
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 6

INTRODUCTION

Up to this point, we have been focusing on cadet NCO responsibilities at the element and flight levels. Most Civil Air Patrol functions are, however, on the squadron level and now you will learn more about this level of operation.

In Chapter 5 you learned about reading improvement, styles of leadership, qualities of leaders, and supervisory and teaching techniques. In this chapter you will begin learning about human behavior and individual differences, and how they bear upon the efficiency of a unit. You will take a short look at ineffective communication to see how losing self-control affects your interaction with others. You will also learn skills of motivation and discipline.

DUTIES & RESPONSIBILITIES

Cadet Senior-Grade NCOs

Senior-grade NCOs include master sergeants, senior master sergeants, and chief master sergeants. As a cadet senior-grade NCO you will be needed to do many things and often may take charge when a cadet officer is not present. Many cadets and senior members will consider you one of the most knowledgeable cadets in your unit. You may be asked to counsel, teach, discipline other cadets properly and effectively, or to help conduct moral leadership training. You may also perform inspections, conduct drill, instruct in military courtesy, maintain discipline and administer personnel and unit actions. Some senior-grade NCOs hold the position of squadron first sergeant.

DESCRIBE THE DUTIES AND RESPONSIBILITIES OF SENIOR-GRADE NCOs.

Cadet First Sergeant

When you hold the position of cadet first sergeant you become the cadet commander's "right hand" and are key to the success of an effective unit. This position is a vital link between the cadet unit commander and the cadet enlisted personnel. As first sergeant, you represent the interest of cadet enlisted personnel and the cadet commander. You also ensure all cadets observe command policies and the values of Civil Air Patrol. As a cadet first sergeant you will work directly with the cadet unit commander, cadet supervisors, and cadets to improve the discipline, welfare, morale, and health of all enlisted cadets. In doing these things, you ensure enlisted members are capable and productive while they accomplish the unit mission. By example, you must personally set the highest military standards of appearance, conduct, and performance.

DESCRIBE THE DUTIES AND RESPONSIBILITIES OF FIRST SERGEANTS.

UNDERSTANDING HUMAN BEHAVIOR

Why understand the way people act? It helps prevent personality problems and it identifies symptoms of abnormal behavior. You can deal with the less serious

IDENTIFY AND DEFINE DEFENSE MECHANISMS AND THE HIERARCHY OF NEEDS.

behaviors, but the more serious ones you should refer to more experienced people. What you have learned determines how you fulfill your needs. When you cannot satisfactorily fulfill them, you feel the stress build. The more stress you have, the less you can deal with it logically and objectively. In the place of logic and objectivity, we all react in one of four ways; defensively, neurotically, psychologically, or psychopathologically. We only will discuss defensive behavior in this section.

Defense Mechanisms

Defensive behavior. Defense mechanisms soften failures, ease guilt, preserve internal harmony, and keep us feeling worthwhile and adequate. They do this by keeping painful anxiety from becoming a conscious threat. They are normal reactions when not overly used. Types of defensive behavior include:

Rationalization. Fooling yourself through twisted logic that your behavior is rational and justifiable and, thus, acceptable. For example, a cadet who usually arrives late to meetings rationalizes that this is alright, since the cadet usually stays late.

Repression. Denying certain painful facts actually exist. An example of this could be an overweight cadet who wears a smaller uniform.

Projection. Not being aware of fulfilling your needs through other people. You may have heard of parents denying they wanted to become Air Force Academy cadets, yet wanting their CAP cadet to become one because the parents always wished they could have been one.

Displacement. Shifting emotions, attitudes, or fantasies from a person or object to another person or object that is more socially acceptable. An example could be a person who likes to street fight taking up martial arts.

Compensation. Overcoming a shortcoming by trying real hard to excel in another field. You may have seen people who were not athletic becoming the best in academics.

Hierarchy of Needs

In Abraham Maslow's motivation theory a person has a hierarchy of needs which is arranged like a pyramid; most are at the bottom and are most urgent. They must be satisfied before satisfying those at the next higher level. Those at the bottom of the pyramid are basic to survival, while those at the top are least essential to life and are often weak compared to the basic ones.

Physiological needs. You need food, water, rest, sleep, oxygen, muscular activity, to eliminate waste, to avoid severe pain, and to be protected from prolonged exposure to extreme temperatures. Physiological needs are often called survival or biological needs. Under these circumstances your "higher" needs for love, status, and recognition do not matter. What does matter is being able to live. Once this need is satisfied, it is no longer a motivator because it is now fulfilled. What now matters is to fulfill a need at the next higher level. Those at the bottom of the pyramid are basic to survival, while those at the top are least essential to life and are often weak compared to the basic ones.

