board of Governors, and other national-level boards provide leadership, you are expected to know and understand the chain of command only as it extends from you to your National Commander.

To learn more about CAP’s national-level boards, the role of the CAP National Headquarters, and CAP’s relationship with the Air Force, visit the “chain of command” pages in the Cadet Programs section at www.cap.gov.



All CAP commanders are unpaid volunteers serving their community.

CAP is organized into 8 geographic regions.

There are 52 wings, one for every state plus Puerto Rico and the District of Columbia.

Groups are found mostly in large or heavily-populated wings.

The squadron is the basic operational unit in CAP.

This diagram depicts a composite squadron, and therefore has two deputy commanders.

Cadets are appointed to their positions by the squadron commander.

Staff officers support commanders by providing technical expertise. Staff functions are discussed in chapter 10.

Not all squadrons have a need or ability to fill every position shown here.

The element leaders, flight sergeants, and the first sergeant work together through the “NCO support channel,” which is discussed in chapter 3.

Most commanders have an “open door” policy, but it is usually best to solve problems at the lowest level possible.

If you have a question or idea, share it with your element leader.

If you have a problem you do not feel comfortable discussing with another cadet, see your deputy commander for cadets or squadron commander.

CADET GRADE INSIGNIA

CADET
AIRMAN



CADET
AIRMAN FIRST CLASS



CADET
SENIOR AIRMAN



CADET AIRMEN

CADET
STAFF SERGEANT



CADET
TECHNICAL SERGEANT



**CADET
NON-COMMISSIONED
OFFICERS**

CADET
MASTER SERGEANT



CADET SENIOR
MASTER SERGEANT



CADET CHIEF
MASTER SERGEANT



**CADET SENIOR GRADE
NON-COMMISSIONED
OFFICERS**

CADET
SECOND LIEUTENANT



CADET
FIRST LIEUTENANT



CADET
CAPTAIN

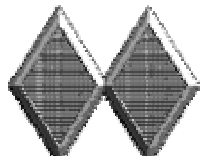


**CADET COMPANY GRADE
OFFICERS**

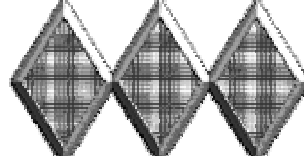
CADET
MAJOR



CADET
LIEUTENANT COLONEL



CADET
COLONEL



**CADET FIELD GRADE
OFFICERS**

SENIOR MEMBER GRADE INSIGNIA

FLIGHT OFFICER



TECHNICAL FLIGHT OFFICER



SENIOR FLIGHT OFFICER



FLIGHT OFFICERS

SECOND LIEUTENANT



FIRST LIEUTENANT



CAPTAIN



COMPANY GRADE OFFICERS

MAJOR



LIEUTENANT COLONEL



COLONEL



FIELD GRADE OFFICERS

BRIGADIER GENERAL



MAJOR GENERAL



GENERAL OFFICERS

CUSTOMS AND COURTESIES

Courtesy is simple politeness, civility, respect, and personal recognition of the rights of others. So if you are courteous to your friends at home and at school, it will come naturally to you in CAP. Individuals in CAP need to work together because cooperation is essential to accomplish mission objectives. Courtesy is vitally important in promoting coordination and in developing esprit de corps. Since you wear an Air Force style uniform, you are expected to learn and practice the customs and courtesies that go with it. Military courtesy is simply the extension to the military sphere of the ordinary courtesies that enrich and enhance everyday lives. Customs are those things which should be done; taboos are those things which should not be done. Customs that evolve, live and endure represent reasonable, consistent and universally accepted practices that make life more pleasant and facilitate order and excellence. Your unit commander and training officer will tell you more about saluting, use of titles, and other customs and courtesies.

Addressing someone by their correct title is a custom used in an important act of courtesy. Acts of courtesy and civility are NOT marks of inferiority or servility. Rather they are indications that an individual appreciates the position and rights of another. That is why it is important to observe these rules of courtesy whenever addressing seniors and subordinates.

The term “grade” and “rank” often are confused. Grade is a major step in the promotion structure or program while rank is grade adjusted for time. “Captain” or “major” are examples of grade; several individuals can have the same grade. Rank normally shows seniority; no two persons in a grade have the same rank – one is always senior to the other.

