LEADERSHIP EDUCATION AND TRAINING (LET 1)

With material selected from:

*Keys to Success: How to Achieve Your Goals*, Third Edition
by Carol Carter, Joyce Bishop and Sarah Lyman Kravits

*Health: Skills for Wellness*, Third Edition
by B.E. Pruitt, Ed.D., Kathy Teer Crumpler, M.P.H.,
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Chapter 1

Foundations of Army JROTC and Getting Involved
Lesson 1

Army JROTC – The Making of a Better Citizen

Key Terms
- cadet
- candor
- challenges
- JROTC
- mission
- motivate
- opportunities
- unique

What You Will Learn to Do
- Identify how Army JROTC can impact your future

Linked Core Abilities
- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way
- Explain the mission of Army JROTC
- Identify the challenges in the Army JROTC program
- Identify the opportunities of the Army JROTC program
- Define the key words contained in this lesson
Introduction

This lesson introduces you to the U.S. Army Junior Reserve Officers’ Training Corps (JROTC) Program, its mission, and the Leadership Education and Training (LET) curriculum for this first level of your instruction. Completing the material in this course requires discipline and hard work, but the reward is well worth your effort. Through Army JROTC, you are building a foundation that will last a lifetime.

If this is your first adventure into the Army JROTC Program — welcome to the team! You are among a special group of high school students headed for success.

Your participation as a student or cadet in this program shows your willingness to make the most of your high school education. Whatever your reason for taking this course, every member of Army JROTC is special and brings a different cultural dimension to the program. We are proud that you elected to be a part of a unique team — a team of winners!

Mission Of Army JROTC

The mission of JROTC is to motivate young people to be better citizens. You are the focus of Army JROTC’s mission. In fact, you are the whole point of Army JROTC — it is devoted to your growth, both as a student and as a person. This program is a cooperative effort on the part of the Army and the host institution to give you an opportunity for total development and improve yourself in many ways. JROTC teaches self-discipline, confidence, and pride in a job well done, and it offers you challenges and opportunities to:

- Sharpen your communication skills
- Promote and encourage citizenship through participation in community service projects
- Develop your leadership potential
- Strengthen your self-esteem
- Improve your physical fitness
- Provide incentives to live drug-free
- Promote your graduation from high school and develop a solid foundation for career development

Some employers spend millions of dollars training their employees to excel in many of these same skills and attitudes. By taking the JROTC course, you have an advantage over thousands of other young people who are seeking their place in the world.
Course Descriptions

The JROTC course is divided into seven sections, or units. Each unit offers you new opportunities, challenges, and different perspectives from which you can see yourself and the world around you. Unit 7 is the only optional unit in the JROTC course. Take a quick look at what courses JROTC has to offer.

Unit 1: Citizenship in Action

This unit helps develop new skills you can use in school and throughout your life. It engages you in the practice of basic citizenship customs and traditions, and in the exploration of opportunities for non-military and military national service. This introductory unit gives you a greater appreciation of American symbols, customs and traditions, and the history and purpose of Army JROTC. An introduction to the Department of Defense and other services presents the differences and similarities of each service and their unique roles in the defense of the nation. It also provides opportunities to learn about major, non-military service organizations.

Unit 2: Leadership Theory and Application

This unit teaches you about leadership—how to BE a leader, what you need to KNOW when you are influencing others, and what you DO when you are leading. You will learn about character and values, leadership theories and principles, and human behavior. You will have the opportunity to take the leadership lessons learned in the classroom to the drill field. Most important, this unit will help you build your relationships in your community service projects and your daily participation in school, work, and community.

Unit 3: Foundations for Success

Unit 3 is designed to provide young cadets with hands-on experiential learning activities that will build self-awareness, essential life skills, and the ability to set and achieve goals. Content areas include communication, diversity, study skills, conflict resolution, decision-making, and service learning. These lessons expose cadets to complex content, such as the structure and function of the human brain, personality, and learning theory in a simple, easy to understand manner, with ample opportunity for application and practice. This unit focuses on the life skills necessary to build better citizens for tomorrow.

Unit 4: Wellness, Fitness, and First Aid

Unit 4 provides training for getting started on total fitness, split second emergencies, handling common emergencies, and lifesaving measures. There is also training on substance abuse awareness, intervention, and prevention. By teaching the value of physical exercise and conditioning, personal hygiene, and proper diet through the Cadet Challenge program, you’ll feel good about yourself — both physically and mentally.
Unit 5: Geography, Map Skills and Environmental Awareness

This unit helps cadets develop a global perspective and awareness of environmental issues by engaging you in interactive activities that explore the use of maps, map reading, and the sport of orienteering (an outdoor sport using maps to find one’s way). Beginning lessons provide cadets with a basic overview of the globe and the continents. Each continent is further explored based on its physical and human characteristics. Subsequent lessons on maps and map reading provide instruction on the use of the compass and orienteering basics to lay the foundation for participating in orienteering activities or competitions. The unit concludes with instruction that assists in enhancing your awareness of environment issues.

Unit 6: Citizenship in History and Government

Unit 6 builds the basic skills and interest for participation in civic and political life. You will actively engage in the *We The People* curriculum to explore the origins, structure, rights, and responsibilities of the American constitutional government. This unit also introduces you to the *You the People* process and its Citizenship Skills. Using these skills and various activities, you will explore American history from 1776 through the present day. Each history lesson is focused around the development of citizenship. The chapter also includes advanced history lessons for juniors and seniors as well as appropriate service learning projects.

Unit 7: Air Rifle Safety and Marksmanship

This final and optional unit teaches elements of air rifle safety and marksmanship. The focus is on history, safety, and operation, taking aim, firing techniques, positions, scoring, and firing for record.

Conclusion

Cadet success is the main goal of all Army JROTC learning experiences. This course focuses on the development of better citizens by building skills in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment. The JROTC program is one of the Army’s contributions to
assisting America’s youth to become better citizens. It can prepare you for life
by providing a framework for the qualities (skills, knowledge, and positive atti-
tudes) that will help you to succeed — qualities such as courage, **candor**, com-
petence, commitment, confidence, and character. JROTC offers many
opportunities for teamwork, advancement, and self-enrichment that are not
available in other high school courses. The effort you put into mastering this
program and developing your personal skills will help you become a successful
student and productive adult. Several components of this course have been
evaluated and identified for college credits upon successful completion of the
specified requirements.

By enrolling in Army JROTC and joining the ranks of millions of other cadets who
know the meaning of success, you have taken the first step toward a promising
future.

**Lesson Review**

1. What is the mission of Army JROTC?
2. What JROTC skills do you look forward to learning?
3. Give an overview of one unit in the JROTC course.
4. Define the term “candor.”
Lesson 2

The Past and Purpose of Army JROTC

Key Terms
- conflict resolution
- culturally diverse
- leadership
- National Defense Act

What You Will Learn to Do
- Analyze the purpose of the Army JROTC program

Linked Core Objectives
- Apply Critical Thinking Techniques

Skills and Knowledge You Will Gain Along the Way
- Describe the U.S. congressional act that created JROTC
- Identify the JROTC program outcomes
- Explain significant historical events that combined military training and education
- Define key words contained in this lesson
Military And Education: Historical Connections

Junior ROTC’s (JROTC) mission “To motivate young people to be better citizens,” has changed very little since 1916 when Congress passed the National Defense Act; however, the tradition of combining formal education with military studies goes back as far as the ancient Greeks. Centuries before JROTC existed, the Greeks, Romans, feudal Europeans, and Japanese had their own versions. In the United States, JROTC had its beginnings in Norwich, Vermont.

In 1819, Captain Alden Partridge, a former Superintendent of the United States Military Academy at West Point, founded the American Literary, Scientific, and Military Academy in Norwich, Vermont. This academy is now known as Norwich University. Military studies were a major part of the academy’s course work. Captain Partridge felt that if his cadets were not prepared to defend their country’s rights, their education was incomplete.

In addition to extensive drill practice and physical training (including marches of up to 50 miles per day), the cadets studied Latin, Greek, Hebrew, French, English, ten types of mathematics, five types of law, and military history dating back to biblical times.

Captain Partridge’s Academy was so successful that the idea of combining military studies with regular classes spread to other schools in the United States.

Where Army JROTC Is

Army JROTC is active in more than 1,550 high schools worldwide: in all 50 of the United States, the District of Columbia, Asia, Europe, the Caribbean, and other locations where the United States has an extended presence.

Purpose of JROTC

JROTC prepares high school students for responsible leadership roles while making them aware of the benefits of citizenship. Classroom and outside activities, including service learning projects, become opportunities to acquire the knowledge, discipline, and sense of responsibility that are necessary to take charge of one’s future. The result is responsible cadets who are sure of themselves, can think on their own, and can express their ideas and opinions clearly and concisely.

Desired Goals

Leadership education and training goals are for cadets to:

- Graduate from high school.
- Be good citizens by knowing and exercising the rights, responsibilities, privileges, and freedoms of good citizenship.
Chapter 1 Foundations of Army JROTC and Getting Involved

Key Note Terms

- **conflict resolution** – the solutions utilized by a society to settle disputes in a cohesive manner.
- **culturally diverse** – the presence of multiple and different cultural groups and their behaviors within an organization or institution.

Lesson Review

1. Where is Army JROTC active?
2. What is the purpose of JROTC? Choose one purpose and discuss how it pertains to you.
3. Name two desired goals from leadership education and training.
4. Discuss the National Defense Act.

Conclusion

Junior ROTC cadets are part of a proud tradition. Similar to their predecessors at Captain Partridge’s American Literary, Scientific, and Military Academy, today’s cadets are learning to lead and to motivate others while preparing to take part in today’s competitive world.

Lesson Review

- Gain leadership potential and the ability to live and work cooperatively with others; demonstrate leadership in situations involving **conflict resolution**.
- Achieve positive self-esteem and winning behavioral concepts in a **culturally diverse** society.
- Learn the ability to think logically and to communicate effectively, with emphasis on effective oral communication.
- Learn the importance of diet and of physical fitness in maintaining good health and appearance.
- Gain an understanding of the history, purpose, and structure of Army JROTC.
- Acquire proficiency in basic military skills (such as drill and ceremonies, first aid, and map reading) that are necessary for working effectively as a member of a team.
- Learn the importance of citizenship through American history as it relates to America’s culture and future from the Revolutionary period to the present.
- Learn about the dangers of substance abuse and the importance of mental management, including goal setting and positive self-talk.
Lesson 3

Moving Up In Army JROTC (Rank and Structure)

Key Terms
- battalion
- company
- enlisted
- platoons
- specialists
- squads
- subordinate
- succession
- team(s)

What You Will Learn to Do
- Illustrate the rank and structure of Army JROTC

Linked Core Abilities
- Communicate using verbal, non-verbal, visual, and written techniques

Skills and Knowledge You Will Gain Along the Way
- Identify Army JROTC enlisted and officer insignia
- Correlate cadet ranks to positions on the JROTC cadet battalion organization diagram
- Correlate duties and responsibilities with positions in an Army JROTC cadet battalion
- Evaluate how the organization supports the operation of the Army
- Define key words contained in this lesson
Introduction

Army JROTC has a well-defined structure of organization. Each person in the unit has an individual job that is part of a larger task, which is part of a much larger mission. This lesson introduces you to the major concepts of command within the military, it shows you the various U.S. Army and Army JROTC enlisted and officer ranks, and it presents a typical organizational structure for a JROTC cadet battalion.

Pyramid of Authority

There is a pyramid of authority within most organizations. For JROTC and the military, this pyramid of authority, shown in Figure 1.3.1, includes individual and group responsibility. In this lesson, you find out how this pyramid works along with the ranks and structure of your Cadet Battalion.

From the top to the bottom of this pyramid is a chain of command. The chain of command is a succession of leaders through which authority and commands pass from the leader to subordinate, and then down through the ranks.

Chain of Command

An effective chain of command can guarantee that all members are on the same team, working hard to accomplish their individual tasks and those of the unit. A chain of command depends on team members having various duties.

Span of Control

Span of control is the number of immediate subordinates one commander or leader can effectively control, supervise, or direct. Maximum and minimum limits of control vary with the conditions under which the unit operates and the complexity of the functions performed.

Unity of Command

In every effective military unit, there must be only one commander who is responsible for all that the unit does or all that it fails to do. This commander must have the necessary authority to carry out the responsibilities of the unit.
### Rank and Grade

*Rank* and *grade* are terms used by the military to classify soldiers. Rank is the actual title held by a soldier; grade is a letter/number combination that means the same thing. Soldiers are classified as either enlisted or officers. Figure 1.3.2 identifies the rank and grade for soldiers in the U.S. Army.

Within the enlisted ranks are two divisions based on experience and skill. The first three enlisted positions are usually entry level.

