

Arizona. Normal and High School Cadet Commission.

[Training cadet units]

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EFFICIENCY METHOD OF TRAINING A CADET UNIT OF THE NORMAL AND
HIGH SCHOOL CADET CORPS IN THE BASIC COURSE.

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Note:- (The Writer does not wish to convey the impression that this method is original, but is a compilation of several methods now being used in various R. O. T. C. units at Universities throughout the United States, modified for use in High Schools.)

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EFFICIENCY METHOD OF TRAINING A CADET UNIT
OF THE NORMAL AND HIGH SCHOOL CADETS IN THE
BASIC COURSE.

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- INTRODUCTION -

It is the intention of the Inspector Instructor to send out from time to time, articles on training. These articles will have to do with how to teach. The different methods given to you in these articles are methods that have been tried during the training of the National Army and have been found to be very effectual. It is not the intention of the Inspector Instructor to require these methods to be put in force, but each instructor of Military Science and Physical training in the State is required to study these articles thoroughly and apply them to the units wherever possible.

Owing to the short length of time (three hours per week), the shortest methods possible to obtain the desired results must be used in order that the entire course laid down can be given in the two academic years, (about 200 hours) of the basic course,

In writing these articles it will be presumed that each instructor knows his subject. First of all, the instructor must know what the book says and must go before his unit with a feeling of confidence. Interest and enthusiasm in his work are the best attributes an instructor can possess. Instruction is not showing the unit how much you know or demonstrating to the members how little they know. To make your ability to train a unit felt, you must plan carefully and thoroughly far in advance, always taking into consideration the kind of young men you are to train. Planning one lesson ahead is not sufficient; one week is not too far, and a month's work planned ahead would be much better. This means the immediate instruction to be given, for before this you have your year's schedule made out and the work gone over thoroughly. Make all training as simple as possible. Simplicity indicates to the members your thoroughness. The instructor should be in uniform at all times, as opportunities are always present in his association with the student to drive home many lessons in physical bearing, discipline, etc. In any method you decide to pursue, you must have a definite thing in mind. Never try to bluff your way through, as it will always result disastrously.

All instructors should realize that the object of compulsory military training in our schools is to make the young man physically fit, to teach him obedience, respect to his Country and its Flag, self reliance, initiative, restraint, and how to take care of himself under any conditions.

The methods given hereafter may be called the "Demonstration Methods", the students learning principally from observation, concentration and visualization.

Instructors should have in their possession all War Department Documents and Training Circulars they are able to procure. While the text books furnished by the State will cover all subjects taken up, it is essential that instructors should be thoroughly conversant with their subject, and in order to become so, it requires a great deal of varied reading and study.

The following list of text books will be furnished by the State for use in Military Training:

Manual of Military Training,	(Moss)
Manual of Platoon Training, Vol. I & II	(Waldron)
Provisional Infantry Drill Regulations,	U.S.
Manual of Physical Training,	U.S.
U.S. Infantry Score Book,	U.S.
Thirty Minutes Talks,	(Waldron)
Junior Military Manuals,	(Moss)

- STANDARDIZATION FIRST -

Since some members of a unit may have had some little previous training in the Grammar School or Boy Scouts, it is necessary that each be examined thoroughly to ascertain the amount of training he has had and to determine the credit to be given for prior military training. This should be done at the beginning of each school year for the Freshman or those joining the unit for the first time, as the credits for former members will be on record.

This standardization could be made by the instructor assisted by three or four upper classmen. The examination should be progressive, beginning, of course, with the School of the Soldier, and continuing to the more advanced subjects. Any manner this may be done should, at the end, show the student has been graded according to his ability. The rating may be shown on a card, Appendix "A" herewith, one copy to be filed with the member's record, and the other to be given to his squad leader. This standardization is important if the "Demonstration Method" herein described is to be carried out successfully. Any method, however, best adapted to the particular unit would be satisfactory. The above system of standardization is one that has been used successfully, and is merely a suggestion of the writer's.

- MILITARY COURTESY -

Subject #1.

A careful study of Chapters I and II, Part 6, Manual of Military Training by Moss, all of Chapter XI, Junior Military Manual, by Moss and Stewart, and all of Chapter VII, Vol I, Platoon Training by Waldron, will give the instructor many ideas for lectures indoors during inclement weather. Every member should be required to read Chapter XI, Junior Military Manual by Moss and Stewart. Strict adherence to military courtesy should be insisted upon only during training period.

Note: Military courtesy is nothing more or less than ordinary courtesy, and it is very essential that a form of courtesy be taught in our schools. The writer has frequently noted the difference in respect accorded members of the faculty in schools taking military training as against the schools not taking this instruction. The instructor should familiarize himself with the history of the salute and start the training with a short talk on its necessity.

- PHYSICAL TRAINING -

Subject #2.

To follow the exercises and lessons laid down in the Manual of Physical Training, is all that is necessary, but many good ideas and varied exercises are to be found in Chapter III, Manual of Military Training (Moss) and Chapter VIII, Junior Military Manual.

- FIELD DAYS -

Test in the physical standard could be had in the form of Field Days - not the old kind where four or five best runners competed in a race and the remainder stood on the side lines and cheered. A very successful field day could be carried out by having every man in each unit compete as follows:

The instructor should decide what the average student could do in each event, such as running fifty yards in seven seconds, standing starts, etc. Select, say, five events for the field day, and every student that does the event in the average or better makes one point for his company, company officers judging other organizations than their own. The events should be announced at least two weeks in advance. The company making the best per cent, found by dividing the number of points by the number competing would win the prize. Each student in the company would be required to compete. By this plan every member of the unit is required to take part and is not merely an onlooker.

Field days can be had in smaller units under the same plan by having platoons or squads compete, or by dividing the unit into two or more sections, by choosing, etc. By using this or a similar method of competition it will soon be found that the students will take a keen interest and will train themselves in their spare time.

Too much stress cannot be laid on the necessity for a progressive program of physical instruction. It is well known and much to be deplored that during the late war 32 per cent of the men examined were found physically unfit for military duty. The direct cause of this was found to be lack of proper physical instruction during the time the young man was growing.

With these facts before us it follows logically that the physical training and development of the young men in our High Schools is an absolute necessity if we are to properly equip them to meet the issues of future life.

