



State of California – Military Department  
California Cadet Corps

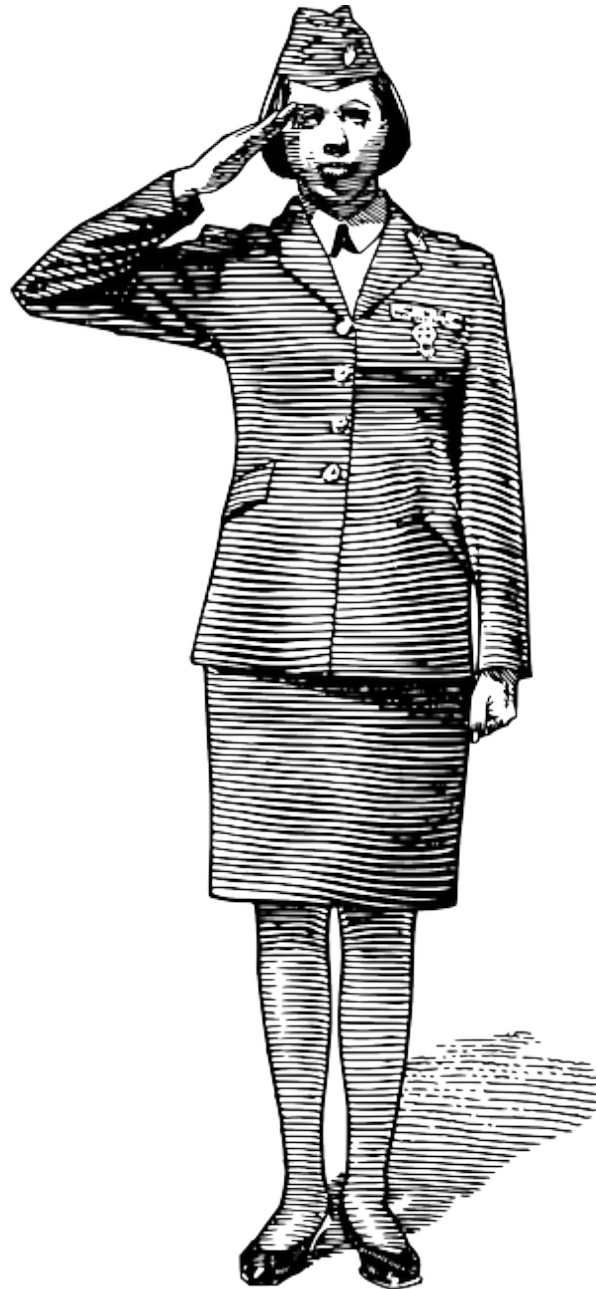
# CURRICULUM ON MILITARY SUBJECTS

Strand M3: Individual Drill

Level 11

This Strand is composed of the following components:

- A. Individual Drill
- B. Individual Drill with Weapons
- C. **The Drill Commander**



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## C. The Drill Commander

### OBJECTIVES

#### **DESIRED OUTCOME (Leadership) / PRACTICUM C**

*90% of Unit Cadets can give commands to a drilling unit using an effective command voice and giving the commands correctly. They are able to:*

1. Identify the drill terms along with their definition.
2. Recite the Drill Instructor Creed.
3. Use the three stages of drill instruction to teach a drill movement.
4. Use one of the demonstration methods of instruction to execute the Demonstration Stage of teaching a drill movement.
5. Form a platoon into a Line Formation (with alterations for instruction), an Extended Rectangular Formation, and a Circle Formation.
6. Properly use By-the-Numbers when drilling a squad or platoon.
7. Properly use In Cadence when drilling a squad or platoon.
8. Identify the Rules governing giving commands.
9. Give examples of and properly give Supplementary Commands as both a higher and a subordinate drill commander.
10. Give examples of directives and the subsequent command that would be given by the subordinate commanders.
11. Identify the four characteristics of the command voice and demonstrate a proper command voice.

## C1. Drill Terms

Drill Terms define the basics of drill, and are used as a common vocabulary to establish the precise alignments, measurements, and formations of drill.