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#### Enlisted

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<tr>
<td>E-1 to E-6</td>
<td>Sergeant 1st Class</td>
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#### Warrant Officer

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</thead>
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<tr>
<td>W-1 to W-5</td>
<td>Warrant Officer</td>
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#### Company and Field Grade Officer

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</tr>
</thead>
<tbody>
<tr>
<td>0-1 to 0-6</td>
<td>(gold) 2nd Lieutenant</td>
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</tbody>
</table>

#### General Officer

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<tr>
<td>0-7 to 0-11</td>
<td>Brigadier General</td>
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*Figure 1.3.2: Rank and grade for U.S. Army soldiers.*
Personnel designated as specialists are comparable to the noncommissioned officer rank of corporal, and are commonly referred to as technicians. They are not placed in command of other enlisted personnel.

Noncommissioned officers are those personnel who have advanced above the first three entry level positions and are in a supervisory position over personnel in lower grades.

Commissioned officers are appointed by the President and confirmed by the Senate. Commissioned officers have authority over lower ranking officers, warrant officers, and enlisted personnel. Warrant officers rank between an enlisted person and a second lieutenant and primarily hold positions as technicians or administrative supervisors.

Advancement to higher ranks and grades is based on ability, skill, experience, and potential.

A similar structure exists for cadet officers and noncommissioned officers in the Army JROTC Program. The insignia of grade for cadet officers and noncommissioned officers is shown in Figure 1.3.3. The grade of warrant officer does not exist in Army JROTC. The chart on the next page illustrates a model cadet battalion organizational structure that establishes a clearly defined chain of command and pyramid of authority — much the same as in the Army. A similar organization exists within your own cadet battalion.

The Cadet Battalion Commander reports to the Army instructors and to the principal. All other officers and noncommissioned officers report to the Cadet Battalion Commander through the chain of command.

Each company consists of a headquarters section and at least two platoons. The company headquarters contains the following key personnel:

- Company Commander
- Company Executive Officer
- Company First Sergeant
- Guidon Bearer

Each platoon is composed of a headquarters section and at least two or three squads, with two teams per squad. The key platoon personnel are as follows:

- Platoon Leader
- Platoon Sergeant
- Two or three Squad Leaders
- Two or three Assistant Squad Leaders (if the number of enrolled cadets permits)
- Four to six team leaders

**Key Note Term**

**specialists** — a person who devotes himself to a particular occupation or field of study; the enlisted rank in the Army corresponding to a corporal.

**company** — a subdivision of a military regiment or battalion that constitutes the lowest administrative unit. It is usually under the command of a captain and is made up of at least two platoons.

**platoons** — a subdivision of a company-size military unit normally consisting of two or more squads or sections; the leader is usually a first lieutenant.

**squad**s — the smallest unit in the Army organization composed of a varying number of personnel, depending on the type of element, and led by a noncommissioned officer.
This section provides an outline of the duties and responsibilities for the personnel in a model cadet battalion organization. Your cadet battalion may contain additional positions or list duties and responsibilities different from these; however, the JROTC instructor staff will determine the exact positions and duties for your organization. Cadet leaders are expected to become familiar with their own duties and responsibilities as well as those of their superiors and subordinates.

**Figure 1.3.3: Insignia of grade for cadet officers.**

**Duties and Responsibilities**

This section provides an outline of the duties and responsibilities for the personnel in a model cadet battalion organization. Your cadet battalion may contain additional positions or list duties and responsibilities different from these; however, the JROTC instructor staff will determine the exact positions and duties for your organization. Cadet leaders are expected to become familiar with their own duties and responsibilities as well as those of their superiors and subordinates.
Use the following duties and responsibilities as a guide only. As you can see by Figure 1.3.4, a model cadet battalion organization has a clearly defined chain of command.

**A. Command Positions**

The Army command positions are Battalion Commander and Company Commander. These positions are covered in the following sections.

1. **Battalion Commander (Cadet Lieutenant Colonel)**

This position is the most demanding in a cadet battalion. The instructor staff selects the cadet for this position based on demonstrated leadership ability and academic standing. The appointed cadet must be able to apply common sense and judgment in the solving of problems that affect the entire cadet corps. Specific chain of command is shown in Figure 1.3.5.
The battalion commander must be mature, willing to accept responsibility, and able to effectively delegate authority and supervise subordinates. The battalion commander controls the staff through the battalion executive officer and the companies through the company commanders, while maintaining the final approval authority in the cadet chain of command.

The specific duties of the battalion commander are to:

(a) Command the battalion at all formations.
(b) Prepare for and conduct the training of the battalion on drill days.
(c) Maintain a direct and personal relationship with the staff and the company commanders.
(d) Encourage the company commanders to communicate freely.
(e) Use the staff to assist in gathering information and preparing plans for conducting training and controlling the battalion.
(f) Designate staff officers to assist in the preparation, execution, and supervision of orders.
(g) Ensure that feelings of mutual respect and confidence exist between the staff and company commanders.
(h) Ensure that staff members are capable and that they understand their responsibilities to the battalion commander, battalion executive officer, and to the corps of cadets.
(i) Ensure orders and actions are in compliance with JROTC regulations, policies, and directives and with local school regulations and policies.
(j) Execute all responsibilities in the name of the Senior Army Instructor; seek advice and assistance from the instructor staff and carry out all of their directives quickly and completely.
(k) Arrange the required meetings and assemble the required command or staff personnel to determine any actions that may be necessary in fulfilling the obligations of the cadet battalion.
(l) Be prepared to evaluate any member of the battalion, but specifically the battalion headquarters personnel and the company commanders.
(m) Make operational decisions for the cadet battalion.
(n) Preside over officer calls.

(o) Work with school authorities in coordinating activities of the cadet battalion with the organizations of the school, ensuring that battalion activities are in accordance with school policy.

(p) In coordination with the Senior Army Instructor, assign missions to all extracurricular team captains such as drill, rifle, color guard, and so on.

(q) Be responsible for all the battalion does or fails to do.

2. Company Commanders (Cadet Captains)

A good company commander is an outstanding leader with lots of initiative. Company commanders get things done. Until orders reach a company commander, they are just plans, something that someone would like to have accomplished. Rather than waiting to be told what to do, company commanders think and plan ahead what seems best for the company. They use common sense action and try not to worry about making mistakes, knowing that the greatest mistake is to do nothing when action is required. Company commanders use all available help to accomplish company duties and to keep subordinates informed, at the same time ensuring that the goals of the mission remain in focus.

A company commander provides the why and how to accomplish the assigned mission. They must then check and inspect to ensure that what needed to be done is being accomplished. They must be outstanding leaders with plenty of initiative. Company commanders do not wait for someone to tell them what to do — they think ahead and plan what is best for the company.

Note

In some organizations where actions go from the battalion staff to class leaders, the company commander has the duties of a special assignment officer.

The company commander:

- Is responsible for all the company does or fails to do.
- Keeps the battalion commander apprised of the status of the company at all times.
- Ensures the company is prepared to accomplish its assigned mission in a satisfactory manner.
- Is an expert in drill.

The principal duties of the company commander are to:

(a) Command the company at all formations.
(b) Ensure that all members of the company know and use the chain of command.
(c) Consult the training schedule, study the drill references, and ensure that you and your subordinates are prepared to instruct.
(d) Check with the instructor staff daily prior to formation to obtain any changes or other information they may want announced.

(e) Seek advice from the battalion commander or the instructor staff when encountering a problem to which you do not know the answer.

(f) Execute the orders of the battalion commander as if they were your orders, even though you may personally disagree with them.

(g) Conduct short inspections at every formation, making on-the-spot corrections as necessary; follow-up to ensure that deficiencies from earlier inspections are corrected.

(h) Make each cadet an effective member of the team; take an interest in them and their problems; offer advice and help them to solve their problems.

(i) Make on-the-spot corrections at any time to ensure that all members of the company understand and comply with cadet regulations.

(j) Keep the company executive officer informed in case of absence.

B. Battalion Executive Officer (Cadet Major)

The cadet battalion executive officer (XO) supervises, directs, and coordinates the cadet battalion staff to prevent overlapping efforts and to ensure that the commander's desires are understood and achieved. The cadet battalion XO keeps the staff informed of the commander's policies and keeps the cadet battalion commander informed of the status of projects assigned to the staff. The cadet battalion XO assumes command of the cadet battalion in the absence of the cadet battalion commander.

The primary duties of the cadet battalion XO are to:

(a) Organize the cadet battalion staff properly and ensure that it works as a team.

(b) Inspect the work of the cadet battalion staff and make other inspections as directed by the cadet battalion commander.

(c) Ensure that the battalion staff officers prepare and submit reports on time and that they are engaged in future planning.

(d) Act as the commander of troops during ceremonies.

(e) Ensure that instructions and orders issued to the cadet battalion are in accordance with the established policies of the cadet battalion commander; report all violations of orders to the cadet battalion commander.

(f) Perform other duties as assigned by the cadet battalion commander or the instructor staff.

C. Battalion Coordinating Staff Officers (Usually Cadet Captains/ Majors)

The Battalion Coordinating Staff Officers are divided into five different categories. The following sections detail these positions and their responsibilities.
1. Battalion Adjutant (S-1)

The battalion adjutant is the administrative assistant to the battalion commander. The adjutant is also responsible for performing other administrative duties as assigned by the battalion commander, battalion executive officer, or the instructor staff.

The specific duties of the battalion adjutant are to:

(a) Assist in aligning the battalion at all battalion formations.
(b) Receive the report at battalion formations from the company commanders and receive the names of absentees from the sergeant major.
(c) Plan for the conduct of special ceremonies in coordination with the operations and training officer.
(d) Prepare and publish any orders necessary for the operation of the cadet battalion.
(e) Maintain the qualification records and personal files on all cadets.
(f) Publish and execute the cadet battalion’s recruiting plan.
(g) Collect, consolidate, post, and maintain all merit and demerit reports and records.
(h) Coordinate with the company commanders and the battalion staff on recommendations to the instructor staff on reassignments and organization; assign cadets to the various companies and maintain a record of those assignments.
(i) Prepare periodic strength reports under the supervision of the instructor staff and keep the manning board posted and up to date.
(j) Report incidents that are prejudicial to good order and discipline, and submit reports to the instructor staff, the cadet battalion commander, and the executive officer.
(k) In coordination with the S-2, make recommendations to improve morale and welfare of the cadet battalion.
(l) Perform other duties as assigned by the battalion commander, battalion executive officer, or the instructor staff.

2. Battalion Intelligence or Security Officer (S-2)

The battalion S-2 assists the battalion commander and the instructor staff in matters pertaining to unit security and enforces the provisions of the security requirements for the battalion.

The specific duties of the S-2 are to:

(a) Assist in making periodic inspections of the security of weapons (if available within the unit).
(b) Make periodic inspections of the security of the supply room and equipment storage areas.
(c) Make necessary on-the-spot corrections resulting from security inspections and keep the battalion commander and instructor staff informed.
(d) In coordination with the S-1, report incidents that are prejudicial to good order and discipline, and submit reports to the instructor staff, the cadet battalion commander, and the executive officer.

(e) Perform other duties as assigned by the battalion commander, battalion executive officer, or the instructor staff. For example, in some JROTC units, the S-2 may also be responsible for the information center and the duties of a public affairs officer if one is not assigned or for the duties of an ordnance officer if one is not assigned.

3. **Battalion Operations and Training Officer (S-3)**

The battalion S-3 assists the battalion commander in the preparation, conduct, and supervision of all training activities of the cadet battalion. Additionally, the S-3 keeps the commander advised on the progress of training within the battalion. Specifically, the principal duties of the S-3 are to:

(a) Prepare the weekly training schedules.

(b) Select and designate cadet instructors in coordination with the instructor staff; post the weekly training schedules no later than one week in advance of training on all bulletin boards.

(c) Assign areas for outdoor training and ensure classrooms are available and prepared for instruction.

(d) Inspect the drill field prior to use by the battalion and prepare it for ceremonies.

(e) Coordinate the training of the rifle team(s), drill team(s), Color Guard, and the honor guard; also, coordinate training for guidon bearers and manual of the saber for cadet officers.

(f) Organize events such as reviews, parades, and extracurricular activities.

(g) Plan and supervise field events.

(h) Inspect cadet training for compliance.

(i) Maintain the unit reference library.

(j) Maintain the training portion of cadet records.

(k) Assume command of the battalion in the absence of both the battalion commander and XO.

(l) Supervise the activities of the battalion communications officer.

(m) Perform other duties as assigned by the battalion commander, battalion executive officer, or the instructor staff.

4. **Battalion Logistics or Supply Officer (S-4)**

The battalion logistics or supply officer is responsible for the maintenance, security, record keeping, issue, and turn-in of all U.S. government property (except ordnance). The S-4 coordinates the securing of property with the S-2. Some of the duties of the S-4 are to:
(a) Create a JROTC Clothing and Equipment Record for each cadet. Maintain all cadet supply records in proper order.

(b) Maintain accountability of all equipment and supplies used by the unit.

(c) Conduct periodic inventories of the on-hand supplies and equipment; submit weekly reports to the instructor staff on the availability of supplies and on the condition of equipment.

(d) Ensure that adequate cleaning materials are available for use during assigned maintenance activities.

(e) In coordination with the battalion sergeant major, make periodic inspections of the national, state, and organizational Colors for serviceability.

(f) Maintain security of all items of clothing and equipment in the supply room and training aids storage area.