You may already use the terms “sir” or “ma’am.” When you speak to persons you respect. In the military services, subordinates have traditionally addressed officers as “sir” or “ma’am.” As a CAP cadet, you are expected to address your cadet officers as *sir* or *ma’am*, especially at meetings and other formal military-style occasions. Always do the same to your senior officers and officers of all of the military services.

Reporting

Your future in Civil Air Patrol depends partly upon the impression you make on other people. The way you report to an officer will create an impression. When the impression is good, it will be because you reported properly and showed good military bearing. Bearing is how you move, or carry yourself. Military bearing should always be smooth, graceful and proud.

Entrance. When reporting to an officer indoors, remove your hat. If you are on guard duty, leave your hat on. Make any adjustments to your uniform you may find necessary before you enter (such as lint, gig line, shoes, necktie, ribbons and pin-on insignia). Knock on the door once firmly. Make it loud enough to be heard in an average-sized room. If there is no answer within a reasonable amount of time, knock once, again. When you are told to enter, or told to report, move as though you were marching at the position of attention. Take the most direct route to the officer. Halt two paces from the officer or from the front of the officer’s desk, if the officer is behind it. Always halt so you squarely face the officer.

EXPLAIN THE DIFFERENCE BETWEEN CUSTOMS AND COURTESIES.

EXPLAIN WHY THE MILITARY AND CAP CONTINUE TO PRACTICE CUSTOMS AND COURTESIES.

The Report. Report in a military manner with snap and precision, but do not exaggerate your movements. First, salute. You will begin your reporting statement at the time your hand reaches the saluting position. Report saying, “*Sir/Ma’am, (your CAP grade and last name) reporting as ordered.*” Omit “*as ordered,*” when you are reporting on your own initiative. Hold the salute until you have completed the reporting statement and the officer has returned your salute. Then stand at attention unless invited to do otherwise. Speak in a clear, concise, and conversational tone of voice. Your ability to maintain verbal and physical composure will always be noticed. Always keep your hat and materials close by or on your lap so you will; not forget them and have to return later. When the conversation is finished, and you are dismissed by the officer, come to the position of attention, take one step backward, and render a hand salute. Hold the salute until the officer returns it. Then smartly drop the salute.

Departure. Immediately execute the appropriate facing movement so you can take the most direct route out of the office or to your post. March at the position of attention along your route of exit. If you are indoors, quietly close the door to the office behind you.

Image

As a member of CAP, you belong to a professional organization. As a member, you and your actions reflect upon the other members of CAP. Civil Air Patrol in no way intends to interfere with your personal life. However, when personal activities negatively affect the professional image and mission effectiveness, commanders have the authority to intervene.

Public Display of Affection. The primary reason for not displaying affection in public is that it detracts from military bearing. Hand holding, embracing, or walking arm-in-arm are inappropriate actions for members in CAP uniform. Such behavior in public takes away the professional image CAP intends to project.

GROOMING STANDARDS

Personal appearance is an important part of wearing the uniform. Without it, you will not look good in the uniform. You must meet grooming standards when wearing a military uniform and these rules are explained in CAPM 39-1, *CAP Uniform Manual*.

Female hair may include bangs if they do not extend below the eyebrows, and may be worn with the flight cap as shown in CAPM 39-1. Hair may touch the top of the collar. Females may use conservative cosmetics and conservative hair coloring which complement their skin tones.

Male hair may have a tapered appearance. It may not touch the ears or the collar. “Block” style is authorized as long as the tapered appearance is kept. Sideburns must be neatly trimmed, not flared, and end with a clean-shaven horizontal line that ends at or above the lowest part of the exterior opening of the ear. If a mustache is worn, it must be neatly trimmed and not extend below the vermilion part of the lip and not wider than the corners of the lip. Beards and goatees are forbidden for all uniformed members of CAP.

Practice your “report speech” until it is sharp, clear, and automatic. Try to practice standing up since posture affects tone of voice.