**Alignment** – Forming a straight line. Dress and Cover.

**Base**– This is the element around which a movement is planned, regulated, or aligned.

**Cadence**– This is a uniform rhythm or number of steps or counts per minute.

**Cover** – Alignment of elements front-to-rear.

**Depth**– This is a space from the front to the rear of a formation, including the front and rear elements.

**Distance**– This is the space between elements that are one behind the other. The distance between individuals is an arm's length plus 6 inches, or approximately 36 inches, measured from the chest of one Cadet to the back of the Cadet immediately to his front.

**Double Time**– This is a cadence of 180 steps per minute.

**Dress** – Alignment of elements side-by-side.

**Element**– An individual, squad, section, platoon, company, or larger unit formed as part of the next higher unit.

**File**– This is a line of Cadets placed front to rear.

**Formation**– An arrangement of the unit's elements in a prescribed manner. Examples are the line formation, in which the elements (squads) are arranged front-to rear, column formation, in which the elements are side-by-side, and mass formation, in which elements ( platoons and squads) are side by side in column, but at close interval. As formations get larger, they become more complex, with subordinate elements in different configurations.

**Front**– This is a space from one side to the other side of a formation and includes the right and left files.

**Guide**– This is the person responsible for maintaining the prescribed direction and rate of march.

**Head**– This is a column's leading element.

**Interval**– This is the space between side-by-side elements. Normal Interval is one arm's length. Close Interval is measured by placing the left hand, palm open, on the hip. It's about 4-inches between shoulders once the Cadet is back at Attention.

**Post**– This is the correct place for an officer or noncommissioned officer to stand in a prescribed formation.

**Quick Time**– This is a cadence of 120 steps per minute.

**Rank**– This is a line of Cadets placed side-by-side.

## C2. The Drill Instructor

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*A drill command is an oral order of a commander, instructor, or leader. The precision with which a movement is executed is affected by the manner in which the command is given.*

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TC 3-21.5, Chapter 2



The quality of a unit's drill is directly related to the commander/instructor. If the leader teaches correctly, demands attention to detail and performance to a high standard, and gives commands correctly and with authority, it is highly likely the unit will perform well. If the leader is unsure of himself, teaches movements wrong, or gives commands poorly (poor command voice, not on the correct foot, not following the rules of drill), the unit will perform poorly.

You have everything you need to be a great drill commander – it's in this curriculum and in TC 3-21.5. You need to master your material so you know the details of how movements are executed; you need to train yourself to teach drill properly and by the book; and you need to be confident in your presentation. You improve by practice and with feedback.

Note that the Drill Instructor's Creed says nothing of drill and ceremonies. It's about attitude, excellence, adhering to standards, and motivating other Cadets. Add those values to excellence in drill, and you have a powerful leadership tool.

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***I am a Cadet Drill Instructor.***

*I will assist each individual in their efforts to become a highly motivated, and well disciplined, physically and mentally fit Cadet.*

*I will instill pride in all I train. Pride in self, in the California Cadet Corps, and in Country.*

*I will insist that each Cadet meets and maintains the Cadet Corps standards of military bearing and courtesy, consistent with the highest traditions of the California Cadet Corps.*

*I will lead by example, never requiring a Cadet to attempt any task I would not do myself.*

*But first, last, and always, I am an example of the finest in the California Cadet Corps. Honor, Duty, Country.*

***I AM A CADET DRILL INSTRUCTOR.***

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### C3. Instructional Methods

A unit's success at learning drill is greatly affected by the methods of instruction and the thoroughness of the instructor.

To ensure that a Cadet develops satisfactory proficiency during the time allotted, and to ensure a complete and consistent presentation by the drill instructor, each movement (regardless of the method used) should be presented using three teaching stages: **explanation, demonstration, and practice**.

We remember these stages using **NAME, EXPLAIN, DEMONSTRATE, AND PRACTICE**.