(g) Maintain the supply room in a neat and orderly fashion at all times.

(h) Maintain a running inventory of all supplies/property; determine supply requirements; and prepare requisitions for equipment and supplies required for the cadet battalion.

(i) Issue clothing, insignia, and other supply items as directed by the battalion commander, battalion executive officer, or the instructor staff.

(j) Collect and dispose of excess salvage equipment and clothing.

(k) Supervise the activities of the battalion ordnance officer (if assigned).

(l) Perform other duties as assigned by the battalion commander, battalion executive officer, or the instructor staff.

5. **Special Projects Officer (S-5) (Optional)**

The duties of the cadet battalion special projects officer, if assigned, are to:

(a) Plan and coordinate special projects as outlined by the cadet battalion commander, cadet battalion XO, or the instructor staff.

(b) Maintain records on all activities and coordination as they pertain to each project.

(c) Keep the cadet battalion commander, cadet battalion XO, and the instructor staff informed as to the progress of, or any problems encountered with, the projects.

D. **Battalion Special Staff Officers**

Battalion Special Staff Officers are covered in the following sections.

1. **Battalion Communications (Signal) Officer**

The communications officer is responsible for setting up and maintaining all signal or public address/projection/sound equipment issued to the cadet battalion. Additionally, this officer ensures that all equipment is operational and that spare parts are on hand at all times.
2. Battalion Ordnance Officer

The ordnance officer advises the S-4, battalion commander, and instructor staff on the condition of all weapons. This officer supervises the issue, maintenance, and turn-in of all weapons; maintains the weapons roster; and prepares and issues weapons cards to cadets.

3. Battalion Public Affairs (Information) Officer

This officer acts as the contact between the corps of cadets and all news media and student publications. This officer publicizes as many of the activities of the Army JROTC program as possible to create an outstanding image of the cadet battalion and to reinforce the image of the school. Some of the specific duties of the public affairs/information officer are to:

(a) Maintain the cadet information board in the correct state showing news events of local, national, and international interest.
(b) Keep abreast of newsworthy events in the cadet battalion; prepare and distribute news releases, articles, or announcements on events of the JROTC program to appropriate news agencies. Submit all articles to the instructor staff for approval prior to their release.
(c) Act as the battalion's point of contact with the school newspaper and yearbook committees. Ensure at least one item of JROTC interest makes every publication of the school newspaper.
(d) Maintain the cadet battalion scrapbook.
(e) Make recommendations to improve morale and welfare of the cadet battalion.

E. Battalion Personal Staff Officer

The Battalion Person Staff Officer is described in the following section.

Battalion Command Sergeant Major

The battalion command sergeant major is the principal cadet enlisted assistant to the battalion commander. As the senior enlisted member of the cadet corps, the command sergeant major supervises the other noncommissioned officers (NCOs) of the battalion and companies. Specific duties of the command sergeant major are to:

(a) Assist subordinate NCOs, the battalion XO, and the adjutant with administrative duties/details.
(b) Advise and assist the battalion commander in all matters pertaining to the enlisted members of the cadet battalion.
(c) Assist the adjutant in the formation and alignment of the battalion at all battalion formations.
(d) Receive lists of absentees from the companies and submit them to the adjutant.
(e) Supervise the color guard and all flag details. Ensure that company first sergeants submit their weekly flag details on time, post those rosters, and ensure that members selected for detail receive their notification slips prior to the assignment.
(f) Ensure the flag details are properly trained.

(g) Ensure that the battalion area, including the drill field, is maintained in a high state of police at all times and that JROTC offices and classrooms are kept neat and orderly.

(h) Preside over all noncommissioned officer promotion boards.

(i) Assume command of the battalion in the absence of all officers.

(j) Perform other duties as assigned by the battalion commander, battalion executive officer, or the instructor staff.

**F. Other Staff Assistants (Optional)**

There are other staff assistants that need to be mentioned, and these positions are detailed in the following sections.

1. **Rifle Team Captain**

   Primary duties are to:

   (a) Organize the training schedule for the Rifle Marksmanship Team.

   (b) Schedule matches/competitions for the Rifle Marksmanship Team; coordinate these activities with the S-3 and the cadet battalion training schedule.

   (c) Supervise maintenance and care of the JROTC rifle range.

   (d) Develop the rifle marksmanship program for the cadet battalion.

   (e) Coordinate weapon requirements with the S-4.

2. **Drill Team Captain**

   Primary duties are to:

   (a) Recruit members and organize the cadet Drill Team.

   (b) Schedule the Drill Team training program.

   (c) Coordinate uniform and weapon requirements with the S-4.

   (d) Schedule drill programs, parades, and competitions for the Drill Team; coordinate these activities with the S-3 and the cadet battalion training schedule.

3. **Color Guard Commander**

   Primary duties are to:

   (a) Train members of the Color Guard.

   (b) Represent the cadet battalion at activities as directed by the cadet battalion commander, cadet battalion XO, or the instructor staff.

   (c) Coordinate uniform, flag, and weapon requirements with the S-4.

   (d) Schedule competitions for the Color Guard; coordinate these activities with the S-3 and the cadet battalion training schedule.
(e) Inspect uniform and personal appearance of Color Guard members.
(f) Be thoroughly familiar with FM 3-21.5.

G. Other Company, Platoon, and Squad Personnel

Other company, platoon, and squad personnel are important, and those positions are covered in the following sections.

1. Company Executive Officers (Cadet 1st Lieutenant)

The company executive officer (XO) assists the company commander in the training of the company and performs such administrative duties as designated by the commander. The company XO should be well versed in all functions of the company and prepared to assume command of the company in the absence of the company commander.

2. Company First Sergeants

The company first sergeant is responsible to the company XO (if assigned) or to the company commander for administrative matters. The company first sergeant is responsible for company formations, submits absentee reports to the battalion sergeant major, checks all merits and demerits with the company commander before submitting them to the S-1, and keeps the company commander informed on all matters pertaining to health and welfare of the unit. The first sergeant assumes command of the company in the absence of all officers.

3. Platoon Leaders (Cadet 2nd Lieutenant)

The platoon leader is a very desirable position. A platoon leader has a platoon of cadets for whom they are directly responsible. Primarily, the job is one of leadership, training, and discipline. Platoon leaders also have the opportunity and privilege to be a role model, coach, and counselor. The duties and responsibilities of a platoon leader are to:

(a) Keep the company commander apprised of the status of the platoon at all times.
(b) Organize and maintain an effective chain of command. Learn the name of every one in your platoon and use their names when addressing them.
(c) Conduct an inspection of the platoon at formations.
(d) Use the chain of command to accomplish tasks; work mainly with the platoon sergeant and the squad leaders.
(e) Know all cadet regulations and ensure that all members of the platoon also know and follow them.
(f) Enforce orders from superiors whether you agree with them or not; however, if you think an order is wrong, discuss it with the chain of command or the instructors, as necessary. Develop a spirit of teamwork so as to instill respect, obedience, and cooperation in the unit.
(g) Know all phases of drill; be able to supervise/conduct platoon drill and, if you are the senior officer present in a formation, be able to conduct company drill.
(h) Set high standards of personal appearance and conduct for yourself. Remember, the platoon leader sets the example for the platoon to follow.
(i) Make an effort to resolve all leadership, training, and disciplinary problems at your level; if you cannot solve a problem, seek the advice and assistance of the company commander, company XO, or first sergeant.

(j) Provide assistance/counseling to personnel in the platoon, especially when requested by a squad leader or the platoon sergeant, and/or when necessary for performance or disciplinary reasons.

4. Platoon Sergeants (Cadet Staff Sergeant)

Platoon sergeants set the example at all times; assist in the supervision of the squad leaders; develop a spirit of teamwork in the platoon; submit absentee reports to the company first sergeant; assist the platoon leader in training the platoon; counsel personnel at a squad leader's request; and assume control of the platoon in the absence of the platoon leader.

5. Squad Leaders (other Cadet NCOs)

Squad leaders are responsible to their platoon leader/sergeant for the appearance, conduct, training, and discipline of their squad. They ensure that each squad member learns and does what is expected, and maintains high standards of behavior. Squad leaders must:

(a) Set the example at all times.

(b) Know the number, names, and personal information on all assigned personnel.

(c) Counsel/assist squad members with JROTC matters or help them find solutions to other issues when possible; refer to the platoon sergeant/leader if you are unable to handle/resolve an issue.

(d) Form the squad correctly. Make an accurate report by name of those persons present and absent during common hour activities, company platoon/formations, and other cadet battalion activities.

(e) Be thoroughly familiar with individual, squad, and platoon drill. When conducting drill, instruct/demonstrate the movement, allow time for individual performance; then supervise team leaders and squad members to ensure they perform properly. Conduct inspections to ensure personnel are prepared for training.

(f) Develop responsibility and leadership in team leaders and be the first person they turn to for assistance and advice.

6. Team Leaders

Team leaders are responsible for the formation, appearance, training, and discipline of their team members, and must be ready to assume control of the squad in the absence of the squad leader. Team leaders assist their squad leaders as directed and must:

(a) Set the example at all times.

(b) Know the number, names, and personal information on all assigned personnel.

(c) Assist team members with JROTC matters when possible; refer them to the squad leader for assistance if you are unable to handle/resolve an issue.

(d) Be thoroughly familiar with individual and squad drill; inspect team members during formations, ensuring they know what is required of them.
7. **Team Members**

Duties and responsibilities of a team member are to:

(a) Maintain and wear the entire uniform immaculately when prescribed.
(b) Properly safeguard and care for all equipment and materials issued to you and for which you are responsible.
(c) Ensure you are on time for all official formations requiring your presence.
(d) Conduct yourself in a manner that brings credit to yourself, the cadet battalion, and your school.

**Conclusion**

The cadet battalion structure is set up to ensure a quick and clear flow of commands. Each individual cadet has a job to do, which is part of a squad task, that then proceeds up the chain of command until that individual task is a part of the battalion’s overall mission.

What this means is an effective JROTC organization. Each cadet knows what he or she is responsible for and what added responsibilities come from advancement in rank.

How far you climb in rank is up to you. Each cadet battalion, depending on unit requirements, has opportunities for advancement. You will receive the necessary training and have the opportunity to demonstrate excellence in what skills and knowledge you have learned. Your actions and abilities ultimately will let your battalion leaders know if you are ready to move up.

Taking on added responsibility in a leadership position is part of what JROTC is all about. Moving up in JROTC takes three things — desire, time, and work. JROTC will give you the time, but you must have the desire and be willing to put in the work.

**Lesson Review**

1. Define the terms “rank” and “grade.”
2. List the five key platoon personnel positions.
3. What are the primary duties of the Color Guard commander?
4. What is the chain of command?
Lesson 4

The Signs of Success

What You Will Learn to Do

- Determine which signs of success you plan to accomplish within JROTC

Linked Core Abilities

- Build your capacity for life-long learning
- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Compare the three types of unit decorations
- Identify the components of individual award categories
- Identify the four institutional award categories
- Define award criteria
- Define key words contained in this lesson

Key Terms

academic awards
athletic awards
commitment
decorations
individual awards
initiative
military awards
miscellaneous awards
motivation
responsibility
unit awards
**Introduction**

The awards program is for *any* JROTC cadet who excels. It recognizes high levels of performance, excellence, and achievement. Because the JROTC program recognizes that not all cadets have the same abilities and skills, the Army designed its awards program to recognize as many personal traits as possible in cadets. There are two kinds of awards: **unit awards** that recognize unit excellence, and **individual awards** that recognize personal achievement.

The Army rewards cadets for extracurricular activities, excellence in competition, contributions to unit goals, and outstanding service. Also, you may receive national recognition from patriotic and civic organizations for outstanding academic and military achievements. To achieve any of these awards, however, you must prepare yourself for success.

**Strive for Success**

Success is a process in motion, not a fixed mark. A successful person is one who is consistently learning, growing, and working towards a goal. When people perceive success as an end point to a process instead of the process itself, they often wonder why they feel unsatisfied when they get there. If you don't continually grow and add new goals, you may feel dissatisfied, empty, aimless, or “stuck.”

Striving for success takes effort. It requires motivation, commitment, initiative, responsibility, and a willingness to face your fears. In combination, these strategies will help you further and retain knowledge as well as create new knowledge.

**Getting Motivated**

Motivation is the energy that fuels your drive to achieve, and a motivator is anything that moves you forward. There are at least as many motivators as there are people, and what motivates any given person can change from situation to situation. For example, some potential motivators for attending school could be learning a marketable skill, supporting a family, or improving yourself.

It’s human to lose your motivation from time to time. For reason ranging from stressful life change to simply a period of low energy, something you might not feel like accomplishing anything. The following can help you build or renew motivation:

- Spend time reflecting on why your goal is meaningful to you.
- Make a decision to take one step towards your goal, rather than feeling overwhelmed by the “big picture.”
- Reward yourself for a job well done.
- Examine and deal with obstacles.
- Begin or begin again.

**Key Note Terms**

- **unit awards** – recognition given to a JROTC program for being an honor unit or an honor unit with distinction
- **individual awards** – recognition given to an individual for outstanding academic, athletic, or military achievement, or for excellence in competition, contribution to unit goals or outstanding service.