In order to accomplish this object the course must embrace those means that will develop.

- (a) General health and organic vigor.
- (b) Muscular and nervous strength, endurance and fortitude.
- (c) Self reliance and confidence.
- (d) Smartness, activity, alertness and precision.

The scope of this training is necessarily limited to those activities that can be applied without the use of any appliances and should embrace

1. Setting up exercises (pp. 25 to 85, M.P.T.)
2. Marching and exercising in marching (pp. 88 to 92 M.P.T.)
3. Double timing and exercises in double timing (pp. 92 to 93 M.P.T.)
4. Jumping (pp. 86 to 87 and 193 to 198 M.P.T.)
5. Rifle exercises (pp. 133 to 171 M.P.T.)
6. Bayonet exercises (Waldron - Vol. I, Chapter 2)
7. Vaulting and overcoming obstacles (leap frog and fence vaulting)
8. Athletic games and contests (pp. 301 to 314 M.P.T.)

The setting up exercises should be considered the basis for all other activities. Their importance cannot be overestimated, as by means of them alone it is possible to effect an all round development impossible by any other means, while their disciplinary value is almost

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as great as their physical value.

Following the setting up exercises, and in order named, such general conditioning exercises as marching, jumping, double timing, gymnastic contests, and the concluding or restorative exercises should be given.

Rifle exercises will develop the muscles of the arms, shoulders, upper chest and back.

Bayonet training is a most important adjunct to the physical training course, as it ~~is~~ not only calls into play every muscle of the body, but makes for alertness, agility, quick perception, decision and confidence.

Instruction in bayonet training should be carried out as laid down in Manual of Platoon Training, Vol I, Chap. 2, up to and including Lesson 5.

For athletic games and gymnastic exercises, see pages 301 to 313, Manual of Physical Training, only using those in which it is possible to employ the entire company.

Instructor must go into this work conscientiously; he must be well prepared and in every way qualified to conduct this work successfully, for in no profession does the individuality and the ability of an instructor count so much as in this branch of Military Training.

Instructors must, therefore, always be an example to the students, and prepared not only to describe an exercise minutely and clearly, but to perform it correctly.

The drill should be made as attractive as possible. It should act as an exhilarant, and this will not result if the mind, which exerts more influence upon the body than any extraneous influence, is not employed.

It is possible to brighten a student's physical faculties if his mental faculties are being dulled, and vice versa.

It should be borne in mind constantly that the exercises are the means and not the end, and it is the application of the exercises rather than the exercise itself that brings results. Whenever a doubt arises in an instructor's mind as to the effect of an exercise, or the condition of a student, he should always err on the side of safety. Under-doing is rectifiable, while over-doing is often not.

Instructors are cautioned that success can only be expected if they themselves are thoroughly familiar with such exercise.

- NOMENCLATURE OF THE RIFLE -

Subject #3.

It is recommended that a rifle be taken apart at the school and displayed in a case with the names, in typewriting, of the different parts pasted on them. This will save time in classes taken to disassemble a rifle.

Form 1470 - Examination Pamphlet of Component Parts of U.S. Rifle, can be procured by writing to Ordnance Department, Washington, D.C. or to the Rock Island Arsenal. In writing be sure to state the number of students taking the training, also the number of rifles in your care.

See also Chapter 18, Par. 1321 to 1343 inclusive, Manual of Military Training by "Moss", and Chap. 2, pp 79 to 96 Platoon Training

- HOW TO INSTRUCT - Subjects #4 and #5.

U.S. Infantry Drill Regulation by Demonstration.

- SCHOOL OF THE SOLDIER -

Have the squad or platoon formed as illustrated on page 47, Vol. 1, Platoon Training by Waldron. Select trained men for demonstration, one for each squad if possible. If there are no trained men available, special effort should be made to train demonstrators. Place the demonstrators a convenient distance from the squad so that all in the squad may see.

Procedure: The Leader, "The lesson for you to remember is the 'Position of a Soldier' (Short explanation of why position is necessary)". "You are now standing at ease. You will observe the 'Position of a Soldier' at all times when standing at attention as taken by the demonstrators" (do not quote book at any time). "Notice the position of his feet, knees, hips, etc." (Follow sequence of book). "The demonstrator will face in all directions to be sure you see all parts of his body. At the blast of the whistle, the squad leader will give the commands, "Attention" and "at ease" until the whistle is again blown. "At ease" will be given as last command of the exercises. At the command 'Attention' you will take the same position as you saw the demonstrator take."

The squad leader should always note the drill of his squad so that he will be able to mark the proficiency card of each soldier - Appendix "A".

To note the progress of the drill, the instructor should require the platoon or squad leaders to select their best men in the exercise being given, to report to him at a designated place for examination by the instructor. This will develop judgment on the part of the platoon and squad leaders and interest on the part of the students.

- SQUADS RIGHT -

Under "Demonstration System" I would teach "Squads Right" to a squad as follows: Arrange the unit in any convenient manner so that all can see. Have the demonstration squad, a complete one at a convenient distance from the unit to be trained.

Leader: "You will have demonstrated to you a movement in drill called 'Squads Right'. The demonstrating squad will do it correctly. You must remember your number in each front and rear rank. Mark the man who holds your number in the demonstrating squad and pay no attention to what any other man does, but watch closely what your numbered man does always. The demonstrating squad will do 'Squads Right' twice in succession. You must be very attentive to know what to do when your corporal gives you the command 'Squads Right, March'. This demonstration may be had, if so desired, by the front rank of the demonstrating squad first, and then the rear rank. This is considered by some the best way. After the demonstration has been given then the corporal will be instructed as in the "School of the Soldier" about

the blast of the whistle, etc. When one position in the squad has been learned the members change numbers in the squad so that each cadet will have occupied all eight positions in the squad. If the corporals are not sufficiently experienced, then temporary leaders for the squad should be assigned and the corporals take the instruction with the other students in each position within the squad. This will save a great deal of time as it does away with long explanations in the words of the book, which do not really explain anything. The writer has frequently observed non-commissioned officers trying to explain "Squads Right" to a squad, and in nearly all instances they used up from 15 to 20 minutes in explaining only one position of each cadet, and when the command "Squads Right, March" was given, not one man, except probably Nos. 2 and 3 of the front rank, came anywhere near executing the proper movement. Then the usual admonition, "Why don't you keep your ears open, then you would know what to do." There are always a few students that do not take to the training as readily as others, but that is a problem for the Instructor of Military Science and Physical Training to solve and it is sure that other members of the Company should not be kept from advancement on account of a few slow members. Special time should be allotted for the slower members, in order to allow them to catch up. There are not any movements in the close or extended drills that cannot be taught by the "Demonstration Method."