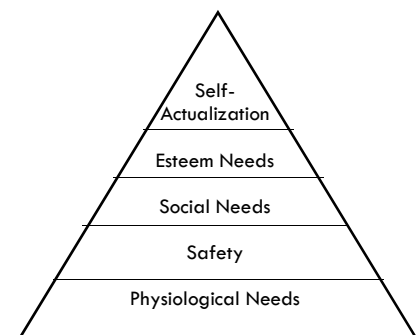
Psychological needs. Most behavior is caused by psychological needs. Combined, these include safety needs, belonging needs, self esteem needs, and self actualization needs.

DEFINE AND GIVE EXAMPLES OF "DEFENSE MECHANISMS."

Needs fluctuate. They may not be fulfilled on a permanent basis. Changing circumstances may cause us to go back to basic needs from higher needs.

IDENTIFY AND DESCRIBE THE FIVE NEEDS IN MASLOW'S HIERARCHY.

EXPLAIN HOW THE NEEDS INTER-RELATE.



Maslow's Hierarchy of Needs

Safety needs. Once you know you will live, you want to feel safe from danger or pain. If you feel safe, you will usually resist any change that would jeopardize your safety. If you are worried about your safety, you will not be able to study or think clearly.

Social/Belonging needs. Humans marry, give parties, pray, and even join CAP to be with other people. There are two kinds of belonging needs. *The first* is love and affection between individuals, such as between sweethearts, married people, parents and children, and very close friends. *The second* is affiliation with other people as a practicing, functioning member of a group. You consider yourself a member of a particular group often quietly modifying your behavior to meet their standards and be accepted by them.

Self-esteem needs. You want to feel worthy and respected. This need is fulfilled when you have dignity, self-respect, honor, or self-esteem. You modify your personality to earn the esteem of others; you act more “refined” in public than at home.

Self-actualizing needs. “Self-actualizing” is your want for self-fulfillment, to fulfill a purpose in life. You do this by fully integrating your personality, which is all your talent, capacity and potential. Self-actualization is not outstanding achievement or high intelligence or great ambition. It is what you want yourself to be. This will vary from person to person. You can work on this need only when you fulfill all the other needs. Most people focus all their energies to satisfy the lower needs, thus never getting a chance to work on their self-actualization needs.

Is there a relationship between the hierarchy of needs and the defense mechanisms?

Human Behavior and the Cadet NCO

An NCO should remember the following:

- ▶ Each human being has a unique personality that is the total of their motives organized into interests, attitudes, values, and ways of achieving goals.
- ▶ Although each individual is unique, all have a common core of needs for survival, security, belonging, self-esteem, and self-actualization.
- ▶ When a goal promises future need satisfaction it may outweigh the counter influences of present needs. Thus most people will willingly sacrifice to achieve worthwhile goals.
- ▶ Leaders should try to approach the ideal situation in which the goal promised rewards in belonging, status, and achievement. An example of this would be earning a ground team rating.

ENCOURAGING EFFECTIVE COMMUNICATION

You have seen people who rant and rave; they lose self-control. In most cases, emotions cause irrational decisions. This does not mean it is always easy to stay calm and make rational decisions, but it does mean it is always worthwhile to try. Presenting a problem as a situation rather than as a judgment will help you communicate better. Speaking in judgment usually invites emotions and causes hard feelings. “Why didn’t you finish Achievement 4 on time?” If this was asked of you, naturally you would think someone is belittling you and making you feel

EXPLAIN HOW LOGIC AND EMOTION CAN AFFECT COMMUNICATION.

defensive. But, what if you express it as a situation, asking, “Is there some reason Achievement 4 was not finished on time?” This approach addresses what you did (or did not do) and not what you are. Now, there is no reason to get defensive, so the conversation that follows will be more rational. For example, now that you do not feel judged or belittled, you may be more open to talk about personal family problems that kept you from finishing the achievement.

This has been an example of how to deal with individuals more rationally. Frustration and deadlines can cause anyone to feel anger. Remember, when you are out of control, you cannot be effective for long.

MOTIVATION SKILLS

It is important that you create an atmosphere where your cadets will want to achieve the objectives you set for them. To be motivated this way, they must have pride in their accomplishments, recognize opportunities for advancement, have social status, and have respect from you and their co-workers.