CADET UNIFORMS

Minimum Requirements

The minimum basic male cadet uniform consists of: short sleeve light blue shirt, dark blue trousers, blue belt with silver buckle, blue flight cap, low quarter plain toed black shoes without decoration, and black socks.

The minimum basic female cadet uniform consists of: light blue blouse, dark blue shirt, beret or flight cap, plain nylon hose (neutral, black, dark brown, or dark blue), plain black shoes (oxfords or plain black pumps), close toed and without decoration, and black handbag (calf-skin, kid leather or vinyl) with fold over flap and plain silver-colored clasp fastener.

Civil Air Patrol members will need special CAP insignia: CAP name plate, shoulder (wing) patch, CAP collar/lapel insignia ("CAP" cutouts), grade insignia, and headgear emblem. These insignia can be obtained from your CAP unit or from CAPMart at www.capmart.org.

Insignia, Name Tags, & Ribbons

One tradition that has become part of CAP's heritage is wearing insignia and ribbons. These can show grade, depict achievements, qualifications, or identify participation in selected activities or membership in organizations.

As seen by the uniform illustrations elsewhere in this text and in CAPM 39-1, you must place insignia and ribbons in exactly the same places all the time. This consistency is checked during uniform inspections and reflects an attention to detail that is important in any disciplined organization. The proper placement of CAP uniform insignia are shown in CAPM 39-1.

DRILL & CEREMONIES

Purpose

Drill is the orderly movement of the flight from place to place or from one location to another. The primary purpose for drill in CAP is to learn teamwork. On the drill field, you learn discipline. You will learn the need to respond to authority, to follow orders promptly and precisely, and to recognize that your actions have an impact upon others, not just yourself. Group activities, such as drill, create an esprit de corps, stimulate morale and develop teamwork.

The second purpose of drill is to learn to follow. You will always be answerable to someone. Later, when you lead, you will show your followers how to follow. As you progress in grade, you will have many opportunities to develop confidence, poise, forcefulness and other characteristics that further your skills working with individuals and groups.

For the purpose of drill, CAP organizations are divided into marching units called elements, flights, squadrons, groups and wings. As the number of cadets who drill increase, the marching movements get more complex. You learn elementary movements as a single person, and then build on them to learn more complicated movements as a part of a larger unit. In time, elements join with others to form flights, and then flights join with other flights to form squadrons, and so on.

DEFINE WHEN AND HOW THE BASIC CAP CADET UNIFORM IS WORN, ACCORDING TO CAPM 39-1.

EXPLAIN THE PURPOSE OF DRILL.

Drill also teaches poise and carriage and aids in developing coordination.

Certain basic positions and movements make up the building blocks upon which more complicated movements are based. Be completely familiar with correct execution of these basic movements and positions, since they are typically used in ceremonies such as receiving awards, promotions, and decorations. You must learn these movements before doing flight drill, since flight drill uses them.

Terms

You will need to master the following drill terms to participate successfully in drill and ceremonies. The following are some military terms you will need to know to complete this achievement.

One method of teaching drill commands is called *mass commands*. They are practice commands given at the same time by everyone in a formation in unison. You repeat the command after it is given by the instructor and then you execute it. This way you will learn by saying the command, then by doing it. This way you get the feeling of verbally giving drill commands using your own command voice. The following are the drill commands you will need to learn to complete this achievement. Explanation of these movements appear in the Cadet Drill and Ceremonies booklet, also known as AFMAN 36-2203, *Drill and Ceremonies*.

Stationary Drill Commands

Attention
Hand Salute
Present Arms
Order Arms
Parade Rest
At Ease
Rest
About Face
Right (Left) Face
Eyes Right
Ready Front

Movement Drill Commands

Forward March
Quick Time
Double Time
Mark Time
Half Step
Halt
Right (Left) Step
Change Step
To the Rear
Right (left) Flank
Route Step

STUDY AIDS

1. State the CAP motto.
2. Recite the Cadet Oath from memory.
3. Identify duties and responsibilities of new cadets.
4. Identify characteristics of good followership.
5. Describe why cadets first need to learn how to follow.
6. Identify effective listening skills.
7. Define self-management in your own words.
8. List good study habits.
9. Name and describe the three missions of CAP.
10. Define “chain of command.” Explain why it is useful.
11. Name the people in your chain of command.
12. Recognize CAP grade insignia.
13. Explain the difference between customs and courtesies.
14. Explain why the military and CAP continue to practice customs and courtesies.
15. Define when and how the basic CAP uniform is worn, according to CAPM 39-1
16. Explain the purpose of drill.