After the Close Order Drills have progressed to the School of the Company, then the responsibility rests solely with the Officers and non-commissioned officers, as the rank and file have learned their duties, and during company and higher organizations drill they have nothing to do but to obey commands. Non-commissioned officers can be taught their duties in the School of the Company and Battalion by having their position in each movement demonstrated to them in a manner similar to the School of the Squad. In this demonstration they should follow the company around to watch what the demonstrating sergeant or corporal does during each movement. The use of blocks, matches or coins on the floor or table will assist in non-commissioned officers' schools to teach these positions.

As to Battalion drills, only the officers and non-commissioned officers acting as guides are benefited. These can be taught their duties in the School of the Battalion in a very short time by the use of matches or coins on a table. There seems to me to be little use and only a limited benefit to be derived by having all the students drill for an entire period for the edification of a few officers and non-commissioned officers. If the physical demonstration of the duties of officers and non-commissioned officers in Battalion or Regimental formation is necessary, form companies of two or three squads composed of students farthest advanced in the work, especially those in the sophomore and junior grades. No explanations are necessary to teach any infantry drills if the power of concentration, observation and visualization has been properly developed in the students.

The advantage of the "Demonstration Method" is that it can be used in inclement weather in the gymnasium or auditorium. If, for instance, 'Squads Right' is demonstrated in the Auditorium, even on the stage, the different squads could be segregated and the corporals instructed to carry out all changes of numbers in their seats. Of course, this will be observation only on the part of the students, but it requires concentration and it will advance them greatly when they have the opportunity to drill outside. If in the gymnasium, it would be the same as drill outside.

To be a successful instructor one must be ingenious. He must be able to think up ways and means to keep up the interest of the students. The "Grady Says" system of the English is an exceptionally good one. Any system that absolutely requires concentration is of great value to the High School student. In the teaching of concentration the following may be used and the results will be surprising: "I am going to give you three movements in the Manual of Arms. I want you at the command "Arms" to do them in sequence and in cadence." Then give "Port" - Left Shoulder - Order - Arms." At first the movement will be very awkward and ragged, account of lack of concentration, but after a few commands, very few mistakes will occur. This is one of the best methods I know of for demanding concentration on the part of the Cadet. Another method that may be used with good results: Odd number - Right, Face or Numbers ones and fours - Right Shoulder - Arms - in fact any method that will lead away from all students doing the same thing at the same time, and in a manner that requires strict attention and concentration will be helpful. Such schemes as the following will be found of great help:

Where a Cadet habitually moves his head when executing right or left shoulder arms, have him stand on one leg and then go through the Manual of Arms. This will correct him very quickly and effectively.

To 'dress' on the line the cadet should be told instead of taking steps of two or three inches forward, backward or sidewise, to jiggle into the proper dressing position; that is, to shuffle the feet instead of lifting them off the ground. It will be found by using this method that the platoon or company can dress in a much shorter time and the line will be much better formed.

When it is found that a Cadet in executing the Manual of Arms throws the piece too far to the front or holds it too far away from him, have him stand with his toes six inches from a smooth wall, higher than his head and go through the Manual. He cannot do it otherwise than properly then.

In combining lessons in concentration with drills, the following can be used: "Take as many steps forward - halt, and then 'present arms' as 24 plus 31 plus 10 minus 53 equals. Many combinations of this order can be used.

By thinking up schemes like the above, discarding those that are of no value, using those that are, it will be found that the drill period will not be monotonous nor will it drag as it sometimes does.

Some system of progression in all parts of the training must be had. Rivalry and a spirit of competitive interest between squads in platoons, platoons in companies, etc., must be had in order to make any system of training a success.

The following system will tend to promote observation by Squad leaders, and although a little cumbersome, the writer believes the results obtained will justify the additional work. See Appendices A & B attached. Appendix "A", one for each member; Appendix "B", one for each platoon leader. The card "A" is to be marked by the squad leaders one each week, and examined by the platoon leader, and if any student be

marked "Excellent" by the squad leader, he is to be examined by the Platoon leader, if found to be excellent by the Platoon leader, he will be so marked by the Platoon leader on his card "b", who will in turn, turn his card over to the Instructor in Military Science and Physical Training. A blackboard or bulletin board can be prepared and the standing of each student posted each week. Those marked "Excellent" could, in the subjects they are proficient in, be allowed to participate in target practice during instruction in that particular subject. Some system of competition is possible in all units no matter how small. Have two cadet Lieutenants choose, alternately, the members of their platoons, so the students in each platoon will be congenial. It will be found that a keen rivalry will be obtained and the training greatly benefited as it will result in some study outside of the training period. Any method that will create a spirit of rivalry and make for competition will suffice.

Interesting conferences during inclement weather may be had in visualization and concentration, as;

A student is told: "You are in command of the third squad in the second platoon of a company marching in column of squads. The Captain's command is 'On Right Into Line', Stan' and tell the unit what your commands would be and what your positions are until the movement is completed."

Any number of such questions may be propounded to the members requiring them to visualize each movement. The conferences should be made progressive, beginning with the simple questions and leading up to the intricate ones.

Another interesting conference is called the "Mystery Conference", in which the Cadets ask questions, state a problem, give a situation, etc., and the instructor answers them. When the instructor is unable to answer definitely he should ask for a postponement of the answer until the next conference. Never guess or make evasive answers. These conferences will be found to be very interesting and will dispel a great deal of doubt from the student's mind. Many questions asked at first will seem simple to the instructor, but the instructor must take it for granted that they have been real problems to the cadet.