Techniques of Motivation

Motivating never stops. You must stimulate others whether your relations with them are formal or informal, individual or group, or on a daily or weekly basis. Some effective techniques appear below.

- ▶ Create and keep cadets feeling self-confident. Assign tasks they think they can perform, but tasks they think will be challenging as well.
- ▶ Give adequate guidance. The average person wants some orientation about the job, but resents too many explanations, orders, and instructions.
- ▶ Let them feel important. Most people need status and recognition.
- ▶ Recognize individual differences. All individuals do not have the same needs, goals, and interests.
- ▶ Practice participative management. Although you are not usually obligated to ask advice from your people, drawing upon their experience and advice definitely motivates them and usually results in better decisions. Use this technique carefully, however, so you will not abandon your decision making power. They should only recommend.
- ▶ Listen. You can clear up many misunderstandings and differences of opinion simply by being a good listener.
- ▶ Keep your cadets informed and take time to explain and answer questions about any situation or change that might affect them.
- ▶ Respect the deep feelings of others, rather than make fun of them.

Recognition

Why is recognition important? Why should you establish a recognition program? Even if you may not be supervising anyone now, as an NCO you will be. Therefore, ensure your people are recognized for their special accomplishments.

Sometimes logical thought progression triggers defense mechanisms. Logic is pure cause-effect analysis without regard to emotions. But since humans are emotional beings, logic and human nature are often at odds with each other. (Do you remember the exchanges between Mr. Spock (logic) and Dr. McCoy (emotion) in Star Trek?)

DESCRIBE EFFECTIVE METHODS OF MOTIVATION.

All actions can be motivations. But they do not necessarily move people in the direction you had intended.

Identify which of Maslow's needs each of the listed motivators address.

Remember that people's hierarchy of needs change. You must recognize the changing needs of others.

Participation means the chance to learn by making mistakes, too.

Always remember *people* accomplish the CAP mission and they deserve recognition for their work. Recognition says, “I know you are there and what you are doing is important to CAP and to me. Thanks for your loyalty and effort.” Call it understanding, compassion empathy or another term. Recognition makes people feel good about themselves and that motivates them to do a better job. This obviously improves accomplishing the mission.

People repeat behavior that leads to rewards and avoid behavior that does not. This idea is the basis of an effective recognition program. A “pat on the back” or more formal recognition (like a certificate of appreciation) can be rewards that act as personal motivators. “You’re doing a good job.” tells the cadet about his or her effectiveness. Just as importantly, recognition is a way you can guide cadet behavior.

There are two types of recognition: formal and informal. These range from the formal award of decorations to the informal “pat on the back.” Distinguishing between the two types of recognition is sometimes difficult. The two most common ways of giving informal recognition are praise in public or private, and letters of appreciation. Public praise lets other people know that you appreciate something someone has done. Depending on what that is, or who is to express the appreciation, it can be done at a unit meeting or even at a wing dining our. Praise in private can range from a simple, “Thank you.” To a 30 minute speech on “how great you are.” The important thing to remember is that a person’s efforts, achievements, and accomplishments are recognized. Also, you can present letters of appreciation publicly or privately. If you are in a position to write one, then do it! Your supervisor then decides how to present it to the person.

To be effective, consider the following points:

- ▶ Recognize the person as soon as possible and when practical after the fact. Recognition given long after the fact means less.
- ▶ Make sure the type and method of recognition is equal for everyone involved and for the achievement being recognized.
- ▶ Reward for above average performance. Rewarding average performance lessens the value of recognition and your credibility.
- ▶ The reward should be in proportion to the achievement.
- ▶ Do not substitute informal acts of recognition for the formal ones. In deciding that type of recognition to give, consider how appropriate and meaningful each will be to the recipient. You must know your people to do this.

UNIT MEETING AGENDAS

As a cadet NCO, you will help plan meetings. The specific activities for each cadet should be planned by the Flight Commander or yourself. These plans can be drawn up on a form that has each cadet’s name on it. See CAPR 52-16 for suggestions on meeting agendas.

How does recognition satisfy a need in Maslow’s hierarchy?

Your cadet grade insignia is a formal recognition symbol.