Learning Exercises

1. As you study the Cadet Oath, ask experienced cadets to tell you what the oath means in their own words.
2. Working with an experienced cadet, test your ability to perform the basic drill movements listed in this chapter.
3. Draw a chart depicting the chain of command in your squadron, including your superiors’ names and titles.
4. Demonstrate how to report to an officer.
5. Make flash cards and quiz yourself on CAP grade insignia.
6. Prepare your uniform according to CAPM 39-1. Ask an experienced cadet to check it and help ensure you are wearing it properly.

SPECIAL READINGS

OATH OF ENLISTMENT IN THE U.S. AIR FORCE

I, [state your name], do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God.

THE U.S. AIR FORCE ACADEMY CADET HONOR CODE

“We will not lie, steal, or cheat, nor tolerate among us anyone who does. Furthermore, I resolve to do my duty and live honorably, so help me God.”

MAJOR GENERAL JOHN F. CURRY

In late 1941, with the disastrous air attack on Pearl Harbor, there was significant interest by civilian pilots to assist the US military. However, in Washington, DC, those in authority scoffed at the idea that a group of non-military aviators could provide any such assistance. Fortunately, sound logic prevailed and Civil Air Patrol was formed as a part of the nation's home defense needs.

Maj. Gen. John Francis Curry, an Army Air Corps officer, was selected as the first national commander. Curry learned to fly in time to accompany General “Blackjack” Pershing's expedition to Mexico. Later, he served as Chief of Staff of the Air Service of the Second Army in France. He destroyed a German observation balloon, but was shot down himself by anti-aircraft fire. He escaped capture. When selected to head CAP, he was the nation's only acting general in command of a civilian army. Serving from December 1941 to March 1942, Gen. Curry provided the vision and direction for this unique venture.

Founded as a volunteer organization, CAP conducted patrols over coastal waters in search of enemy submarines and naval activity. CAP was by no means a government-sponsored plan to provide free flight training. Each individual had to pay for their own flying time.

Part of the reason for the founding of CAP was to keep aviation from being put aside entirely during the war. As Gen. Curry stated, “Without such a plan [as CAP], there might be no private aviation for the duration of the war; with such a plan, there is a chance that private flying may continue and develop.”

Under Curry's guidance, wings were formed in every state. He helped mobilize 100,000 private pilots for non-combatant service; thus freeing military pilots for wartime duty.

There was no discrimination because of one's gender. Individual ability, experience and past records were the real criteria for selection. Again, in Curry's words, “There must be no doubt in the minds of our gallant women fliers that they are needed and, in my opinion, indispensable to the full success of the CAP organization. A great part of the progress made in organizing civilian aviation under Civil Air Patrol has been due to the volunteer help given by women flyers.”

Although he only served a few months as National Commander, Maj. Gen. Curry's organizational skills were influential in determining the future growth of this new resource.

Originally, CAP was given the opportunity to prove itself for a 90-day test period. However, thanks to the vision of John F. Curry, and others like him, CAP remained throughout the war as an effective demonstration of volunteer spirit.

After the end of World War II, CAP continued to serve the nation in performance of dangerous missions. The Colorado Wing, Civil Air Patrol, and Colorado State Director of Aeronautics, headed now by retired Maj. Gen. John F. Curry, conducted light plane surveys through the rugged Colorado Rockies. Where more than 50 peaks have an elevation of greater than 14,000 feet, scores of flying individuals lost their lives due to unpredictable winds. As a result of Curry's direction, maps of safe-flying routes were developed by Colorado CAP personnel.

Selected to represent the first CAP cadet achievement, Curry's name represents the conviction of a National Commander whose vision and direction embodies the spirit of flying volunteers.



MAJ GEN JOHN F. CURRY was the Army Air Corps officer who served as CAP's first National Commander.