Tests should frequently be held to show the students what progress they are making. If it is left for them to judge they will be discouraged from thinking they have not progressed as fast as they think they should. Tests in every subject can be thought out and ways of giving them similar to the Signal Test described under "Signalling" to make them interesting.

BAYONET TRAINING

Subject #6

Follow closely all of Chapter 2, Volume 1, Manual of Platoon Training (Waldron).

The result of all bayonet training depends upon the degree of concentration, snap, and alertness demanded of the student. No better drills can be had in developing a cadet than a good snappy bayonet exercise that requires strict attention and physical energy.

SANITATION AND FIRST AID

Subject #7

These can be taught by short lectures and by demonstrating First Aid.

Sanitation lectures to include barrack, camps, and field sanitation, See Chapter 15, Part 3, and Chapter 2, part 5, Manual of Military Training (Moss).

First Aid lectures and demonstrations should include that in Chapter 3, part 5, Manual of Military Training (Moss) and Chapter 9, Vol. 1, Manual of Platoon Training (Waldron).

It is suggested that the lectures, where possible, be given by upperclass men.

SIGNALLING

Subject #8

All members can be taught to receive at the same time by having the demonstration given upon an elevation (if during inclement weather could be taught in the auditorium from the stage). To insure concentration it is best to occasionally call on students to stand and repeat certain letters to the demonstrator. It is well known that if a signaller is able to receive, he can send, so by teaching receiving first, you teach sending also. Concentration is required in this method. Never send two students off together to practice between themselves. They will never learn. All signal drills must be given in such a manner that they will require constant observation and concentration on the part of the cadets.

GENERAL SERVICE OR INTERNATIONAL MORSE CODE.

For demonstration of this method see Appendix "C". The method described therein has been used successfully and found to be the shortest possible method of teaching wig-wag. By use of this method the students will learn the flag system in a surprisingly short time.

The students should be frequently tested in order to determine their progression, and as soon as a cadet qualifies, excuse him from further signal drill except refresher drill. An examination in signalling should be conducted as follows: Students are divided into platoons with no blank files. Two sets of examination papers should be prepared. See Appendices "D" and explanations thereon. The sender with an assistant is placed on an elevation the designated distance from the first line. The formation is made up as follows:-

The first platoon takes ten pace intervals, the center being opposite the sender. They lie down, the front rank cadets to receive first facing the sender, the rear rank man with his head on a line with the front rank man's head with his feet toward the sender.

The second platoon is arranged in the same formation, ten paces in rear of the first, the files taking the same position in the center of the intervals between the files of the front rank.

The third platoon kneeling forms with ten paces intervals covering the files of the first platoon, the front rank men facing the sender and the rear rank men with their backs to the sender.

The fourth platoon kneeling the same position as the third in the center of intervals of the third platoon.

The fifth platoon ten paces in rear of the fourth platoon standing, the files covering the files of the third platoon, the front rank men facing the sender and the rear rank men with their backs to the sender.

The sixth platoon ten paces to the rear of the fifth platoon and the files in the intervals of the fifth platoon.

In order to counteract receiving of information from other students calling the correct letter, officers or cadets should be stationed at different points among the platoons and instructed to deliberately call the wrong letter. This should be explained to all so that they may understand that they will be required to rely totally upon their own knowledge. All front rank men receive and call the letter which is recorded by the rear rank. After the front rank has completed its test they exchange places with the rear rank and record for them.

MARCHING.

Subject # 9

March discipline should be practiced in going to and from the drill ground, on the road, etc. It has been found that one hundred and thirty steps per minute give the best results, when under arms, and one hundred and forty steps per minute when without arms, in drills and march discipline. Step should be kept even at route march.

When marching have the cadets take up the count or cadence "1-2-3-4" etc. and all count together. It will be found that much better discipline can be maintained in this manner, and it keeps the students' mind on the work.

TARGET PRACTICE.

Subject # 10

The writer knows of no better description of the method of training in individual rifle firing than that written by Lieutenant-Colonel Townsend Whelen, which will be found in Volume 2, Chapter 1, Manual of Platoon Training, by Waldron.

If an instructor follows this course carefully and conscientiously he will be surprised at the number of exceptionally good shots he is able to develop.

- A Few Don'ts -

Never continue any rifle exercise until it becomes tiresome.
Never allow a student to fire on the small bore range unless he has sling properly adjusted.

Never allow a cadet to leave the range discouraged, if he cannot hit the target, show him how.

Never allow a student to fire service ammunition until you are sure he thoroughly understands holding and squeezing.

Never allow a cadet to advance from one range to another until he has qualified in the easier courses.

Much valuable practice in holding and squeezing can be had indoors, during inclement weather, by use of the "Hollifield Dotter" aiming device. These devices can be purchased at a small cost and each school should have at least four if they expect to excel in rifle firing.

INSTRUCTION METHODS.

You must be a builder. You must liken your duty to the sculptor who every day sees some progress toward the final results required. Do not schedule "Drill, School of the Squad - $\frac{1}{2}$ hour", without some definite good in view that such a period's drill will do. Do not drill to kill time. Put the question to yourself when making schedules - What is the good, and what is the most efficient way of doing the same?" Be a genius in your line. Invent ways and means of doing things; develop and improve upon the standard training methods.

Lieutenant Colonel Hunt in his article in the Infantry Journal of August, 1919, lays down the following principles in how to obtain attention and keep it :

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"Obtain attention and keep it. This is not easy, and failure rests with the instructor and not with the group to be instructed. To do this successfully there are four things which must be borne in mind:

"1. Your subject matter must be at your tongue's end - so definitely and so simply outlined that you cannot fail to present the subject in such a manner that it makes a picture in the mind of the hearer.

"2. Your subject must be skeletonized. Every purposeless idea must be eliminated. At the end of every teaching session, the hearers must be able to reconstruct, point by point, what you have tried to give them. Only important ideas, and those in their proper sequence, must be presented.

"3. Points may often be enforced by the use of apt illustration, but such illustration must be employed sparingly and then with great aptness.

Having regulated your presentation of a subject to the minds of the least able and having gained and kept attention; in short, having, in so far as you are able to judge, given successful instruction in a definite subject, your next step is:

"4. Repeat that instruction, for in repetition lies success. Be sure that each step of your instruction is understood and that your hearers are able to arrange the steps into a correlated whole. Invite questions and furnish explanations, but be very careful never to impress the difficulties of any subject on the minds of your hearers. Explanations must always be from the simplest up, not from the hardest down."