- **motivation** – a force that moves a person to action; often inspired by an idea, fact, event, or goal.
Making a Commitment

So, how do you focus the energy of motivation? Make a **commitment**. Commitment means that you do what you say you will do. When you honor a commitment, you prove to yourself and other that your intentions can be trusted.

Commitment requires that you focus your energy on something specific. A decision to change your life or make a million dollars might intimidate you into staying motionless on the couch. Instead, break any goal into manageable pieces, naming the steps you will use to achieve it.

To make and keep a commitment, consider the following:

- **State your commitment concretely.**
- **Get started and note your progress.**
- **Renew your commitment on a regular basis.**
- **Keep track of each commitment.**

Making and keeping commitments help you maintain a steady focus on your most important goals. It gives you a sense of accomplishment as you experience gradual change.

Showing Initiative

When you show **initiative**, you push yourself to take the first difficult step towards achieving your goal. Initiative jumpstarts your journey, and helps to renew motivation.

Initiative requires you to keep on top of your goals, and to listen to your instincts. You may discover that you want to do more than what is expected of you, which can be positive at school, in JROTC, and in the workplace.

Being Responsible

Being responsible is all about living up to your obligations, both those that are imposed on you as well as those that you impose upon yourself. Through action, you prove that you are responsible. When something needs to be done, a responsible person does the work as efficiently as possible and to the best of his or her ability.

**Responsibility** can take enormous effort. Throughout your life, you will have moments when you just don’t want to respond. In those moments, you need to weight the positive and negative effects and decide what to do. Being responsible has definite benefits, such as making a crucial impression on others, and earning the trust and respect of your instructors, supervisors, relatives, friends, and family. When people trust you, they may give you increasing power and opportunities for growth because you have shown you are capable of making the best of both.

Facing Your Fears

Everyone experiences fear at some point in their lives. New experiences are often frightening and exciting at the same time. The changes involved in pursuing an
education can inspire fear. You may wonder if you can handle the work, if you will get along with your instructors, or if you have chosen the right school or program. You may worry that family and friends expect too much or might stand in your way. You may also have fears about the future: will your education prepare you to find a job that you like and that pays well?

Education presents challenges that demand a willingness to push your limits and face your fears. The following can help you face your fears with courage:

- **Acknowledge and examine your fears.**
- **Develop a plan of attack to overcome your fears.**
- **Move ahead with your plan.**

As you work through your fears, talk about them with people you trust. Often, the ideas other people have about gaining control of fear can help you. When you acknowledge and evaluate your fears, it can provide valuable clues as to what blocks your success. Facing your fears and taking action promote healthy self-esteem.

### Unit Awards

JROTC enables you to succeed in a variety of ways. One way to show your success is to strive for unit awards. The JROTC Awards Program offers three types of unit decorations: Merit Unit, Honor Unit, and Honor Unit with Distinction. The Merit Unit, Honor Unit, and the Honor Unit with Distinction awards are chosen based on results of a formal inspection and on exceptionally high standards of training and discipline throughout the school year. All service academies reserve 20 appointments for honor graduates of schools that have been designated Honor Units with Distinction. These cadets may apply for appointment to one of these service academies.

Department of the Army adopted the Merit Unit insignia for Army JROTC cadets of units designated as Merit Units. As shown in Figure 1.4.1, it is a small white enamel five-pointed star. You wear this insignia above the right pocket of the Class A or B uniforms.

The Honor Unit insignia for Army JROTC cadets of units designated as Honor Units. It is a small blue enamel five-pointed star as shown in Figure 1.4.1. You wear this insignia in the same manner as the Merit Unit insignia.

The Honor Unit with Distinction insignia is similar to the Honor Unit insignia, except that it is yellow. Department of the Army also adopted this device for all Army JROTC cadets of units designated as Honor Units with Distinction. You wear this insignia in the same manner as the Honor Unit insignia, which is above the right pocket of the Class A or B uniforms.
Individual Awards

Each Army JROTC unit can award various types of individual awards to its cadets for recognition of excellence, outstanding achievement, or superior performance. There are two main categories of individual awards: institutional and national awards.

Institutional Awards

Superintendents, principals, and Army instructors can present institutional awards to individual JROTC cadets for reasons of academic excellence, military and athletic achievement or performance, participation in community parades, excelling in recruiting programs, and other reasons that are determined by your instructors. You have the opportunity to earn as many of these awards as you possibly can.

The following is the order of merit (or importance) for these awards along with the number of ribbons available for each type. Within each category, you wear these awards (or ribbons) in their numerical order.

1. Academic Awards — 10 ribbons
2. Military Awards — 15 ribbons
3. Athletic Awards — 5 ribbons
4. Miscellaneous Awards — 5 ribbons

National Awards

National awards recognize individual JROTC cadets for heroic, distinguished, meritorious, and other commendable acts and achievements.

Army JROTC Awards

JROTC offers numerous awards to those who are willing to go above and beyond the minimum effort asked of them. As mentioned earlier in this lesson these categories include academic, military, athletic, and miscellaneous, plus you can also receive national awards. The following sections offer you more detail on each award and what it takes to achieve them.
### Academic Awards

Table 1.4.1 shows the various types of academic awards that you can achieve.

<table>
<thead>
<tr>
<th>Award</th>
<th>Awarded By</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinguished Cadet Award for Scholastic Excellence</strong></td>
<td>Superintendent</td>
<td>Awarded annually to one cadet who exhibits the highest degree of excellence in scholastics.</td>
</tr>
<tr>
<td><strong>Academic Excellence Award</strong></td>
<td>Principal</td>
<td>Awarded annually to one cadet in each LET level for maintaining highest school academic grades.</td>
</tr>
<tr>
<td><strong>Academic Achievement Ribbon</strong></td>
<td>DAI/SAI (Awarded by the DAI, except for in single units; then awarded by the SAI.)</td>
<td>Awarded annually to those cadets who maintain a grade of &quot;A&quot; in all academic subjects.</td>
</tr>
<tr>
<td><strong>Perfect Attendance Ribbon</strong></td>
<td>SAI</td>
<td>Awarded to cadets with no unexcused absences during each quarter/semester.</td>
</tr>
<tr>
<td><strong>Student Government Ribbon</strong></td>
<td>Principal</td>
<td>Awarded to cadets elected to student government offices.</td>
</tr>
<tr>
<td><strong>LET Service Ribbon</strong></td>
<td>SAI</td>
<td>Awarded to cadets successfully completing first quarter/semester of training of each LET year.</td>
</tr>
<tr>
<td><strong>N-1-7 Through N-1-10</strong></td>
<td>DAI/SAI</td>
<td>Awarded based on criteria developed locally and approved by Region Commanders.</td>
</tr>
</tbody>
</table>
Key Note Term

military awards – recognition given to individuals for participating in JROTC-sponsored activities, or for leadership excellence.

Military Awards

Table 1.4.2 shows the various types of military awards that are available to you through hard work and effort.

<table>
<thead>
<tr>
<th>Award</th>
<th>Awarded By</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAI/SAI Leadership Ribbon (N-3-1)</strong></td>
<td>SAI</td>
<td>Awarded annually to one cadet per LET who displays the highest degree of level leadership.</td>
</tr>
<tr>
<td><strong>Personal Appearance Ribbon (N-3-2)</strong></td>
<td>SAI</td>
<td>Awarded annually to cadets who consistently present an outstanding appearance.</td>
</tr>
<tr>
<td><strong>Proficiency Ribbon (N-3-3)</strong></td>
<td>DAI/SAI (Awarded by the DAI, except for in single units where it is awarded by the SAI.)</td>
<td>Awarded annually to those cadets who have demonstrated an exceptionally high degree of leadership, academic achievement, and performance of duty.</td>
</tr>
<tr>
<td><strong>Drill Team Ribbon (N-3-4)</strong></td>
<td>SAI</td>
<td>Awarded annually to Drill Team members.</td>
</tr>
<tr>
<td><strong>Orienteering Ribbon (N-3-5)</strong></td>
<td>SAI</td>
<td>Awarded annually to cadets who are members of orienteering teams.</td>
</tr>
<tr>
<td><strong>Color/Honor Guard Ribbon (N-3-6)</strong></td>
<td>SAI</td>
<td>Awarded annually to members of the Color/Honor Guards.</td>
</tr>
<tr>
<td><strong>Rifle Team Ribbon (N-3-7)</strong></td>
<td>SAI</td>
<td>Awarded annually to members of the Rifle Team.</td>
</tr>
<tr>
<td><strong>Adventure Training Ribbon (N-3-8)</strong></td>
<td>SAI</td>
<td>Awarded annually to cadets who are members of adventure training units.</td>
</tr>
<tr>
<td><strong>Commendation Ribbon (N-3-9)</strong></td>
<td>SAI</td>
<td>Awarded to cadets whose performance of duty exceptionally exceeds that expected for grade and experience.</td>
</tr>
<tr>
<td><strong>Good Conduct Ribbon (N-3-10)</strong></td>
<td>SAI</td>
<td>Awarded annually to the cadets who have demonstrated outstanding conduct and participation.</td>
</tr>
</tbody>
</table>
Athletic Awards

Athletic awards are achievable through JROTC. All you need is an attitude geared towards success.

<table>
<thead>
<tr>
<th>Award</th>
<th>Awarded By</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varsity Athletic Ribbon (N-2-1)</td>
<td>Principal</td>
<td>Awarded annually to cadets who excel in varsity sports.</td>
</tr>
<tr>
<td>Physical Fitness Award (N-2-2)</td>
<td>SAI</td>
<td>Awarded annually to cadets who maintain excellent physical fitness: male cadets must run one mile in 8:30 minutes and female cadets in 10:45 minutes or less.</td>
</tr>
<tr>
<td>ROTC Athletic Ribbon (N-2-3)</td>
<td>SAI</td>
<td>Awarded annually to cadets who excel in ROTC athletics.</td>
</tr>
<tr>
<td>N-2-4 Through N-2-5</td>
<td>DAI/SAI</td>
<td>Awarded based on criteria developed locally and approved by Region Commanders.</td>
</tr>
</tbody>
</table>

Key Note Term

**athletic awards** – recognition given to individuals for athletic participation or excellence.
Key Note Term

miscellaneous awards – recognition given to individuals for participation in school or community service activities, or in activities that enhance the JROTC program.

Miscellaneous Awards

There are several miscellaneous awards that you can earn.

<table>
<thead>
<tr>
<th>Award</th>
<th>Awarded By</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parade Ribbon (N-4-1)</td>
<td>SAI</td>
<td>Awarded to cadets who have participated in local community parades (such as Veterans or Memorial Day parades).</td>
</tr>
<tr>
<td>Recruiting Ribbon (N-4-2)</td>
<td>SAI</td>
<td>Awarded to cadets who recruit students into the JROTC program.</td>
</tr>
<tr>
<td>N-4-3 Through N-4-4</td>
<td>DAI/SAI (Awarded by the DAI, except for in single units where it is awarded by the SAI.)</td>
<td>Awarded based on criteria developed locally and approved by Region Commanders.</td>
</tr>
<tr>
<td>Superior Cadet Award (N-4-5)</td>
<td>SAI</td>
<td>Awarded to cadet staff officers for outstanding performance.</td>
</tr>
<tr>
<td>Service Learning Ribbon (N-4-6)</td>
<td>SAI</td>
<td>Awarded annually to cadets who participate in service learning projects.</td>
</tr>
</tbody>
</table>
**National Awards**

With your eye on success, you can also earn national awards.

<table>
<thead>
<tr>
<th>Award</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Medal for Heroism</em></td>
<td>Awarded to any JROTC/NDCC cadet who has been distinguished by an act of heroism.</td>
</tr>
<tr>
<td><em>Superior Cadet Decoration</em></td>
<td>Awarded annually to the outstanding cadet of each LET level.</td>
</tr>
<tr>
<td><em>Legion of Valor Bronze Cross for Achievement</em></td>
<td>Awarded annually to an LET 3 cadet for achievement of scholastic excellence in military and academic subjects and development of leadership.</td>
</tr>
<tr>
<td><em>Sons of the American Revolution Award</em></td>
<td>Awarded to a cadet enrolled in ROTC for meritorious achievement.</td>
</tr>
<tr>
<td><em>The Military Order of the World Wars Award</em></td>
<td>Awarded annually for overall improvement in military and scholastic studies.</td>
</tr>
<tr>
<td><em>Daughters of the American Revolution</em></td>
<td>Awarded annually to a cadet at each institution for outstanding ability and achievement.</td>
</tr>
<tr>
<td><em>Association of Military Colleges and Schools of the U.S. Award</em></td>
<td>Awarded annually to a full-time cadet who has completed at least two full years of JROTC.</td>
</tr>
<tr>
<td><em>American Legion and American Legion Auxiliary Awards</em></td>
<td>Awarded annually to outstanding cadets at each institution for general military excellence and scholastic achievement.</td>
</tr>
<tr>
<td><em>The National Sojourners Award</em></td>
<td>Awarded annually to an outstanding cadet at each installation who contributed the most to encourage and demonstrate Americanism.</td>
</tr>
<tr>
<td><em>U.S. Army Recruiting Command Award for JROTC</em></td>
<td>Awarded annually to a cadet at each school in recognition of their outstanding achievement and contributions to the JROTC program.</td>
</tr>
<tr>
<td><em>Association of the U.S. Army Award</em></td>
<td>Presented at the discretion of the DAI/SAI and the local AUSA chapter according to criteria that best suits the school’s program.</td>
</tr>
</tbody>
</table>
Conclusion

The JROTC Awards Program has much to offer. It can give you the chance to be recognized either individually or as a member of a unit for your accomplishments and excellence. To earn these awards, you must be as competitive as your abilities and skills will allow. Often, you must put forth an extra effort to be in competition for them. The result, however, is self-satisfaction and sometimes public recognition for your accomplishments.