### STAGE 1: EXPLANATION.

In the explanation stage, the instructor must:

- Give the name of the movement
- Give the practical use for the movement
- Give the command(s) for the movement and explain its elements
  - Preparatory Command
  - Command of Execution

The instructor must also discuss the command(s) necessary to terminate the movement, and discuss Supplementary Commands where appropriate

This is how an instructor teaches a marching movement using the first teaching stage.

**“Platoon, ATTENTION. AT EASE.** The next movement (position), which I will name, explain, and have demonstrated, and which you will conduct practical work on, is the *24-Inch Step from the Halt*. This movement is used to march an element from point A to point B in a uniform manner. The command to execute this movement is **Forward, MARCH**. This is a two-part command: **Forward** is the preparatory command, and **MARCH** is the command of execution. The command to terminate this movement is **HALT**. **HALT** is also a two- part command when preceded by a preparatory command such as **Squad** or **Platoon**. I will use **Demonstrator** as the preparatory command and **HALT** as the command of execution. When given, these commands are as follows: **Forward, MARCH; Demonstrator, HALT.**”

### STAGE 2: DEMONSTRATION.

There are three methods of instruction used in the demonstration state to teach drill:

- Step-by- Step
- Talk-through
- By-the-Numbers

The character of the particular movement being taught will indicate the most effective method to use. As a general rule, marching movements are taught using the step-by-step method. Movements that require numerous or simultaneous actions by an individual or unit are best taught using the talk-through method. Movements that have two or more counts are taught using the by-the-numbers method.

For Cadet Drill Instructors, the Talk-Through Method is the most useful, followed by the By-the-Numbers Method. The Step-by-Step Method requires a large amount of memorization, and is generally used only by Army Drill Instructors. However, it is a Cadet Drill Instructor’s option which to use. The character of the particular movement being taught will indicate the most effective method to use. Sometimes a drill instructor will combine methods; for example, using the Talk-Through Method, but during the explanation, demonstrating using By-the-Numbers.

**NOTE:** The instructor may demonstrate the movement himself, modifying his position when necessary to maintain eye-to-eye contact with personnel being instructed. It is encouraged to use another Cadet or Cadets as a demonstrator so the instructor can focus on the instruction.

**Step-by-Step Method of Instruction.** In the step-by-step method of instruction, the explanation and demonstration are combined, and the movements are taught one step at a time.

The instructor explains that for the demonstration, on the command of execution, the demonstrator takes only one step and then stops in position until the command **Ready, STEP** (for the next step) is given. While the demonstrator is stopped in position, the instructor makes on-the-spot corrections and explains the actions to be taken on the next step. Once complete with going through step-by-step, the instructor then has the demonstrator execute the movement at normal cadence.

This is how an instructor teaches the demonstration stage when using the **step-by-step** method of instruction:

- **“Demonstrator, POST.** I will use the step-by-step method of instruction. On the preparatory command **Forward of Forward, MARCH**, without noticeable movement, shift the weight of the body onto the right foot. **Forward.**”
- **“On the command of execution MARCH of Forward, MARCH,** step forward 24 inches with the left foot. The head, eyes, and body remain as in the *Position of Attention*. The arms swing in natural motion, without exaggeration and without bending the elbows, about 9 inches straight to the front and 6 inches straight to the rear of the trouser seams. The fingers and thumbs are curled as in the *Position of Attention*, just barely clearing the trousers. **MARCH.**”
- **“On the command of execution STEP of Ready, STEP,** execute a 24-inch step with the trail foot. Once again, ensure that the head, eyes, and body remain as in the *Position of Attention*, and that the arms swing naturally, without exaggeration and without bending the elbows, about 9 inches straight to the front and 6 inches straight to the rear of the trouser seams. The fingers and thumbs are curled, as in the *Position of Attention*, barely clearing the trousers. **Ready, STEP.** Notice that there are two steps explained: one from the *Halt* and one while marching.”
- **“The command to terminate this movement is HALT.** The preparatory command **Demonstrator of Demonstrator, HALT,** may be given as either foot strikes the ground. However, the command of execution **HALT of Demonstrator, HALT,** must be given the next time that same foot strikes the ground. The *Halt* is executed in two counts.”
- **“On the command of execution STEP of Ready, STEP,** execute a 24-inch step with the trail foot. When that foot strikes the ground, the demonstrator will receive the preparatory command **Demonstrator of Demonstrator, HALT. Ready, STEP. Demonstrator.**”
- **“On the command of execution STEP of Ready, STEP,** execute a 24-inch step with the trail foot. This is the **intermediate** (or thinking) step required between the preparatory command and the command of execution. **Ready, STEP.**”
- **“On the command of execution STEP of Ready, STEP,** execute a 24-inch step with the trail foot. When the foot strikes the ground, the demonstrator will receive the **command of execution HALT of Demonstrator, HALT. Ready, STEP. HALT.** The *Halt* is executed in two counts.”
- **“On the command of execution STEP of Ready, STEP,** execute a 24-inch step with the trail foot, this being the **additional** step required after the command of execution. **Ready, STEP.**”
- **“On the command of execution STEP of Ready, STEP,** bring the trail foot alongside the lead foot, reassuming the *Position of Attention*, thus terminating this movement. **(Ready, STEP. RE-FORM.)** At