Instruction Methods -2-

"1. General preparation which is the result of long study, practice and experience. From this is derived authority, and unless you are an authority and can speak with authority, you are merely an emergency substitute for the real instructor. The hearers know it, the substitute knows it, and the company is held together only by military rules.

"2. Particular preparation for the day. Even the greatest authority spends much time thinking his way through the steps of the instruction work of each period if he expects to make a success of it.

" The instructor must take pride in the successful development of any piece of instruction work. He must plan for it and carry it through with all the thought and care he would bestow upon a great task.

"The matter of using illustration in driving home points requires some discretion, lest at the end of an instruction period your hearers have in their minds a collection of stories merely, the points being entirely obliterated. An audience likes a story, and a good story-teller is always popular, but the popularity of a teacher is in no sense a measure of his efficiency in obtaining real instruction results.

" The military instructor knows that he must repeat if he wishes to drive home his points. The civilian teacher recognizes this fact and says some very interesting things with reference to it. A certain professor, Gray with experience, was heard to say in discussing this phase of teaching: "After you have repeated and repeated until you are tired of repeating, a measure of success is yours if someone suddenly asks: 'What was that you were talking about a little while ago?'" Someone else not quite so pessimistic said: "The first time you go over the subject, your hearers learn that there is such a subject, the second time they hear the points, and the third time they may begin to comprehend."

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The following extracts are from Instruction Memo. No.5, Infantry Officers School, Camp Lee, Virginia, March 6,1919:

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"Some men are born with a pedagogic instinct, and with a natural ability for teaching. In the majority of cases the teaching ability must be developed. Truly great teachers are born rather than made but all can improve as teachers by making an intelligent effort to do so.

One of the chief reasons why so many are not good teachers is the fact that they do not know well enough the details of the subject in which they are endeavoring to instruct. This is especially true of the officers and non-commissioned officers of our hastily organized military forces. They are not sure enough about details to be able to make corrections at the proper time when they would do the most good. They do not know well enough their subject to have the confident bearing indicative of the man who is "On to his job".

Not only must the teacher know what the book says about a subject but he must have assimilated the subject matter in order to have the feeling of confidence demanded.

"Not only must the instructor know his subject but he must be interested in teaching it. One day an instructor began his conference with the statement: "I do not want you to think for a minute you are any more bored by this subject than I am but I am here as an instructor, and you are here as students and we have got to go through with it." He then proceeded in a perfectly mechanical way that showed that he understood the text but he knew nothing of teaching it.

A teacher must be enthusiastic. He must be bubbling over with his subject and always able to say a good deal about it, more than he is ~~able~~ able to say in the allotted time. His enthusiastic interest will be contagious, the class will be interested, and the end of the conference period will come all too soon.

Teaching consists of teaching and not of showing how much the instructor knows or how little the pupil. It is not of much value ordinarily to expose the ignorance of the pupil, though sometimes it is necessary to show him how little he knows preparatory to impressing him with an idea of the number of things to be learned about it. The teacher should take a pride in passing on to someone else the things he has learned.

When one tries to keep three or four lessons ahead of his class, his class soon finds him out and appraises him at his true value. He not only needs to know his subject as thoroughly as possible before he starts but needs to keep an open mind so he may do justice to the opinion of others.

So much for the equipment of the instructor.

Planning a Recitation,- Before going to the class room the Instructor makes up a careful plan. He prepares himself carefully and thoroughly. The subject is carefully analyzed and he considers how best to present it to the class in the clearest and most appealing manner. A lesson plan is made up. In doing this he considers the kind of a class he has, the kind of students of which it is composed, the things which will most readily appeal to them, where their interests lie, and what their weaknesses. The time available for the presentation must be apportioned so each phase of the subject may receive its share of the time. He determines what questions will be asked, what points emphasized, what illustrations will be used, and the order in which the parts of the subject will be presented. It is well to write out the questions at this time.

'That the lesson be planned ahead is not sufficient. The whole

week's work and indeed the whole course should be planned and outlined. It will greatly assist if a copy of the outline be made for distribution.

The subject needs to be presented in an orderly, systematic, and logical sequence so that the bearings of each part on the whole may be apparent. The presentation must also be simple as possible. As a rule simplicity of presentation indicates thoroughness of understanding. Big words and involved explanations are usually resorted to to conceal lack of knowledge of detail.

The term "Conference" will be used to describe a meeting of the class at which questions are asked on the assigned text; where the instructor asks a few questions on the important paragraphs but spends most of the time in elaborating on some one or more phases of the subject; or where opportunity is given to clear up obscure points, the remainder of the period being given up to elaborating on matter outside the text but allied with it.

The instructor may teach by lecturing; he may resort to recitations on the text, he may hold quizzes; or he may require written answers or solutions. Each method has its place and value.

And now for the manner of conducting a recitation.

When beginning a topic the instructor should announce the topic so no time is lost in determining the question under discussion.

The recitation is conducted in such a manner as to arouse and hold the interest of the whole class. The instructor should not become so interested in one particularly responsive individual that he talks to him and leaves the rest of the class out in the cold.

The teacher must be able to feel whether his class is interested or not and whether its members understand or not.

"Much information concerning the success of the instruction can be obtained by watching carefully the eyes of the class. The familiar question, 'Does everyone understand that?' will tell nothing without a careful scrutiny of the faces of the students. A student who does not understand will often show by his expression his failure to grasp the point completely, even when he will not volunteer to confess his lack of comprehension until the instructor has noted it. If he does not understand it probably is the fault of the instructor. At any rate the instructor can safely assume so."

When members of the class begin to shuffle the feet, turn in their chairs, and look at the clock the instructor may often by resorting to some of the tricks of the trade bring back the attention and wrest victory from the jaws of defeat.

*B * * * ** * * *

If there is any trouble in maintaining class discipline or rather discipline in the class room the instructor may put it down to his fault. He is not making his subject interesting. If he were, class discipline would take care of itself.