INDIVIDUAL DIFFERENCES

You are biologically unique; no one else is exactly like you, nor has anyone grown up in exactly the same environment, experienced the same learning, nor developed the same sense of values as you have. Since biological and environmental factors combine to make personality and behaviors; no two people will adjust and react to their world exactly the same way. Each personality is unique and is constantly changing. You are not the same person you were when you joined CAP. You change physically, mentally, and emotionally as you mature and gain more experience. Factors that tend to shape personality are your heredity, environment, and experiences.

Heredity. You inherit many characteristics from your parents. You may, for example, inherit the potential to grow to be six feet tall or the potential intelligence to become a top scientist. Whether you fulfill those inherited potentials depends on your environment and life experiences.

Environment. Environment is the world you know—your family, the schools you attend, the culture of your group. The type of food, the amount of exercise, the health conditions that are a part of your environment can either help or hinder fulfilling the limits of your physical growth. Your environment may quicken or slow down fulfilling the limits of your inherited mental capacity as well.

Experience. Identical twins may be reared in the same environment but still develop different personalities. One will have experiences different from the other. The unique experiences of each will affect them mentally and physically. In addition, these varied experiences will play a definite role in their emotional growth and in shaping their attitudes. Because of these differences in identity, environment and experiences, you must evaluate each person separately.

DEFINE THE THREE MAJOR FACTS THAT SHAPE PERSONALITY.

Which is most important? Why?

DISCIPLINE

As we have seen earlier, discipline is a learned behavior. It is much more than blind obedience and punishment. Rather, it is a state of order and obedience that is a result of regulations and orders. You must be disciplined to achieve your goals. Discipline is training that develops, molds, strengthens, or perfects mental faculties and character. It involves placing group goals above your own, being willing to accept orders from higher authority, and carrying out those orders effectively. It is a state of mind, a positive attitude. It is dedication and commitment. Part of your job as an NCO is to make your cadets aware of the purpose and meaning of discipline.

DEFINE DISCIPLINE. EXPLAIN THE DIFFERENT TYPES OF DISCIPLINE.

The term “discipline” is sometimes taken to mean punishment. Be careful how you use the word in conversation to avoid inciting “defense mechanisms.”

Types of Discipline

Self-discipline. Self-discipline is a willing and instinctive sense of responsibility that leads you to know what needs to be done. Getting to work on time, knowing the job, setting priorities, and denying personal preferences for more important ones all measure how self-disciplined you are. This is the highest order of all disciplines because it springs from the values you use to regulate and control your actions. Task discipline results from the challenging nature of the task. Group discipline is the result of peer pressure or pressure from within the group, and this type of discipline is often the stimulus for developing task discipline. Imposed discipline is on the bottom of the hierarchy. Although imposed discipline

is necessary in some situations, use it only if the other types of discipline fail. Imposed discipline is not sufficient to meet the need to control subordinates. Neither is group pressure. Challenging tasks can be strong motivators. But, the ideal situation is to motivate cadets to willingly discipline themselves, and exercise self-control and direction to accomplish the task.

Task Discipline. Task discipline is a measure of how well you meet the challenges of your job. Task discipline requires that you have a strong sense of responsibility to do your job to the best of your ability.

Group Discipline. Group discipline means teamwork. Since most jobs in CAP require that several people work effectively as a team, group discipline is very important.

Imposed Discipline. Imposed discipline is the enforced obedience to legal orders and regulations. It is absolute in emergencies when there is no time to explain or discuss an order. Much of your CAP training is to teach you to carry out orders quickly and efficiently. This type of discipline provides the structure and good order necessary throughout your unit to accomplish a task no matter the situation.

Maintaining Discipline

The keys to fostering an effective and harmonious CAP team can be summed up in two words: education and training. Every NCO must appreciate the absolute necessity for self-improvement, intense practice, and positive education and training for cadets. You remember best what you repeated most. This is one of the *basic laws of learning!* Practice makes perfect, repetition strengthens corrections. As an NCO, never let yourself or your people repeat errors in training. Correct substandard behavior if you expect discipline to be maintained. The most useful tools you have for this are described below.

Setting the example. By virtue of your grade and your position you are a role model. Whether you realize it or not, others are constantly watching and imitating your behavior. Sometimes people learn to imitate less than desirable behavior. For example, if you show less than acceptable grooming standards, your cadets will eventually do the same. Because you are a role model, *consciously and continually set a positive example.*

Gaining knowledge. You must know your job, understand its importance, and realize how it contributes to the success of your unit. Know the requirements of the unit. Knowing a regulation or standard exists is not enough, understand why it exists.