Lesson Review

1. Compare and contrast unit awards and individual awards.
2. Identify the four institutional award categories.
3. How do you wear the unit awards?
4. Define the term “decoration.”
Lesson 5

Your Personal Appearance and Uniform

Key Terms
align
Battle Dress uniforms
bisecting
Class A and B uniforms
chevron
defrule
fitted
formal inspections
garrison cap
gigline
hemmed
insignia
nap
non-subdued
precedence
pre-inspection
shoulder marks
sized
tarnish

What You Will Learn to Do

- Demonstrate proper cadet appearance

Linked Core Abilities

- Take responsibility for your actions and choices
Skills And Knowledge You Will Gain Along The Way

- Describe the uniform-wearing guidelines
- Demonstrate placement of uniform awards, insignias, and decorations
- Conduct a uniform pre-inspection
- Prepare for uniform inspection
- Define key words contained in this lesson

Introduction

People often form opinions of others based on their personal appearance. A good personal appearance complements the wearing of your uniform. A neatly pressed and clean uniform, with properly placed ribbons, awards, and insignia, shows that JROTC cadets have pride in themselves as well as in their unit, and they use self-discipline to get things done. To assist you in this effort, this lesson covers the proper placement for the awards, decorations, and insignia you will be required to wear on your uniform. This lesson also presents four factors you can use to assess your personal appearance, reinforces the importance of a neat and clean appearance, and explains how those factors relate to your appearance in uniform.

Army JROTC Uniforms

The word uniform comes from two Latin words—*unus* and *forma*—that mean “one form.” Your JROTC uniform sets you apart from others and tells who and what you are. Uniforms date back to ancient times; for example, certain Romans wore togas. Today, society has uniforms to identify jobs and groups. Policemen, firefighters, athletic teams, and school bands all have uniforms.

*Wear the JROTC uniform with pride!* Every part of the uniform has a place and a reason. Later in this lesson, you learn how to place insignias, awards, rank, and decorations on your uniform. First, however, take a look at the different types of JROTC uniforms.

**Class A, B, and Battle Dress Uniforms**  Figure 1.5.1 shows the Class A uniforms. You wear them during ceremonies, social functions, formal inspections, and as required by your instructor.

Figure 1.5.2 shows the Class B uniforms for men and women. These uniforms are worn during all occasions except field training and formal social occasions. The Class B uniforms are also worn at other times as required by your instructors.

Figure 1.5.3 shows the Battle Dress uniforms (BDUs) for men and women. They are worn at summer camp and for participation on special teams.
Lesson 5  Your Personal Appearance and Uniform

Figure 1.5.1: The Class A uniform.

Figure 1.5.2: The Class B uniform.
Proper Placement of Insignia

Insignia is a way to show your advancement in JROTC. Insignia can include a badge, medal, or other mark of honor or position. These can also represent your military branch and indicate a duty assignment. Depending on the type of insignia, where it’s placed on your uniform is important. This section covers many insignia as well as the proper placement.

The Army Garrison Cap

Before positioning the appropriate cadet officer or cadet enlisted insignia on the garrison cap, you should first know how to wear it. Place it on top of your head with the front vertical crease of the cap centered on your forehead in a straight line with your nose. Tilt the cap slightly to your right, but do not let it touch or rest on the top of your ear. Do not crush or shape the garrison cap to form peaks at the top front or top rear of it.

Key Note Term

garrison cap – headgear that may be worn with the class A or B uniforms. For JROTC, the braid (piping used for identification purposes) will have a cord edge of the same material as the cap (or Army green shade 344).

Note

The term “garrison” refers to a military post or to station soldiers in a town or post.

In Figure 1.5.4, you can see that cadet officers wear grade insignia, or rank, on the garrison cap while enlisted cadets wear the ROTC insignia. Position either insignia on the left side of the cap one inch from the crease and centered vertically between the top braid and the bottom of the cap.
To wear the grade insignia on long or short sleeve JROTC shirts, you normally wear **shoulder marks** (rank or shoulder boards). For cadet officers, place the narrow, pointed end toward the collar and the flat end toward the edge of the shoulder; for enlisted cadets, place the side with the pointed **chevron** (stripe) toward the collar. This is shown in Figure 1.5.5.

The wearing of grade insignia for certain enlisted grades, such as cadet private and cadet private first class, may differ between schools. In some units, those cadets may wear **nonsubdued** pin-on grade insignia on both shirt collars or pinned to **blank** shoulder marks. As seen in Figure 1.5.5, place these insignia centered on the collar, with the centerline of the insignia **bisecting** the point of each collar and one inch up from the edge of the collar point.

The area of both shirt pockets is where you place your nameplate, honor unit insignia, and personal awards. For female cadets, the pocket area (because those shirts do not have pockets) is where you also position these items. Imagine a horizontal line slightly above the top button on your shirt or one to two inches above the top button on your shirt. This imaginary line allows you to properly **align** your awards, insignia, and nameplate in the same manner as male cadets do.

**Nameplate**

Center the nameplate on the right pocket between the top pocket seam and the top of the pocket buttonhole (see Figure 1.5.6). On the female uniform center the nameplate horizontally on the right side with the bottom of the nameplate on the imaginary line.

**Honor Unit Insignia**

Center the Honor Unit Star one-quarter of an inch above the top seam of the right pocket. On a female uniform, the Honor Unit star should be one-half inch above the nameplate and centered. You can wear the Honor Unit Star either by itself or joined with the Academic Achievement Wreath. In either case, you center them as described.
Awards and Decorations

Position individual awards for academic, athletic, and military excellence on the left pocket (or left pocket area); however, you cannot wear both the ribbon and the medal for the same award at the same time.

Center your ribbons on the pocket button one-eighth of an inch above the top seam of the left pocket (centered above the horizontal line for female cadets). Place awards of this type no more than four across. Do not start a second row until you have four or more ribbons; also, the first and second rows must have the same number before you can start a third row. Center the top row on the row beneath it. Wear your ribbons in order of precedence from top to bottom and from your right to left in one or more rows. This is shown in Figure 1.5.7.

Wear medals and place badges for excellence in marksmanship one-eighth of an inch below the top seam on the left pocket flap (or in a similar position for female uniforms), again in the order of precedence from your right to left.

When not wearing medals, center your badge or badges, or space them equally from left to right on your pocket flap. The upper portion of the badge or badges should be one-eighth of an inch below the top seam of the left pocket. If you only have one medal or badge, center it from left to right on your left pocket flap. Place the top of it one-eighth of an inch below the top seam of the pocket.

Key Note Term
precedence – the act or right of preceding or placing in order according to rank or importance; priority.

Figure 1.5.6: Placing the nameplate – female uniform (left) and male uniform (right).

Figure 1.5.7: Award and decoration placement for Class A and Class B uniforms.
Wear two medals or badges equally spaced from left to right on the left pocket flap. Keep the top portion of them one-eighth of an inch below the seam, at least one inch between them, and special skill badges to the right. Figure 1.5.8 shows how to wear two medals or badges.

If you are wearing a special medal with one or more marksmanship badges, equally space all awards (but not more than three) from left to the right on the left pocket flap. Place the upper portion of the medals one-eighth of an inch below the top pocket seam. Wear the special medal to your right of any marksmanship badges.

These same rules apply for female cadets, except you wear your medals and/or marksmanship badges one-quarter of an inch below the bottom row of ribbons.

**Miscellaneous Uniform Accessories**

Certain units may authorize the wearing of approved unit crests. You can wear these crests in one of two places on the uniform.

The first option is on both shoulder marks, midway between the button and the insignia of grade; however, enlisted cadets who wear pin-on grade insignia on their collars should center these crests on blank shoulder marks.

The second option is to center the unit crest below the button on the right pocket, between the bottom of the pocket flap and the bottom seam of the pocket, as seen in Figure 1.5.9.

At the discretion of the senior Army instructor, you may wear scholar or service program insignia, such as national or local military honor societies, centered on the left pocket between the bottom of the pocket flap and the bottom pocket seam. The instructor staff may authorize you to wear shoulder cords for participation in certain JROTC activities, including the color/honor guard, drill team, and rifle team. Wear one cord by itself on the left shoulder, and any other cord on the right shoulder. When wearing cords with a **ferrule** (metal tip), keep the ferrule to the front; otherwise, wear these cords based on the procedures of your local unit.

**Polishing Your Image**

Neatness counts in JROTC. In order to achieve it, you must know the proper guidelines for wearing and cleaning your JROTC uniform.

**Guidelines for Care and Cleaning of Your JROTC Uniform**

The following are some basic guidelines for the care and cleaning of your uniform.

- Place coats on hangers wide enough to keep the shoulders of the coat in shape. Do not use wire hangers.
- Keep shirts on hangers to prevent creasing.
- Clean and shine shoes and boots.
Keep trousers and slacks on hangers that allow them to hang at full length. Use a clothes brush with stiff bristles to loosen dust and dirt. This also helps freshen the nap and should be done each time the uniform is worn.

- Dry clean wool uniforms at a competent cleaner to take out stains or spots.

Guidelines for Personal Appearance in the JROTC Uniform

Keeping up your personal appearance will help you look great in your uniform. The following are guidelines for always looking your best.

- Male cadets: Keep your hair neatly trimmed with sideburns no lower than the bottom of the ear opening, and be clean shaven.
- Female cadets: Keep your hair styled so that it does not touch the top of the collar and so that the cap can be worn easily.
- Keep fingernails short and clean.
- A good personal appearance includes good grooming, which you can only achieve by cleaning your hair, teeth, and the rest of your body. It also includes maintenance (care) of your clothing — making sure that it is cleaned and pressed. In JROTC, you must maintain your uniform.

Guidelines For Wearing Your JROTC Uniform

Now that you know how to care for your uniform and how to look your best, you need to know how to properly wear the uniform.

- Wear a clean and neatly pressed uniform.
- Tuck shirt into trousers or skirt; keep its seam aligned with the seam of the zipper flap of the trousers and the edge of the belt buckle (gigline).
- Male cadets wear a T-shirt under the Class A and B uniforms. Male and female cadets wear a T-shirt under BDUs and as a physical training uniform. Wearing T-shirts prevents underarm perspiration from affecting your uniform.
- Button all buttons, with the exception of the top or collar button of the shirt.
- Clean, polish, and properly display all brass on the uniform.
- Push the belt through the left front loop of the trousers first and adjust to allow only the tip of the belt to protrude from the buckle.
- Wear only issued socks and shoes with the uniform.
- The wearing of a wrist watch, a wrist identification bracelet, and not more than two rings is authorized with Army uniforms (unless prohibited for safety or health reasons) as long as the style is conservative and in good taste.
- Female cadets may also wear small circular earrings (not to exceed one-quarter inch in diameter).
- Do not carry bulky objects in any pocket of the uniform.
- Wear the hat at all times when outdoors.
Guidelines For Taking Care Of Brass Articles

Buttons, medals, and other articles made of brass need to be cleaned and shined on a regular basis. The following explains how to care for your brass items.

- Brightly polish the lapel insignia, belt buckle, and cap insignia. The brass buttons are an exception. Do not use polish on the brass buttons; instead scrub them with ammonia and water.
- Perspiration tarnishes brass on contact, so be careful when putting the insignia back on the uniform and when handling the belt buckle. One helpful hint is to wipe any brass with cleaning fluid to remove the extra polish. This avoids dulling the shine that you worked hard to get and slows down any corrosion.

Checking Your Look – The Pre-Inspection

Uniform inspection is an important part of JROTC. As a cadet, you should know how to care for your uniform and how to present yourself for inspection. Doing well on the inspection increases pride in yourself and in your accomplishments. Learning how to care for and maintain the JROTC uniform can also improve your self-discipline. When every cadet does well on the uniform inspection, it makes the unit look good and increases unit pride.

The pre-inspection is your chance to make sure that everything is in its proper place on your uniform and looks sharp. After learning how to wear your uniform and the placement of awards, it is now a matter of carefully checking your appearance. If your pre-inspection is done properly, there should be no surprises during the actual inspection.

Getting Ready

Inspect your uniform before you ask someone else to check it, so be sure that you have all the basics. Following is a list of the major parts of your uniform.