The subject must be considered from different view points and those of the members of the class to be considered. The instructor who disposes of the view of opinion of a member of the class by a wave of the hand or a pitying glance, creates a spirit of antagonism. The teacher must be liberal and give credit to a pupil whose opinions differ from his own. In fact he has not succeeded as a teacher if the members of the class have no views of their own.

As a recitation progresses attention is drawn to the salient features of the subject. No opportunity to drive home a lesson must be lost.

The extensive use of the lecture method is not to be recommended, but there are times when it is of value. The lecture involves too little of participation by the individual of the class. Unless there follows or is connected with the lectures a series of quizzes the lecturer will not know how well his subject is being understood or how closely he is being followed.

Many lecturers make the mistake of talking too rapidly, of talking in a soporific monotone, or of being so interested in the subject that little attention is paid to the class. Many do not introduce enough variety to keep the class awake. Some lecturers follow closely an assigned text - they add little to the text, not even making it any clearer. One lecturer in law laboriously copied in long hand the subject matter of the text, including the foot notes and spent the entire recitation period in reading his copy. It was a common thing for members of the class to open the text book and follow him through page after page. A lecturer, if there be assigned a subject for reading or study, must assume that the text has been read and needs to confine himself to explanation, elaboration, or emphasis.

Reading a lecture is not as a rule very effective. On the other hand delivering a lecture without a clear notion what is going to be said is also ineffective.

Where it is necessary to instruct by means of lectures it is well to have the lecture mimeographed and at the conclusion --never before-- distribute it so that the members of the class may read the lecture or look up certain points which have not been remembered clearly. However, do not announce before the lecture that it will be distributed for that is a notice to not pay close attention. It is well to have mimeographed certain tables or statistics or other references and have these distributed so members of the class may refer to them when discussion of them or reference to them begins.

The telling of a story to illustrate some point usually brings back the flagging attention.

Whether in the conduct of a recitation, quiz, or lecture, the instructor must assume an energetic and aggressive attitude so as to impress his hearers with his belief in the importance of his subject.

A warm class room is always to be avoided. Likewise plenty of fresh air is necessary. A class will be stupid and sleepy in a warm stuffy room.

Some instructors take up a position near a window where they can see well the faces of the pupils but the pupils have to sit facing the light, and if it be a strong one, the eyelids will soon droop. The instructor's face is more or less in the shadow and the effect of his facial expression, fired by interest in his subject, is lost. When a class faces a window the attention is attracted by objects and movements outside.

As to the method of questions and answers, much depends upon a proper application of this method. There is a right and a wrong way to ask a question. If the instructor says: "John Smith", and then propounds his question most of the class are quite willing to let John Smith worry with it. If the instructor asks his question, pauses a moment, then looks around and finally selects John Smith every member in self defense has already assumed that he might be called upon and has formulated some sort of an answer. When John Smith has been called on each member will unconsciously pay attention to check up on the answer he had ready.

It is equally bad to begin at one end of the class or row and continue in the regular order. Therefore do not follow any set order. Do not hesitate to sometimes call on a pupil who has just answered merely to prevent his feeling that he has "Done his bit", and is free to dream of green fields and babbling brooks.

Do not help a pupil to answer his question nor repeat his answer after he has given one. Give him time to express himself but do not waste time while he gropes around in an effort to find an answer. Do not be too sympathetic when he has shot wide of the mark. An old college professor used to say to such a one: "Well sir, that may be so sir, but my book gives it just the other way". Another professor used to start with the same student each morning and ask him a question but never give him time to answer before proceeding to discuss the lesson. Did this method make one feel the necessity for studying?

Sometimes it is well to stop a pupil in the midst of his answer and require someone else to go on with it. It is of value to sometimes ask another pupil if he agrees with the views just expressed or ask him what is wrong with the answer just given.

These are some of the little tricks of the trade designated to get and hold the attention.

The instructor must not refer to his book to see if the question has been answered correctly - he must know. Nor must he follow the text and formulate his questions as he goes. How many times does one see an officer or non-commissioned officer read a paragraph, then make up a question on it and then keep his eyes glued to the page to check upon the answer? Of how much value is such teaching?

At times one comes across a class in which the instructor has caused all to open books and is having the text read paragraph by paragraph by members in turn. One also finds members of the class with open books checking up on the instructor or on another pupil, or reading ahead so as to be ready for the next question is he is called upon.

These errors seem so obvious that one asks: "Why mention them, everyone knows better than that?" And yet these errors have been observed many times.

Some instructors assume grotesque and awkward attitudes and draw attention from their subject to themselves. One teacher could not proceed until he had secured a piece of chalk with which he could draw little circles on the blackboard beside him, notwithstanding that the subject needed no such illustrations. Often members of the class watched his circles instead of listening to him.

Require clear and concise answers indicating definite decisions or conclusions. Do not let the student remain on the fence or refuse to commit himself. Make him take one side or the other.

Use a tone sufficiently loud and energetic to easily reach all parts of the class room. Require the answer to be given in a similar tone. Require the pupil to make his answer clear, comprehensive and logical. Often one hears someone in the front row ask a question and receive an answer that cannot be heard in the back part of the room.

Take advantage of every opportunity to illustrate a principle. Use a graphic illustration when possible. Associate the principle with some other so that the thinking of one will recall the other. Show the application of the principle to some practical problem. Show the pupil how he may make use of a principle and he will remember it more readily.

It is well to begin a recitation by a brief summing up of the salient points in the last lesson and show how today's lesson is a progression. It is well at the end of a lesson to ask someone to briefly sum up the lesson or to state what things stand out in boldest relief.

The instructor must continually ask himself if his class is getting on, if it is learning, if it is interested. He may answer these questions in part by noting the marks made in examinations and tests and by the character of the answers. He may judge in part by the questions asked him. He may judge by frequent oral reviews. He may judge by the degrees of attention paid and by the look of earnestness in the faces of the pupils.

The questions asked by pupils will readily show the instructor if he has been successful. If at the end of the recitation the teacher announces that he is prepared to answer questions tending to make the subject clearer and no one responds, he may know that he has failed to interest his class. Welcome questions, for by them the teacher may readily judge whether he is talking over the heads of his class and whether or not he is interesting his class. Do not waste time on foolish or catch questions. Do not waste time answering the pupil who wishes to show that he has already read the lesson for the next day.