Communicating. Ensure cadets understand the information given them. Ensure the two way flow of communication is actually received and understood. Communication is both verbal and non-verbal. Each needs to reinforce the other. Do not say one thing and then do something else. NCO effectiveness is measured partly by your communication skills and how well people understand you.

Enforcing standards. Consistently and continually correct anyone who is not complying with CAP policy and regulations. Treat people fairly; when two cadets make the same mistake, both must be corrected at the same time, in the same way. Inconsistency erodes cooperation you have with your cadets because they will not know what you expect. You gain commitment from cadets when they are a part of a system they believe in, feel is fair, and understand.

Decide whether several different tasks are examples of internal or external discipline.

The level of imposed discipline decreases as self-discipline increases. The more you police yourself the less others do.

Give examples of ways you can get your people to discipline themselves and thereby achieve more.

DESCRIBE POSITIVE METHODS OF INSTILLING AND MAINTAINING DISCIPLINE.

You are always looked upon as an example. Make sure you are setting a good example.

STUDY AIDS

1. Describe the duties of senior-grade NCOs. Why are they integral to a unit's success?
2. Describe the duties of first sergeants.
3. Explain what is meant by a "defense mechanism."
4. Identify and describe three defense mechanisms.
5. Explain why Abraham Maslow arranged his "hierarchy of needs" in the form of a pyramid. What does the shape of his model tell us about his theory?
6. Identify the five needs in Maslow's hierarchy. Give an example of each.
7. Describe how logic and emotion can affect communication.
8. Describe four techniques useful in motivating cadets. For each of technique, name the "need" the motivation appeals to in Maslow's hierarchy.
9. Explain why recognizing people's contributions is important in leadership. Is recognition particularly important in CAP? Why?
10. Identify and describe three factors that shape personality.
11. Define "discipline." Is it synonymous with "punishment"? Why?
12. Identify and describe four types of discipline. Of the four, which is most important? Why?
13. Explain how a leader's example can affect discipline in the unit.

SPECIAL READINGS

GEN. DOUGLAS MACARTHUR

From *Webster's American Military Biographies*

The son of a military officer, Douglas MacArthur was born near Little Rock, Arkansas on January 20, 1880. He graduated from the first class at West Point in 1903. As a lieutenant in the Corps of Engineers, he was sent to study and survey the Philippine Islands. After serving as an aide to President Theodore Roosevelt (1906 – 1907), he served as an instructor in various Army schools and between 1916 and 1917, was attached to the General Staff.

He took part in the occupation of Veracruz, Mexico in 1918 and helped organize the 42nd (Rainbow) Division which was one of the first American units ordered to France after the United States entered World War I in 1917. Returning to the US in 1919, MacArthur was named superintendent of West Point. Reassigned to the Philippines in 1922, he commanded the Department of the Philippines (1928 – 1930). In 1925, MacArthur sat on the court-martial trial of Col. William (Billy) Mitchell and was the only dissenting vote. From 1930 to 1935, he was the Army Chief of Staff. During his time, he directed a major reorganization of the Army.

In 1935, he was sent to organize the defense forces of the Philippines in anticipation of the islands' independence. In 1937, rather than be transferred to other duties before his task was complete, he resigned from the US Army. He was still in the islands in command of the Philippine military establishment when, in response to increasing tension in the Far East, the Philippine army was merged with the US forces still remaining there in July 1941.

MacArthur was recalled to active duty and placed in command of the combined US Army Forces in the Far East (USAFFE). On December 7, 1941 Japanese forces invaded the Philippines. Overwhelmed, MacArthur declared Manila an open city and withdrew his forces to the Bataan peninsula at the entrance to Manila Bay and finally to the fortified island of Corregidor. In February 1942, he was ordered to leave the Philippines for Australia. He was awarded the Medal of Honor and appointed supreme commander of the Allied forces in the Southwest Pacific area in April pledging, "I shall return." He began his counteroffensive in the fall of that year and oversaw the "island hopping" strategy that led the Allied forces slowly through New Guinea and the smaller islands toward Japan. In that campaign his ground forces, army and marine, were supplemented by naval and air forces. In October 1944, he fulfilled his famous promise by landing in the Philippines.