normal cadence, this movement would look as follows: **Forward, MARCH. Demonstrator, HALT. AT EASE.**"

- "Platoon, what are your questions pertaining to this movement when executed at normal cadence or when using the step-by-step method of instruction? (Clarify all questions.)"
- "**Demonstrator, ATTENTION.** You will now become my assistant instructor. **FALL OUT.**"

**Talk-Through Method of Instruction.** Demonstrations are combined. Each movement is orally described. In this method the explanation and action by the individual is executed as:

(1) The instructor simply tells the demonstrator how and what he wants him to do. The demonstrator executes the movement as the instructor describes it. Then the instructor has the demonstrator execute the movement at normal cadence.

(2) This is a sample of how an instructor teaches the demonstration stage when using the talk-through method of instruction to teach the command *Column Right March*:

- "We have seen the diagram on the white board of how this movement is executed. Now we will demonstrate it. The squad leaders have practiced, and will be my demonstrators. Imagine that a platoon of Cadets is lined up in column formation behind them."
- "**Demonstrators, POST.** I will use the talk-through method of instruction. On the command of execution MARCH, the base squad, or fourth squad executes the movement as in squad drill, except that the squad leader takes one 24-inch step and then takes up the *Half Step*. The squad leader continues marching with the *Half Step* until the other squad leaders catch up to him. The other squad leaders, while maintaining correct interval, execute a 45-degree pivot and continue marching in an arc. As they come on line with the 4<sup>th</sup> Squad Leader, they take up the *Half Step*. When all squad leaders are abreast of each other, they step off with a 24-inch step without command. All other platoon members march forward on the command of execution and execute the column movement at approximately the same place as their squad leader and in the same manner."
- "**Demonstrators, Forward, MARCH. Column Right, MARCH.** Note the fourth squad's pivot is 90-degrees, while all the other pivots are 45-degrees. **Column Right, MARCH.** Note that the first, second, and third squad leaders arc around after they pivot—they don't take a second pivot. **Column Right, MARCH.** Cadets are marching at attention, staying in step, and keeping their dress, cover, interval and distance. **Column Right, MARCH. Demonstrators, HALT. At Ease.**"
- "Platoon, what are your questions pertaining to *Column Right March*? Does anyone need to see a demonstration of only one squad at a time, or step-by-step?" (Clarify all questions.)
- "**Demonstrators, ATTENTION.** You will be my assistance instructors. **FALL OUT.**"

**NOTE:** Individuals are talked into position rather than through the position. With a moving demonstration, it isn't realistic to make anything but brief comments once the demonstration has started. Explain the details of the movement so that the Cadets know what to look for, and have the demonstrator(s) repeat the movement several times.