The instructor should never bluff. It takes a mighty wise man to have an answer ready for every question. Members of a class are glad to find that sometimes the instructor is willing to admit he does not know, BUT look up the answer for next time. This recalls an instance where a law lecturer was ill one day and selected a member of the class to take his place. At the end of the period the instructor announced that he was ready for

questions. At once the class began to ask for decisions on cases that had puzzled learned judges for years. The young man gave decisions promptly until the class broke up in a riot.

There are times when the value of written solutions are of greater value than oral ones. This is especially true of map problems where one must make a definite decision if required to commit himself to writing.

A drill or tactical exercise must be planned just as carefully as a recitation. The instructor must determine what he wishes to teach. He must have some definite thing in mind. He must then decide where he will hold the exercise. He must select ground that is adapted to the exercise and not call on his men to imagine mountains and rivers where only flat meadows exist. He must go carefully over the ground and determine just how he will use it to illustrate the principles he has determined to teach. He must then prepare his situation. After the exercise he must point out the errors made.

Make specific criticisms. Show how particular individuals or squads did the proper thing. Avoid long talks. Above all avoid holding students at attention or in a constrained position while making explanations.

If it is a close order drill, have in mind teaching certain definite things. Above all, put variety into the drill. How many times has one seen the drill sergeant march his squad from A to B then give: "1, to the rear 2 March" and when the squad has returned to A repeat the command.

The drill instructor must not refer to his drill regulations any more than he would do in the class room. The following advice given to members of a training school company by Captain Minch of the British Mission shows how to meet exactly a situation sometimes. Captain Minch says: "Sometimes you will want to know just what your drill regulations say and of course you cannot stop the drill and get out your book. So assume a fierce manner, look around the platoon, fix your eye on some man in the back and say: What is the matter with this platoon anyway, everybody has gone to sleep. Around that house down there in the double and the last man back gets a half hour's extra drill. Then when they have gone get out your book and be ready by the time they return."

No instruction in a school can be successful unless it tends to produce, and does produce in most cases, a high degree of self confidence. Self confidence is built upon knowledge, lack of self confidence on lack of knowledge.

Finally the instructor must not forget that his duty as an instructor does not end when he leaves the class room or drill field. Innumerable opportunities will present themselves in the daily routine of school life for driving home lessons in discipline, courtesy and practices which are so essential a part of the equipment of the efficient student and later good citizen. Opportunities so presenting themselves should be seized upon and acted upon there and then, for once passed they may be gone forever."

Appendix "A"

		STUDENTS NUMBER			
NAME		NC.	NO.	SQUAD.	
CO.	REGT.				
	Fair	Good	Very Good	Excellent	Expert
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	X	X	X	X	XX

SUBJECT	Week of						
No. 1-Military Courtesy							
No. 2-Physical Standard							
No. 3-Nomenclature of rifle							
No. 4-Manual of Arms							
No. 5-Drill							
No. 6-Bayonet Exercise							
No. 7-Sanitation, Hygiene & First Aid							
No. 8-Signalling							
No. 9-Marching							
No. 10-Target Practice							

Corporal

Appendix "B"

		Fair		Good		Expert		Very Good		Excellent	
		x		x		xx		x		x	
NAME		SUBJECT									
		QUALIFICATIONS									
		Military Courtesy Physical Standard Nomenclature of Rifle Manual of Arms Drill Bayonet Exercise Sanitation, Hygiene & First Aid Signalling Marching Target Practice Patriotism and Loyalty Discipline Self-respect and pride Alertness Esprit Cheerfulness Enthusiasm Initiative Resourcefulness Aggressiveness Determination and Tenacity Psychological Test-Grade									
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

Lieutenant Commanding.

INSTRUCTIONS: One of these sheets to be used each week by Platoon Commander and turned in to Professor of Military Science and Tactics at stated intervals.

Appendix "D"

Blank sheets as follows should be prepared for each member.

No. 1

1.	SEMAPHORE	1.	2.	3.	4.	5.
1.	-	-	-	-	-	-
2.	-	-	-	-	-	-
3.	-	-	-	-	-	-
4.	-	-	-	-	-	-
5.	-	-	-	-	-	-
6.	-	-	-	-	-	-
7.	-	-	-	-	-	-
8.	-	-	-	-	-	-

	FLAG - INTERNATIONAL CODE				
	1	2.	3	4	5
1.					
2.					
3.					
4.					
5.					

Same for arm signals and firing line communications.

These prepared blanks will facilitate the marking of this examination, and saves any misunderstanding as to what the members mean in many instance.

Arrangements may be made as to repeating arm signals if the distance is great or the light bad. Any arrangement made must be thoroughly understood by all.

Appendix "D"

- ARM SIGNAL -

1. Squads Right
2. As skirmisher s. Time to send - one minute
3. Squads Right
4. As skirmishers guide right
5. Cease Firing

Five points off for each signal wrong. Time to send - one minute.

Firing Line Cummunications.

LETTERS FROM REAR TO FIRING LINE FROM FIRING LINE TO RE

LETTERS	FROM REAR TO FIRING LINE	FROM FIRING LINE TO RE
1. A M		
2. F		
3. S S S		
4. H H H		
5. C F		

Three points off for any part of a signal wrong. Time to send - two minutes.