<table>
<thead>
<tr>
<th>UNIFORM CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garrison Cap</td>
</tr>
<tr>
<td>Coat</td>
</tr>
<tr>
<td>Shirt</td>
</tr>
<tr>
<td>Neck Tab/Tie</td>
</tr>
<tr>
<td>Pants/Slacks</td>
</tr>
</tbody>
</table>


Placement

Follow the instructions you learned earlier in this lesson for the specific locations and proper placement of awards, insignia, and other uniform accessories.

A Preliminary Check

Table 1.5.1 shows you some of the items that the cadet staff and the instructors will look for during an inspection. You should use it only as a guide because your unit may have a different inspection form.

<table>
<thead>
<tr>
<th>Table 1.5.1: Sample Inspection Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headgear:</td>
</tr>
<tr>
<td>Clean?</td>
</tr>
<tr>
<td>Brass shined?</td>
</tr>
<tr>
<td>Brass properly placed?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Hair:</td>
</tr>
<tr>
<td>Properly styled/groomed?</td>
</tr>
<tr>
<td>Off the ears/collar?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Shirt/Coat:</td>
</tr>
<tr>
<td>Properly sized?</td>
</tr>
<tr>
<td>Clean and pressed?</td>
</tr>
<tr>
<td>Grade insignia placement?</td>
</tr>
<tr>
<td>Nameplate placement?</td>
</tr>
<tr>
<td>Honor Star placement?</td>
</tr>
<tr>
<td>Ribbons/badges placement?</td>
</tr>
<tr>
<td>Unit crest placement?</td>
</tr>
<tr>
<td>Shoulder cord(s) placement?</td>
</tr>
<tr>
<td>Pockets buttoned?</td>
</tr>
<tr>
<td>Strings?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Trousers:</td>
</tr>
<tr>
<td>Properly sized?</td>
</tr>
<tr>
<td>Clean and pressed?</td>
</tr>
<tr>
<td>Belt buckle shined?</td>
</tr>
<tr>
<td>Gigline straight?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Shoes:</td>
</tr>
<tr>
<td>Shined/dusted?</td>
</tr>
<tr>
<td>Black socks?</td>
</tr>
</tbody>
</table>

For male cadets, the black belt with brass buckle is an important item. Line the tip of the belt (which will be either brass or black) with the end of the brass buckle so that none of the belt shows. This makes the belt buckle appear as one solid unit.

The most obvious sign of a correctly worn uniform is the formation of the gigline. Properly done, the edge of the shirt, belt buckle, and zipper flap should form an unbroken vertical line.
Head to Toe – The Inspection

Prior to the formal inspection, it is a good idea to ask a fellow cadet to look at your uniform and check it for anything that does not meet regulations. Make a final check yourself and then proudly present yourself for inspection. Always strive to be the cadet who scores the most points during each uniform inspection.

When to Wear the Uniform

You may wear the prescribed issued uniform in the United States and its possessions:

- During military ceremonies; this shows that you are a proud part of the Army JROTC Program.
- When attending or participating in JROTC activities such as on the prescribed uniform day at school, during formal inspections, while instructing cadets in JROTC courses, and so on.
- When traveling to and from school where you attend JROTC.
- When visiting a military installation if you are taking part in drills, exercises, or summer camp.
- When required by your instructors.

Your Personal Appearance

How do you look today? Do you have good posture? Do you have good grooming (personal hygiene) habits? In addition to these two areas, proper weight control and good muscle tone are all equally important factors in your personal appearance. In JROTC, being neat and clean is a way of life.

Good personal grooming is an important part of projecting a positive image. Your personal appearance can make all the difference in how you look in uniform. The following guidelines will give you that polished look.

- **Good posture** involves more than just standing tall. It is sitting, walking, bending, and lifting properly. Poor posture can cause backaches, digestive trouble, and fatigue. You will become more relaxed and at the same time more energetic when you have good posture. It takes some practice to correct any bad habits, but in time the rewards are well worth the effort.

- **Proper weight** is a major health concern in our society. There is great pressure to be thin; however, being too thin (or overweight) can affect your self-image as well as your health. A balanced diet is the key to proper weight. Some people go to extremes by overeating or crash dieting; both are equally dangerous. See your family doctor for advice on weight reduction and dieting.
• **Good muscle tone** comes from a well-rounded exercise program. Swimming, bicycling, walking, and tennis are types of regular exercise that tone and build muscles. Exercise helps you feel good, both physically and mentally.

• **Good grooming** means proper personal hygiene — taking care of your body. Daily showers or baths are vital, as is brushing your teeth. Proper amounts of sleep are also important to your mind and body.

Because many of your peers will now recognize you as an Army JROTC cadet, they will be watching you and your appearance more closely than before. Therefore, your appearance both in and out of uniform must be immaculate.

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**The Importance of Good Grooming**

Rick was applying for a new job. On the day of the interview, he woke up late and did not have time to take a shower or iron a shirt that he was wearing with his suit and tie. As Rick ran a brush through his hair, he told himself, “Confidence and credentials are what will get me this great job ... and I have those.”

When Rick arrived at the office, he told the secretary, “I have an appointment with Mr. Bender at one o’clock.” As Rick was leaving the receptionist’s area for the interview, dirt fell from one of his shoes. He meant to clean and polish them before the interview, but he did not have time. He apologized and told the secretary that he would clean up the dirt after the interview. She told him not to worry about it.

During the interview, Mr. Bender asked Rick several tough questions, which Rick felt he answered very well. Then, at the close of the interview, Rick expected to be offered the job. Instead, Mr. Bender thanked him for coming and told him that he would be in touch.

After a few days, Rick received a letter from Mr. Bender. It stated in part, “I appreciated your enthusiasm, and your qualifications were excellent, but the company has hired someone else for the position.”

Did Rick present himself to Mr. Bender in the best possible way? Even though Rick thought that he was mentally alert, confident, and ready for the interview, was he really prepared for it? Although Rick thought that his qualifications would get him the job, should he have taken more time and care with his personal appearance?

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**Key Note Terms**

- sized — the physical dimensions, proportions, magnitude, or extent of an object; any of a series of graduated categories of dimension whereby manufactured articles, such as shoes and clothing, are classified.
- fitted — to adapt to the proper size or shape.
- hemmed — to fold back and stitch down the edge of a garment.

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**A Properly Fitting JROTC Uniform**

According to Army regulations on the wearing and appearance of uniforms, “all personnel will maintain a high standard of dress and appearance.” This regulation means that your personal appearance in uniform should project the image to others that you are a part of one of the finest groups in the world.

Learning how to look your best in uniform takes time and effort. Your uniform must be sized and fitted to give you comfort and a good appearance. Pants, shirts, or coats that do not fit will make you look less than what you truly are. Your pants should be hemmed to the required length, and your shirt and coat, issued by size, should also fit well.
Factors That Affect Appearance

After you have a perfect fitting uniform, there are still other guidelines to follow so that you can maintain an outstanding appearance:

- Have good personal grooming habits, such as caring for your hair and fingernails.
- Know how to wear the uniform properly.
- Know how to care and clean the uniform — a proper appearance requires a pressed and cleaned uniform.

These factors, as well as the guidelines given earlier in this lesson, are the basic keys to a good overall appearance in your JROTC uniform. By following these guidelines, you can ensure that your uniform and your personal appearance are in accordance with regulations.

Conclusion

Your personal appearance affects what others think about you. How you look can also influence your own self-confidence. Take some time to study yourself. Are you neat and presentable in and out of uniform? It is not hard to look your best. A clean uniform, good personal appearance (posture, weight, and muscle tone), and good grooming are keys to success.

Lesson Review

1. What is the difference between a Class A and a Class B uniform?
2. What should you use to clean brass buttons?
3. When is the Battle Dress uniform worn?
4. Define the word “ferrule.”
Lesson 6

The Stars and Stripes

What You Will Learn to Do

- Demonstrate protocol to show respect for and handle the United States Flag

Linked Core Abilities

- Take responsibility for your actions and choices
- Do your share as a good citizen in your school, community, country, and the world

Skills And Knowledge You Will Gain Along The Way

- Explain the history of the United States flag
- Explain the symbolism of the various parts and colors on the flag
- Classify the size and use of each basic type of United States flag
- Describe how to show respect for the United States flag

Key Terms

- color(s)
- ensign
- garrison flag
- half-staff
- halyard
- pennant
- post flag
- staff
- standard
- storm flag
- union
Lesson 6  The Stars and Stripes

- Compare the rules for displaying flag in different situations
- Describe the correct way to fold the United States flag
- Define key words contained in this lesson

Introduction

The United States flag is the most notable of the symbols for our nation. It is important that you know the respect the U.S. flag deserves. This lesson explores the history of the U.S. flag, rules for displaying and folding the flag, and paying respect to it in and out of uniform.

Before the United States became a nation, there were many nationalities here, each represented by their own flag. For example, the Norsemen explored our coastal waters sailing under the banner of a black raven. Columbus carried the Spanish flag across the seas, the Pilgrims carried the flag of Great Britain, and the Dutch colonists brought their flag to New Amsterdam. Additionally, each Native American Indian tribe had its own totem and insignia. Immigrants of many races and nationalities have brought their symbols of loyalty to the shores of this country.

The first flags adopted by our colonial forefathers were symbolic of their struggles with the wilderness of a new land. Beavers, pine trees, rattlesnakes, anchors, and various mottoes such as “Hope,” “Liberty,” “Appeal to Heaven,” or “Don’t Tread on Me” adorned those early banners.

In 1776, when George Washington took command of the Continental Army at Cambridge, Massachusetts, he stood under the Grand Union flag (Figure 1.6.1), which continued to show respect for Great Britain. To establish our independence and unity, however, the Continental Congress in Philadelphia created the first Stars and Stripes flag on June 14, 1777.

The flag of the United States in 1777 had 13 alternating red and white stripes and a union, an emblem standing for unity. The union was a blue rectangle with white stars, representing a constellation. Some historians give Betsy Ross credit for sewing the first flag, but there is no evidence that she designed it. Her fame is

Key Note Term

**Union** – the emblem on a flag symbolizing unity, such as the blue rectangle and stars on the United States flag.

Figure 1.6.1: The Grand Union flag.
traced to a story told by her grandson. Also, there were problems with the design because there were no directions as to how the stars should look — some had five points, others had six or eight points, some had the stars in a circle, some had them in rows, others scattered them without any apparent design. The “Betsy Ross flag,” shown in Figure 1.6.2, had the stars in a circle.

As the United States admitted new states to the union, the nation changed the flag to include them in its design. The first change took place in 1794 when Congress added two stars and two stripes for Vermont and Kentucky.

Fearing that too many stripes would spoil the true design of the flag, Congress passed legislation in 1818 returning the flag to its original design of 13 stripes and 20 white stars in a blue union. The stripes would represent the first 13 colonies, and the nation would continue to add a star for each state that joined the United States.

The arrangement of the stars varied until 1912 when President William Howard Taft issued an executive order to place the stars in six rows of eight stars each — acknowledging the admission of New Mexico and Arizona as the 47th and 48th states. President Dwight David Eisenhower ordered the last two changes to the flag in 1959 adding Alaska and Hawaii as the 49th and 50th states.

There is no fixed order for numbering the stars on the flag, nor are stars assigned to particular states. The stars represent the states collectively, not individually. The colors used in the flag are white for hope, purity, and innocence; red for hardiness and valor; and blue (the color of heaven) for reverence to God, loyalty, vigilance, perseverance, and justice.

Note

On June 14, 1889, George Balch, a kindergarten teacher in New York City, planned appropriate ceremonies for the children of his school, and his idea of observing Flag Day was later adopted by the State Board of Education of New York. On June 14, 1891, the Betsy Ross House in Philadelphia held a Flag Day celebration, and on June 14 of the following year, the New York Society of the Sons of the Revolution, celebrated Flag Day. On August 3rd, 1949, President Truman signed an Act of Congress designating June 14th of each year as National Flag Day.
Types Of Flags

The branches of the military service use different names for the flag. These names include “Color” (or “Colors”), “standard,” or “ensign;” however, the term “flag” is correct regardless of size or use.

The three most commonly displayed flags at state and federal government buildings and on military installations are the garrison, post, and storm flags.

- **The garrison flag** is 20 feet by 38 feet. Government buildings and military installations fly this flag on all national holidays and for special occasions, such as for special days or events proclaimed by the President.
- **The post flag** is 8 feet 11-3/8 inches by 17 feet; it is for general display on days when it is not appropriate for the garrison flag.
- **The storm flag** is 5 feet by 9-1/2 feet. State and federal governments fly this flag only during stormy or windy weather.

Respect for the U.S. Flag

Because the flag symbolizes justice, unity, and pride in your country, you should honor it with respect and dignity. Even after the flag becomes old and worn, you should not use it for banners or in any disrespectful way. If you do not preserve it, you should destroy it as a whole, privately, respectfully, and traditionally, by burning. Always show the flag the utmost respect, whether you are in uniform or in civilian attire.

In Uniform

When you are in your uniform, it is very important that you show respect for the flag. Because you wear the Army JROTC uniform, others look to you to be a leader and they will, in turn, follow your lead.