**By-the-Numbers Method of Instruction.** *By-The-Numbers* is the command used to begin instructing one count at a time. *Without-The-Numbers* is the command used to terminate single-count instruction and return to normal cadence. The explanation and demonstration are combined. Movements are explained and demonstrated one count at a time. The instructor has the demonstrator execute the movement **by the numbers** (one count at a time). The instructor then has the demonstrator execute the movement at normal cadence.

This is how an instructor teaches the demonstration stage using the by-the-numbers method of instruction:



- **“Demonstrator, POST.** I will use the by-the-numbers method of instruction. *Port Arms* from *Order Arms* is a two-count movement. On the command of execution **ARMS** of Port, **ARMS**, this being count one, grasp the rifle with the right hand and raise the rifle diagonally across the body, keeping the right elbow down alongside the rifle (without strain). With the left hand, simultaneously grasp the rifle at the balance (grasping the wood stock right above the receiver) so that the rifle is about 4 inches (a fist) from the body. **By-the-numbers, Port, ARMS.”**
- “On count two, release the grasp of the rifle with the right hand and regrasp the rifle at the small of the stock. Keep the rifle held diagonally across the body, about 4 inches from the belt, elbows drawn in at the sides, and ensure the right forearm is horizontal, thus assuming the position of *Port Arms*. **Ready, TWO.”**
- “*Order Arms* from *Port Arms* is a three-count movement. On the command of execution **ARMS** of **Order, ARMS**, this being count one, release the grasp of the rifle with the right hand and move the right hand up and across the body, approaching the front sight assembly from the right front, and firmly grasp the barrel without moving the rifle. Ensure the right elbow remains down without strain. **Order, ARMS.”**
- “On count two, release the grasp of the rifle with the left hand, and with the right hand lower the rifle to the right side until it is about 1 inch off the ground. At the same time, guide the rifle into place with the left hand at the flash suppressor, fingers and thumb extended and joined, palm facing the rear. **Ready, TWO.”**
- “On count three, sharply move the left hand to the left side as in the *Position of Attention* and, at the same time, gently lower the rifle to the ground with the right hand, assuming the position of *Order Arms*. **Ready, THREE.”**
- “At normal cadence, these commands (movements) are as follows: ***Without-the-numbers, Port, ARMS. Order, ARMS. AT EASE***”
- “Platoon, what are your questions pertaining to *Port Arms* from *Order Arms* and *Order Arms* from *Port Arms* when executed at normal cadence or when executed by-the-numbers?” (Clarify all questions.)
- **“Demonstrator, ATTENTION.** You will be my assistant instructor. **FALL OUT.”**

(Notice that there is no **Ready, ONE** command.)

### STAGE 3: PRACTICE

The practice stage is executed in the same manner as the demonstration stage except that the instructor uses the proper designator for the size of his element. The instructor does not have his element execute the movement at normal cadence until his element has shown a satisfactory degree of proficiency executing the movement using the selected method of instruction.

Remember: NAME, EXPLAIN, DEMONSTRATE, and PRACTICE.

### C4. Instructional Techniques

A drill instructor must know and understand the techniques that are effective in teaching drill. You want to give your Cadets every advantage to learn drill movements correctly the first time, and offer them practice that allows them to perform to standard together as one unit.

### FORMATIONS

TC 3-21.5 outlines the U-Formation, the Line Formation, and the Extended Rectangular Formation. You may use any of these to teach drill. It is important to select a formation that allows every Cadet to see

and hear your instruction, and gives them appropriate practice opportunity to ensure they complete the instruction session understanding what you have taught and able to perform it.

We don't use the U-Formation much in the Cadet Corps. You're welcome to research it in TC 3-21.5, paragraph 2-4a. We normally use the Line Formation, as it is the normal formation Cadets are used to assuming when they fall in, and they can immediately start practicing movements without changing formation. When using the Line Formation, it can be useful to adjust so that all Cadets can see the instructor and demonstrator. It is recommended that the first rank kneels (right knee), second rank executes one *12-Inch Step to the Left* and kneels (left knee), third rank stands fast, and the fourth rank takes one *12-Inch Step to the Left*. The instructor adjusts any additional ranks as necessary to ensure they are uncovered. This formation can quickly be formed by commanding **Instructional Formation, MARCH**. To re-form the unit into a line formation, the command is **FALL IN**. The members of the platoon execute in the reverse manner as prescribed above.