Appendix "D"

- SIGNAL TEST -

Semaphore

1. B K Z R S
2. A Y X D C
3. I W E V F
4. U G T H S
5. R K P J L
6. Q C N M A
7. E V B C O
8. N E C I M

Time to send - one minute

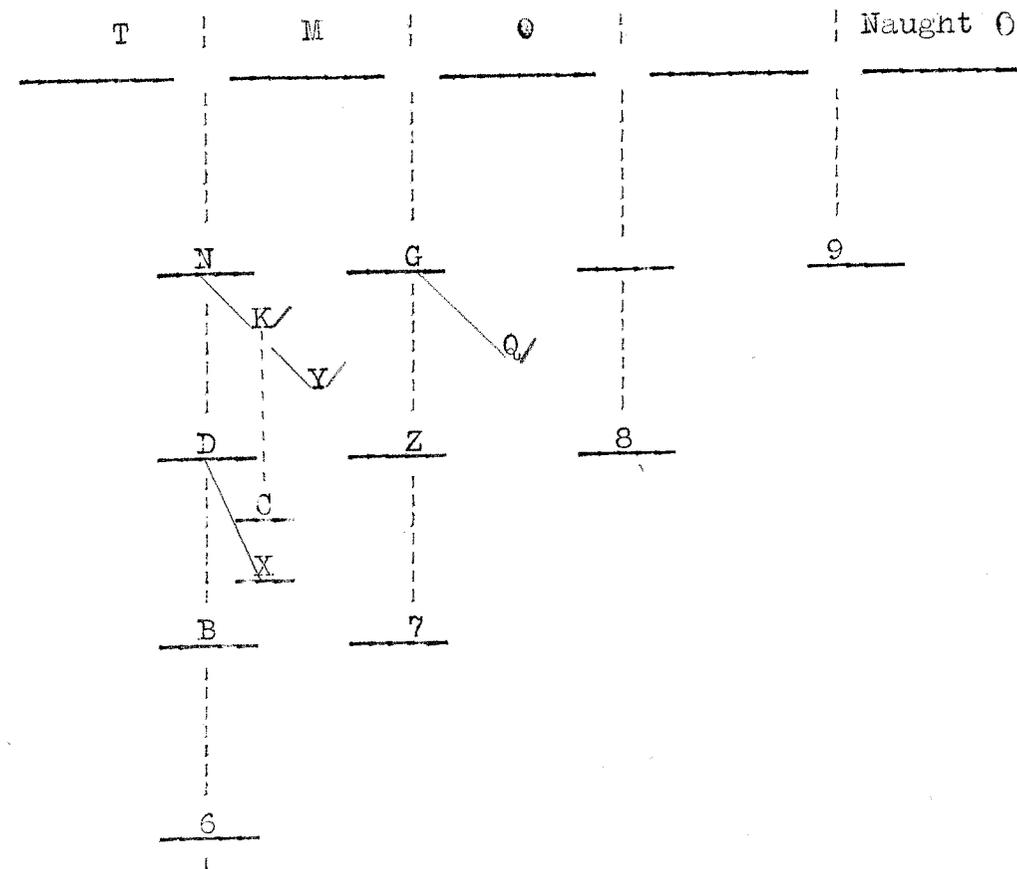
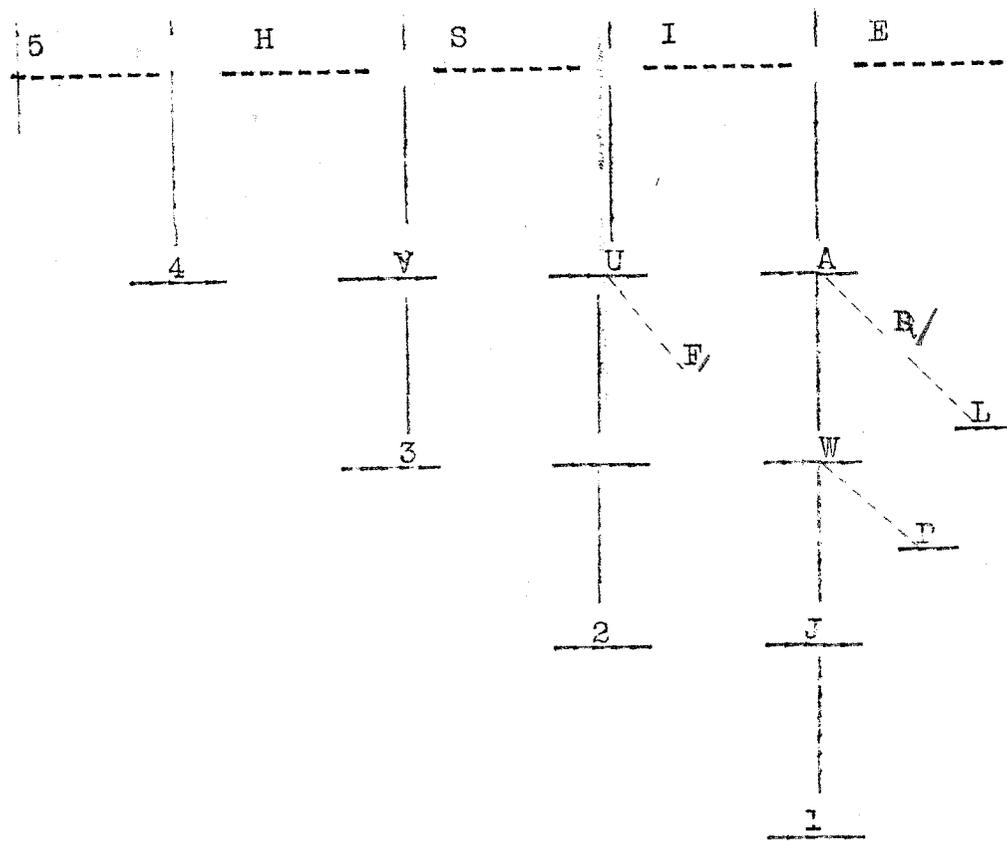
One point off for each wrong letter
as no repetition by sender is
allowed.

FLAG - WIG WAG

1. B Y D Z A
2. C X D W E
3. V F U G T
4. H S I R J
5. Q K P L M

Time to send - one minute

One point off for each wrong letter.



Punctuations are not included in the above as it is customary and much safer to spell the punctuations as in sending telegrams.

How to use the above in receiving: This card held before the eyes just so that the sender can be seen over the top, as all dots are to the senders right and the same are on the receiver's left. The receiver is able to follow the sender by following the card. Both can be seen at the same time. If the sender should send "Y", when first dash is made, follow one dash to the right, then one dot is sent follow down one dot, and continue to the end of letter when the letter "Y" will be seen opposite last dash.

How to use the above in sending: Reverse the above card putting the dots on the right of the center line. Hold or fasten the card at the height of the eyes at a convenient distance so that it can be seen at the same time as the receiver. Glance at letter first and follow backwards to center line, then begin at center line and send the proper dots and dashes until letter is reached. In both cases it is necessary to know the signals for end of letter, word message, etc.