When you are in formation and the colors are about to pass you, the commander calls the formation to attention and present, arms when the colors come to within six steps of the unit. Everyone holds the salute until the colors are six steps past the unit; then, the commander gives order, arms, allowing you to drop your salute. If your formation is passing the colors, six steps prior to reaching them the commander will give present, arms; then, six steps past them, the commander will give order, arms.

When you are outdoors but not in formation, you should turn your head towards the flag and render the hand salute when you pass within six steps of the flag. If the flag passes you, stand at attention, render the hand salute, and hold it until the flag is six steps past you. When indoors, you should stand at attention until the flag is six steps past you.
In Civilian Clothes

When you are in civilian clothes, you must still take appropriate actions to honor the flag.

- When you are outdoors and the colors pass you, stand at attention with your right hand over your heart until the colors are six steps beyond you. If you are wearing a hat, remove and hold it over your left breast with your right hand, ensuring that your hand is still over your heart. If you are outdoors and passing the colors, remove your hat (if you have one on) and place your right hand over your heart about six steps before reaching the colors; remove your hand when you are six steps past the colors.
- When indoors and the colors pass you, stand at attention until the colors are six steps past you.

Rules for Displaying the U.S. Flag

When displaying the flag, you should always raise it briskly and lower it ceremoniously.

It is customary to display the flag from sunrise to sunset, but you can display all-weather flags at all times if properly lit at night. The use of the flag at night, as well as during the day, should follow rules of custom.

Presidential proclamations contain the rules for displaying the flag at half-staff — for example, on Memorial Day, we display the flag at half-staff until noon, then raise it to the top of the staff. State and federal governments also fly the flag at half-staff when there is death of a president, former president, principal official, or foreign dignitary.

When flying the flag at half-staff, raise it to its peak and then lower it to the half-staff position. When lowering the flag for the day after it has been flown at half-staff, raise it to its peak and then lower it ceremoniously.

Key Note Term

**half-staff** – the position of the flag about half-way down from the top of the pole or staff, used to honor and pay respect to military and nationally important deceased persons; or as a distress signal.

**staff** – another word for flagpole used to carry unit guidons or colors.
Display Of The U.S. Flag Alone

When displaying the national flag from a staff projecting from a windowsill, balcony, or front of a building, the union of the flag should be at the staff’s peak (unless displaying the flag at half-staff).

When displaying the flag flat against a wall, either horizontally or vertically, the union should be uppermost and to the flag’s own right, or the observer’s left, as shown in Figure 1.6.4.

When displaying the flag in a window, place it with the union to the left of the observer in the street.

When displayed suspended across a street, the flag should be vertical, with the union to the north on an east-west street, or to the east on a north-south street (Figure 1.6.5).

When suspending the flag at the edge of a sidewalk on the side of a building, raise the flag out from the building towards the pole, union first.

When using the flag over a casket, place it so the union is at the head and over the left shoulder, as seen in Figure 1.6.6.

Note

Never lower the flag into the grave, nor allow it to touch the ground.
Group Display

When displaying the flags of two or more nations or states, fly them from separate flag staffs (or flagpoles) of the same height. The flags should be of similar size.

When grouping a number of flags and displaying them from staffs radiating from a central point, center the national flag or place it at the highest point of the group.

When carried in a procession with other flags, carry the national flag either on the far right of the row of marching persons or, if in a line of flags, carry it in the front and center position of that line.

When flying a pennant or another flag on the same halyard with the national flag, always fly the national flag at the peak of the staff. The only exceptions to this rule are displaying the United Nations flag at the United Nations Headquarters or the church pennant during services at sea.

When displaying the national flag with another flag from a crossed staff, place the national flag on its right with its staff in front of the staff of the other flag.

When displaying the U.S. flag from a staff in an auditorium, meeting hall, or chapel, whether on the same floor level or on a platform, it should be in the position of honor at the speaker’s or chaplain’s right facing the audience or congregation. Place other flags on the left of the speaker or chaplain; that is, to the right of the audience.

Folding The Flag Correctly

It is important that the flag be folded in the correct manner. The following is the correct procedure for folding the U.S. flag.

1. Bring the lower striped section of the flag up over the blue field (Figure 1.6.8).
2. Fold the “folded edge” over to meet the “open edge” Figure 1.6.9.
3. Start a triangular fold by bringing the lower striped corner to the “open edge” (Figure 1.6.10).
4. Fold the outer point inward and parallel with the “open edge” to form a second triangle (Figure 1.6.11).
5. Continue to fold the flag in triangles until the entire length of the flag is folded with only the blue field and the margin showing (Figure 1.6.12).
6. Tuck the margin into the pocket formed by the folds at the blue field edge of the flag (Figure 1.6.13).

Key Note Term

- **pennant** – a long, narrow flag tapering to a point or a swallowtail at the end.
- **halyard** – A rope or tackle used for hoisting or lowering.
When you have completely folded the flag, only the blue field should be visible, and it should have the triangular shape of a cocked hat.

**Pledge Of Allegiance**

“I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”

This wording varies slightly from the original, which *The Youth’s Companion* magazine in Boston drew up in 1892. Schools first used it in that same year to celebrate Columbus Day. Almost 50 years later, the Pledge of Allegiance received official recognition by Congress on June 22, 1942, and they added the phrase, “under God,” on June 14, 1954. At that time, President Eisenhower said, “We are reaffirming the transcendence of religious faith in America’s heritage and future; in this way we shall constantly strengthen those spiritual weapons which forever will be our country’s most powerful resource in peace and war.”

**Conclusion**

The flag of the United States has a rich heritage and interesting history, from the original Stars and Stripes to the present day 50-star version. It represents an independent nation in its own right. The traditions that it symbolizes will continue to exist as long as citizens treat the national flag with the respect it deserves. Always show respect, and remember—different people respect the flag for different reasons.

**Lesson Review**

1. Which flag did George Washington and the Continental Army use?
2. When was the Stars and Stripes flag created?
3. When is Flag Day?
4. When in civilian dress, what should you do when a flag passes in front of you?
Lesson 7

Proudly We Sing—The National Anthem

Key Terms

- anthems
- bombardment
- national march
- symbol
- “The Star-Spangled Banner”
- under arms

What You Will Learn to Do

- Demonstrate courtesies during the playing of the National Anthem

Linked Core Abilities

- The emblem on a flag symbolizing unity, such as the blue rectangle and stars on the United States flag;

Skills and Knowledge You Will Gain Along the Way

- Explain the history of the National Anthem
- Describe cadet courtesies when the National Anthem is played
- Explain the history of the official National March
- Define key words contained in this lesson
When you hear the National Anthem, do you know what to do? National anthems are usually songs already in a culture that become so popular that the people claim them as a symbol for themselves and their nation. The United States adopted “The Star-Spangled Banner” this way. In fact, it took Congress 117 years to ratify what the American people had decided on in 1814. In addition to presenting the history of “The Star-Spangled Banner,” this lesson explains how you should pay your respect to it, indoors or outdoors.

History of Our National Anthem

Francis Scott Key wrote “The Star-Spangled Banner” as a result of a mission he was on during the War of 1812. Key was one of two people chosen to deliver official release papers for an American prisoner of war being held on a British ship in the harbor of Baltimore, Maryland.

The British agreed to release their prisoner only if the Americans did not immediately return to shore. The British were preparing to attack Fort McHenry and they did not want Key and his companions to warn the American troops. The two Americans complied and returned to their boat to wait. At dusk, when the bombardment began, the British told the waiting Americans to take one last look at their flag because by morning it would be gone.

The bombardment continued throughout the night. At dawn, fog on shore hid Fort McHenry from view. Finally, the fog cleared and the American flag could be seen. Key wrote “The Star-Spangled Banner” at that point.

The next day, the commander of Fort McHenry printed and distributed the poem Key had written throughout Baltimore. That night, an actor sang the poem to the tune of a British drinking song. A few days later, the Baltimore newspaper printed the poem with directions that it be sung. In less than one week “The Star-Spangled Banner” had spread as far as New Orleans. Soon the whole country had taken it to heart; however, it was not until 117 years later, in 1931, that Congress passed an act making “The Star-Spangled Banner” the national anthem of the United States (36 USC Chap 10, Sec 170).

Courtesies to the National Anthem

A national anthem is a symbol of the people, their land, and their institutions. When we salute during the playing of “The Star-Spangled Banner,” we are saluting the nation. Servicemen and women follow specific procedures in showing their respect to the U.S. anthem and to the anthems of friendly foreign nations.
“THE STAR-SPANGLED BANNER”

O say, can you see, by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O’er the ramparts we watched were so gallantly streaming?
And the rockets’ red glare, the bombs bursting in air
Gave proof through the night that our flag was still there,
O say, does that Star-Spangled Banner yet wave
O’er the land of the free and the home of the brave?

On the shore dimly seen through the mist of the deep,
Where the foe’s haughty host in dread silence reposes,
What is that which the breeze, o’er the towering steep
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning’s first beam,
In full glory reflected now shines on the stream;
‘Til the Star-Spangled Banner—O long may it wave
O’er the land of the free and the home of the brave.

O thus be it ever when free men shall stand
Between their loved homes and the war’s desolation;
Blest with victory and peace, may the heaven rescued land
Praise the Power that has made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto, “In God is our trust;”
And the Star-Spangled Banner in triumph shall wave
O’er the land of the free and the home of the brave.

Additionally, the armed forces give this same respect to the bugle call “To the Colors.” The military uses “To the Colors” when a band is not available or during bad weather.

**When Outdoors in Uniform**

When you are outdoors in uniform and you hear the national anthem or “To the Colors,” face the flag (if the flag is not visible, face the source of the music), stand at attention, and render the hand salute. Begin your salute on the first note of the music and hold the salute until the last note.
When Outdoors in Civilian Clothes

When you are outdoors in civilian clothes and you hear the national anthem or “To the Colors,” face the flag (if the flag is not visible, again face the source of the music), stand at attention, and place your right hand over your heart. A male must remove his hat and hold it in his right hand over his heart. A woman does not remove her hat, but she must place her right hand over her heart.

During Indoor Ceremonies

If you are attending an indoor ceremony and you hear the national anthem or “To the Colors,” stand, face the flag, and assume the position of attention. If the flag is not visible, face the source of the music or to the front and assume the position of attention. Do not salute unless you are under arms.

When in a Private Vehicle

On a military base at the first note of the national anthem, all vehicles must come to a complete stop. If the driver is in uniform, that person must step out of the vehicle and take the appropriate actions for being outdoors and in uniform. If the driver is a civilian or is a service member who is not in uniform, that person must step out of the vehicle and take the appropriate actions for being outdoors and in civilian clothes. All other occupants sit quietly inside the vehicle until the last note of music is played.

The National March, “The Stars and Stripes Forever”

The composition by John Philip Sousa entitled “The Stars and Stripes Forever” is the national march.

In late 1896, Sousa and his wife took a much-deserved vacation to Europe. While there, Sousa received word that the manager of the Sousa Band, David Blakely, had died suddenly. The band was scheduled to begin another cross-country tour soon, and Sousa knew he must return to America at once to take over the band’s business affairs. Sousa tells the rest of the story in his autobiography “Marching Along: Recollections of Men, Women and Music” (Westerville, Ohio: Integrity Press, 1994): “Here came one of the most vivid incidents of my career. As the vessel (the Teutonic) steamed out of the harbor I was pacing on the deck, absorbed in thoughts of my manager’s death and the many duties and decisions which awaited me in New York. Suddenly, I began to sense a rhythmic beat of a band playing within my brain. Throughout the whole tense voyage, that imaginary band continued to unfold the same themes, echoing and re-echoing the most distinct melody. I did not transfer a note of that music to paper while I was on the steamer, but when we reached shore, I set down the measures that my brain-band had been playing for me, and not a note of it has ever changed.” The march was an immediate success, and Sousa’s Band played it at almost every concert until his death over 25 years later.

(http://www.dws.org/sousa/starsstripes.htm)
“The composition by John Philip Sousa entitled ‘The Stars and Stripes Forever’ is hereby designated as the national march of the United States of America.” (36 USC Chap 10 Sec. 188)

Conclusion

“The Star-Spangled Banner,” the national anthem of the United States, is symbolic of the struggles and successes of this country. It is still as inspirational today as when it first swept throughout the country in 1814. Either as a JROTC cadet in uniform or as a private citizen out of uniform, render “The Star-Spangled Banner” the courtesies and respect it deserves. Remember, “To the Colors” receives the same respect as the national anthem. “The Stars and Stripes Forever” demonstrates the strength and the power of patriotic music in the development of a national spirit.