**NOTE:** When conditions do not warrant kneeling, Cadets may be directed to remain standing and to uncover. To assemble the unit, the command **FALL IN** is given.

An alternative formation is the Extended Rectangular Formation, which you should be familiar with from doing Physical Training.

(1) To form the extended rectangular formation, the instructor commands **Extend to the left, MARCH**. All right flank Cadets stand fast and extend their arms at shoulder level, elbows locked, fingers and thumbs extended and joined, palms facing down. All other Cadets turn to the left and double-time forward. After taking a sufficient number of steps, the Cadets stop and face to the front and extend their arms in the same manner as the right flank Cadets, ensuring that there is about 12 inches between all Cadets. Dress is to the right and cover is to the front. The remainder of the body is in the position of attention.

(2) The instructor then commands **Arms downward, MOVE**. The Cadets lower their arms sharply to the sides as in the position of attention.

(3) The instructor then commands **Left, Face**. All Cadets execute a left face.

(4) The instructor then commands **Extend to the left, MARCH**. All Cadets execute as previously described.

(5) The instructor then commands **Arms downward, MOVE**. All Cadets execute as previously described.

(6) The instructor then commands **Right, FACE**. All Cadets execute a right face.

(7) The instructor then commands **From front to rear, COUNT OFF**. (**COUNT OFF** is the entire command of execution). Each member of the first rank turns their head and eyes to the right and counts off with "ONE," then faces back to the front. The remaining ranks execute in the same manner as the first rank counting off in the same manner as the first rank until the entire formation has counted off. The members of the last (rear) rank do not turn their head and eyes.

(8) The instructor then commands **Even numbers to the left, UNCOVER**. All even numbered Cadets jump squarely in the center of the interval, resuming the position of attention. The formation is now prepared for instruction.

(9) To return the formation to the original configuration, the instructor commands **Assemble to the Right, MARCH**. All Cadets double-time to their original position in formation.

d. The instructor may find the circular formation more suitable for training. This works great for PT, but can also be used in teaching individual drill movements or the manual of arms.

(1) The instructor positions himself in front of the lead Cadet in the lead squad and commands **Circle formation, FOLLOW ME**. The instructor double-times in a circle large enough for the formation and moves to the center of the circle. The members of the lead squad follow at an arm's length plus 6 inches

(approximately 36 inches total). The squad leaders of the following squads begin double-timing at the correct distance from the last Cadet in the preceding squad without command. After the entire formation is in a circle, the instructor comes to the position of attention and commands **Quick time, MARCH**. The Cadets begin marching normally. The instructor then gives directives to individual Cadets and corrects the distance between them until each member is at approximately double arm interval. (2) The instructor then commands the formation to *Halt* using the appropriate preparatory command. (3) The instructor then commands **Left, FACE**. All personnel face toward the instructor. The formation is now ready for instruction. (4) To return the formation to its original configuration, the instructor commands the formation to attention and commands **FALL OUT**, and then **FALL IN**. On the command **FALL IN**, all Cadets return to their original position in a line formation.

### INSTRUCTORS

When acting as instructors or assistant instructors, officers and noncommissioned officers go wherever they are needed. They correct mistakes and ensure steadiness and proper performance in ranks. When an individual shows that he is unable to execute the proper movements or assume the proper position, the instructor may physically assist the Cadet. Sometimes the Cadet needs more individual guidance than a quick correction takes. It is appropriate for an assistant instructor to take the Cadet out of the formation, work with them until they have the movement down correctly, then have them return to the formation.