On September 2 of that year, MacArthur, as supreme commander of Allied powers, accepted the surrender of Japan aboard the battleship, *Missouri*. Appointed commander of the Allied occupation forces in Japan, he spent the next six years overseeing the reorganization of the government and the economy of the nation. In January 1947, he was named commander of the army's Far East Command. When in June 1950 North Korea launched the invasion of South Korea that began the Korean War, MacArthur was ordered to provide assistance to South Korea. Following United Nations (UN) resolutions that provided for concerted military assistance to South Korea under unified command. On July 8, he was made supreme commander of UN forces in Korea. The suddenness of the initial attack,

the weakness of the South Korean army, and delay in dispatching US forces allowed the North Koreans to overrun almost the entire peninsula and to bottle up the UN forces, in a small area around Pusan. Carrying his plan over the objections of the Joint Chiefs of Staff and others, MacArthur created the X corps under Gen. Edward M. Almond to carry out a daring amphibious counter-invasion at Inchon in September 1950.

A few days later X Corps recaptured Seoul, the South Korean capital. The forces hemmed in at Pusan broke out and swept northward. By October they had reached the 38th parallel, the border between North and South Korea. Following President Harry S. Truman's instructions, MacArthur ordered the troops to cross the demarcation line and invade the North, and by late October some units of the UN forces had reached the Yalu River, the border of the People's Republic of China. Faced with conflicting intelligence reports concerning the massing of Chinese forces just north of the Yalu and the substantial numbers of Chinese troops already in Korea, MacArthur chose to discount the likelihood of Chinese intervention and to press on to the river in force. In late November, the Chinese poured vast numbers of troops across the Yalu, driving the UN forces back south of the 38th parallel.

MacArthur, convinced that the entry of China into the fighting meant a "new war"—one that should be carried by air power directly to the new enemy, publicly disagreed with US policy on war aims. Ordered to refrain from disputation by President Truman, he persisted in calling for action against China, and on April 11, 1951, he was relieved of his command by the President. His return to the United States was that of a hero; immense crowds greeted him in city after city, and this, combined with stirring address to a joint session of Congress—an address remembered for the line, "Old soldiers never die, they just fade away."

He retired to private life retaining his five-star rank as general of the army and active status and becoming in 1959 the senior officer of the Army. He died in Washington, D.C., on April 5, 1964.

LT GEN JIMMY DOOLITTLE

Born on December 14, 1896, in Alameda California, Doolittle grew up there and in Nome, Alaska.

In October 1917, he enlisted in the army reserve. Assigned to the Signal Corps, he served as a flying instructor during World War I, was commissioned first lieutenant in the Air Service, regular army, in July 1920. He became deeply involved in the development of military aviation. On September 24, 1922, he made the first transcontinental flight in under 24 hours.

He was sent by the army to the Massachusetts Institute of Technology for advanced engineering studies. Assigned to various test-facility stations, he spent five more years in diverse phases of aviation; winning a number of trophy races, demonstrating aircraft in South America, and in September 1929 making the first successful test of a blind, instrument-controlled landing technique.

He left the Army but continued to race, winning the Harmon trophy in 1930 and the Bendix in 1931 and setting a world speed record in 1932. He served on various government and military consultative boards during this period.



GEN. DOUGLAS MACARTHUR led the Allies to victory in the Pacific during World War II. He was called upon during the Korean Conflict as well, but was fired by President Truman, in part for advocating the use of nuclear weapons.

Shortly before the US entry into World War II, he returned to active duty as a major with the Army Air Corps. After a tour of industrial plants then converting to war production, he joined A.A.C. headquarters for an extended period of planning, that bore spectacular results on April 18, 1942. From the deck of the carrier, *Hornet*, Doolittle, then a lieutenant colonel, led a flight of 16 B-25 bombers on a daring raid over Japan (the aircrews' best chance for survival was to ditch in the ocean or land in China; the B-25's lacked the fuel needed to return to the *Hornet*). The "Doolittle Raiders" hit targets in Tokyo, Yokohama, and other cities, scoring a huge victory.

From January 1944 to September 1945, he directed intensive strategic bombing of Germany. In 1945, when air operations ended in the European theater, he moved with the Eighth Air Force to Okinawa in the Pacific.

In May 1946, he returned to reserve status and civilian life. He served on the National Advisory Committee for Aeronautics from 1948 to 1958, the Air Force Science Advisory Board, and the President's Science Advisory Committee. Gen. Doolittle retired from both the Air Force and civilian life in 1959, but remained active in the aerospace industry. He continued to serve on a great many advisory boards and committees on aerospace, intelligence and national security.



JIMMY DOOLITTLE's daring raid on Tokyo during the early days of World War II provided a tremendous morale boost to Americans who were still reeling from Pearl Harbor.