Lesson Review

1. Who wrote The Star-Spangled Banner and why was it written?
2. When in a private vehicle on a military base, what should you do when you hear The Star-Spangled Banner?
3. What famous person wrote “Stars and Stripes Forever”?
4. Define the term “under arms.”
Lesson 8

American Military Traditions, Customs, and Courtesies

Key Terms
- courtesies
- customs
- dress
- esprit de corps
- mess
- position of honor
- reporting
- ruffles and flourishes
- salutes
- self-propelled
- traditions
- uncasing
- uncovered

What You Will Learn to Do

- Explore the purpose of military traditions, customs, and courtesies

Linked Core Abilities

- Treat self and others with respect
Skills And Knowledge You Will Gain Along The Way

- Distinguish among the types of personal salutes
- Relate Army ranks to their proper titles
- Determine situations requiring a salute
- Identify forms of respect to senior officers
- Define key words contained in this lesson

Introduction

The purpose of military traditions, customs, and courtesies is to develop pride in the military service, and to establish strong bonds of professional and personal friendships — patterns of behavior that enhance the military way of life. This lesson familiarizes you with these traditions, customs, and courtesies.

Traditions And Customs

Two of the more common military traditions and customs are dress and ceremonies. Dress sets the branches of the armed forces (the Army, Air Force, Navy, Marines, and Coast Guard) apart. Each branch has formal, semi-formal, black tie, white tie, informal, and casual dress codes appropriate for various occasions and settings. All branches have a standard of dress, which they require their members to follow.

Throughout history, military ceremonies represent the pride, discipline, and teamwork of the armed forces. Some of the more common ceremonies include parades, reviews, inspections, occasions that honor and recognize individuals with awards for outstanding service, and formal dining. Ceremonies help preserve tradition and to build esprit de corps.

Personal Salutes

Personal salutes are honors given to dignitaries, civil officials, and military officials. They include cannon salutes, ruffles and flourishes, and a march or anthem, depending on the official.

Cannon Salutes

A cannon salute honors civil or military officials from the United States or foreign countries. A commissioned officer directs the firing of the cannons, whether they are towed, self-propelled, or tank mounted. The time interval between rounds is three seconds. Usually, the U.S. armed forces does not fire a cannon salute on Sunday, between retreat and reveille, or on national holidays. Independence Day and Memorial Day are exceptions to this rule and have special cannon salutes.
What is the origin of the 21-gun salute?

The use of gun salutes for military occasions is traced to early warriors who demonstrated their peaceful intentions by placing their weapons in a position that rendered them ineffective. Apparently this custom was universal, with the specific act varying with time and place, depending on the weapons being used. A North African tribe, for example, trailed the points of their spears on the ground to indicate that they did not mean to be hostile.

The tradition of rendering a salute by cannon originated in the 14th century as firearms and cannons came into use. Since these early devices contained only one projectile, discharging them once rendered them ineffective. Originally warships fired seven-gun salutes—the number seven probably selected because of its astrological and Biblical significance. Seven planets had been identified and the phases of the moon changed every seven days. The Bible states that God rested on the seventh day after Creation, that every seventh year was sabbatical and that the seven times seventh year ushered in the Jubilee year.

Land batteries, having a greater supply of gunpowder, were able to fire three guns for every shot fired afloat, hence the salute by shore batteries was 21 guns. The multiple of three probably was chosen because of the mystical significance of the number three in many ancient civilizations. Early gunpowder, composed mainly of sodium nitrate, spoiled easily at sea, but could be kept cooler and drier in land magazines. When potassium nitrate improved the quality of gunpowder, ships at sea adopted the salute of 21 guns.

The 21-gun salute became the highest honor a nation rendered. Varying customs among the maritime powers led to confusion in saluting and return of salutes. Great Britain, the world’s preeminent seapower in the 18th and 19th centuries, compelled weaker nations to salute first, and for a time monarchies received more guns than did republics. Eventually, by agreement, the international salute was established at 21 guns, although the United States did not agree on this procedure until August 1875.

The gun salute system of the United States has changed considerably over the years. In 1810, the “national salute” was defined by the War Department as equal to the number of states in the Union—at that time 17. This salute was fired by all U.S. military installations at 1:00 p.m. (later at noon) on Independence Day. The President also received a salute equal to the number of states whenever he visited a military installation.

In 1842, the Presidential salute was formally established at 21 guns. In 1890, regulations designated the “national salute” as 21 guns and redesignated the traditional Independence Day salute, the “Salute to the Union,” equal to the number of states. Fifty guns are also fired on all military installations equipped to do so at the close of the day of the funeral of a President, ex-President, or President-elect.

Today the national salute of 21 guns is fired in honor of a national flag, the sovereign or chief of state of a foreign nation, a member of a reigning royal family, and the President, ex-President and President-elect of the United States. It is also fired at noon of the day of the funeral of a President, ex-President, or President-elect.

Gun salutes are also rendered to other military and civilian leaders of this and other nations. The number of guns is based on their protocol rank. These salutes are always in odd numbers.

Source: Headquarters, Military District of Washington, FACT SHEET: GUN SALUTES, May 1969
The number of guns fired depends on the position of the official. For example, the military fires a 21-gun salute for the president, members of a reigning royal family, and chiefs of state of foreign countries. The vice president receives a 19-gun salute, as do ambassadors and the Speaker of the House of Representatives. Secretaries of the Army, Navy, and Air Force, and generals of the Army and Air Force also receive a 19-gun salute.

When you are in the audience on such an occasion and in uniform, you should render the hand salute as the official party does. When in civilian clothing, you should remove any head covering to salute.

**Ruffles and Flourishes**

The armed forces plays ruffles and flourishes together — ruffles on drums and flourishes on bugles. The number of ruffles and flourishes also depends on the position of the official. The president, vice president, secretaries, and assistant secretaries of the Army, Navy, and Air Force, cabinet members, and ambassadors all receive four ruffles and flourishes.

Additionally, a military band may play a march or anthem following the ruffles and flourishes as an honor to special officials. For example, the band may play: the national anthem or “Hail to the Chief” for the president, ex-presidents, or president-elect; a march for the vice president; the national anthem of the United States or the anthem of another country for ambassadors; and, a march for generals, admirals, and most other armed services officials.

**Courtesies**

**Key Note Term**

**courtesies** – an act of politeness or gracious manners; the use of polite gestures or remarks.

**Courtesies** honor people with actions or words to show respect, authority, and achievement. The use of titles and salutes are two courtesies that honor members of the military.

**Titles**

One military courtesy is the use of titles to show respect for superiors. When you are talking to someone in the military, address that person by his or her rank. This form of a courtesy is not only a standard greeting in the military, but it shows respect for the responsibility that person has earned.

Table 1.8.1 shows the correct titles by which you should address most individuals in the U.S. Army.

If you do not know the person’s name, you may address privates as “Soldier,” all medical officers by their rank, male officers as “Sir,” and female officers as “Ma’am.”

Conversation with others in the military should be formal and correct. Use proper titles to show respect and indicate rank. Senior JROTC cadets may address junior JROTC cadets by their first name, but not the other way around.
Saluting

In addition to honoring those senior in rank with a title, the military requires a hand salute in many cases. By properly executing the hand salute, you show respect for those in positions of authority. A sloppy or poorly given salute can mean a number of different problems, including:

- An inappropriate attitude or possible disrespect for a person who deserves the honor
- A lack of understanding on how to execute the salute

<table>
<thead>
<tr>
<th>Title</th>
<th>How to Address</th>
</tr>
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<tbody>
<tr>
<td>All Generals</td>
<td>“General”</td>
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<tr>
<td>Colonels and Lieutenant</td>
<td></td>
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<tr>
<td>Colonels</td>
<td>“Colonel”</td>
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<tr>
<td>Majors</td>
<td>“Major”</td>
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<tr>
<td>Captains</td>
<td>“Captain”</td>
</tr>
<tr>
<td>Lieutenants</td>
<td>“Lieutenant”</td>
</tr>
<tr>
<td>Chaplains</td>
<td>“Chaplain”</td>
</tr>
<tr>
<td>Cadets</td>
<td>“Mister,” “Miss,” or “Cadet”</td>
</tr>
<tr>
<td>Officer Candidate</td>
<td>“Candidate”</td>
</tr>
<tr>
<td>Warrant Officers</td>
<td>“Mister” or “Miss”</td>
</tr>
<tr>
<td>Sergeant Major</td>
<td>“Sergeant Major”</td>
</tr>
<tr>
<td>First Sergeants</td>
<td>“First Sergeant”</td>
</tr>
<tr>
<td>All other Sergeants</td>
<td>“Sergeant”</td>
</tr>
<tr>
<td>Corporals</td>
<td>“Corporal”</td>
</tr>
<tr>
<td>All Specialists</td>
<td>“Specialist”</td>
</tr>
<tr>
<td>Privates and Privates First Class</td>
<td>“Private”</td>
</tr>
</tbody>
</table>
Hand Salute

The hand salute is one of the most recognizable courtesies of the military way of life. Ages ago, the salute was a greeting that indicated you were not holding a weapon in your hand. Today, it is a way to show respect.

Whom to Salute

You must render the salute to all commissioned and warrant officers. Generally, you do not salute noncommissioned officers or petty officers; however, there are exceptions. For example, when you act as a squad leader, salute your platoon sergeant when making reports.

How to Salute

When a leader who is in charge of a formation commands "present, arms," you should execute a salute. If you are not carrying a rifle, you can give the hand salute in three different ways depending on whether you are wearing headgear, glasses, or both.

- When wearing headgear with a visor (with or without glasses), raise your right hand sharply, fingers and thumb extended and joined, palm facing down. Place the tip of your right forefinger on the rim of the visor slightly to the right of your right eye. Barely turn the outer edge of your hand downward so neither the back of your hand nor the palm is clearly visible from the front. Keep your hand and wrist straight, your elbow inclined slightly forward, and the upper arm horizontal.

- When wearing headgear without a visor, or you are uncovered, and without glasses, execute the hand salute in the same manner as previously described in subparagraph 1 except touch the tip of your right forefinger to the forehead near and slightly to the right of your right eyebrow.

- When wearing headgear without a visor, or you are uncovered, and with glasses, execute the hand salute in the same manner as above except touch the tip of your right forefinger to that point on the glasses where the temple piece of the frame meets the right edge of your right brow.

Key Note Term

uncovered – to remove a hat or other headgear; to be bare-headed or without a cover.
When reporting or rendering a courtesy to an individual, turn your head and eyes toward the person and simultaneously salute. In this situation, execute the actions without command. The subordinate initiates the salute at the appropriate time and terminates it upon acknowledgment.

**When to Salute**

Military regulations on conduct require you to salute, even when carrying a rifle, when you meet and recognize a person entitled to the honor, except under the following conditions:

- When on public transportation, including buses and trains
- When in public places such as stores and theaters
- When giving the salute would be inappropriate or physically impractical (such as when officers are acting as drivers or passengers of civilian vehicles or when one has both hands occupied carrying articles)
- While indoors except when reporting to an officer or when on duty as a guard
- When one or both parties are in civilian clothes

Conditions under which you must salute are:

- When you hear the national anthem, “To the Colors,” or “Hail to the Chief” (if you are in uniform)
- When the national colors pass you
- During all official greetings
- During reveille and retreat, when within sight of the flag or the sound of the music and in uniform
- During the rendering/sounding of honors
- When first uncasing the colors or later when casing them
- When pledging allegiance to the flag while outdoors and in uniform. Indoors in uniform requires that you stand at attention and face the flag, but you do not salute. Indoors in civilian clothing requires that you stand at attention, face the flag, and place your right hand over your heart.
- When reporting

**Reporting**

Reporting is requesting and obtaining permission to speak to a senior officer or being notified that a senior officer wants to speak with you. How you report to that officer may change according to local policy and to the location (in an office or outdoors), situation (under arms), or reason for reporting.

**Showing Respect to Senior Officers**

When an officer enters an office for the first time each day, the first person to see the officer calls the room to attention. If at any time, another, higher ranking officer enters the office, the first person to see that officer again calls the room to
attention. This same practice holds true if an officer enters a barracks — that is, the first person to see the officer calls the room to attention. Everyone rises to attention except those personnel who are on work details; however, they must rise if the officer stops and addresses them directly.

When an officer enters the dining area, the first person to see the officer calls the mess to “at ease.” You may remain seated and continue eating unless directed otherwise by the officer. If you are seated at a chair and the officer addresses you directly, rise to attention and respond. If you are seated on a bench, stop eating and sit at attention until the officer has ended the conversation.

**Position of Honor**

The position of honor dictates that those of lower rank walk, sit, or ride to the left of those with senior rank. When entering a vehicle (car or small boat), you should enter first, staying to the left of the officer. When you arrive at your destination and leave the vehicle, the senior officer should exit first.

**Note**

The position of honor originated during medieval times when knights fought primarily with their sword in their right hand. Because their left arm held a shield for defense, their right side — the fighting side — was their position of honor.

**Conclusion**

The pride and respect that come from traditions, customs, and courtesies make for a strong, well-run organization. Taking part in these traditions, customs, and courtesies builds esprit de corps and respect in your organization — indications of what success is all about.

Personal courtesies and good manners are a basic part of military courtesy. By showing proper respect, you gain respect from others and a sense of pride within yourself. Using the proper salutes and actions shows that you are proud of yourself, your unit, and Army JROTC.

**Lesson Review**

1. Give examples of three common ceremonies.
2. Give two examples of personal salutes and explain each one.
3. How should a cadet address a Warrant Officer?
4. Define the term “esprit de corps.”