### SLOWING DOWN YOUR PRACTICE

**By-the-Numbers** is used when Cadets are first learning to drill, particularly with stationary commands. This lesson is repeated here (it was in M3/A2 so you could learn it as you started to learn to drill) because it's a great technique to use, and we need to make sure you, as a drill commander, understand how to use it. By-the-Numbers can be used best for facing movements and for multiple-step commands with the manual of arms. It is not usually done with marching commands. It is a training tool that helps the instructor ensure that Cadets are performing the command correctly. The command to start By-the-Numbers is **By-the-Numbers**. The instructor then pauses, then gives the command he/she wants the Cadets to execute. For example:

#### ***By-the-Numbers, Left, FACE***

On the command of execution (**FACE**), the Cadets execute Count One of *Left FACE* (the pivot). The instructor views the Cadets who are frozen in this intermediate position and makes any corrections necessary. **NOTE:** Some instructors incorrectly give the command followed by **Ready, ONE** for the first count. If that's how you learned By-the-Numbers, you need to re-learn it correctly! The first count of the movement is executed immediately upon hearing the command of execution.

Once the instructor is satisfied that all necessary corrections have been made, he/she commands:

#### ***Ready, TWO***

On the command of execution **TWO**, the Cadets execute the second step of the movement. Any further steps are done in this same way (i.e. **Ready, THREE**).

KEY POINT: **All** commands are done at By-the-Numbers **until** the command Without-the-Numbers is given. You do NOT keep giving the command **By-the-Numbers**.

When the instructor wants to end doing the movements step-by-step, he/she gives the command ***Without-the-Numbers*** (pause), and the next command.

**In Cadence** is another training tool instructors can use to help Cadets execute movements together at the correct cadence. Like By-the-Numbers, it is best used with stationary movements and rifle manual of arms. The command to start In Cadence is ***In Cadence*** (pause), followed by the drill command.

#### **In Cadence, Left, FACE**

In quick time, Cadets execute the command on the command of execution and simultaneously (at the same time) sound off) **ONE**; as Cadets execute the second count, they sound off **TWO**. The instructor will generally practice the commands using In Cadence until the unit starts executing the movement and sounding off together as one team. NOTE: In some places (including in the Fort Jackson drill videos), the instructor has the students sound off with “In Cadence” when the command is given, and each time the command is given. This may be common, but it is not by the book. California Cadet Corps Cadets won’t repeat that command.

Like By-the-Numbers, Cadets continue doing all commands In Cadence until the instructor gives the command to stop: **Without Cadence**. The instructor does NOT keep repeating the command **In Cadence** for each command he/she gives. To stop In Cadence, the instructor commands **Without Cadence** (pause), then the next command. Cadets execute the command without sounding off.

Instructors can use both By-the-Numbers and In Cadence together if they want to check performance and bring the execution of the team together. The instructor would command ***By-the Numbers and In Cadence, Left, FACE***. Cadets would execute step one of Left Face and sound off **ONE**. After making any necessary corrections, the instructor commands ***Ready, TWO***. Cadets execute step two and sound off **TWO**. The instructor could stop both at the same time with Without-the-Numbers and Without Cadence, (pause), then the next command; or he/she could stop one or the other. If the instructor, after having given commands at both *By-the-Numbers* and *In Cadence*, says ***Without-the Numbers, Right, FACE***, Cadets would execute a Right Face at quick time, sounding off the steps **ONE, TWO**. The instructor has to give the command to end either or both methods for the Cadets to stop doing it.

#### **CADENCE COUNTING**

To enable Cadets to learn or maintain cadence and develop rhythm, the instructor should have them count cadence while marching. To count cadence while marching at quick time, the instructor gives the preparatory command, ***Count Cadence***, as the left foot strikes the ground, and the command of execution, **COUNT**, the next time the left foot strikes the ground. The Cadet begins to count the next time the left foot strikes the ground and counts as each foot strikes the ground—**ONE, TWO, THREE, FOUR; ONE, TWO, THREE, FOUR**. To count cadence while double-timing, the procedures are basically the same, except the Cadet only counts each time the left foot strikes the ground. To maintain cadence when marching, Cadets will be allowed to sing, or a drummer’s beat may provide cadence.

As Cadets begin to master the art of drill, instructors try to create a spirit of competition among individuals and between units. Although repetition is necessary when teaching drill, instructors use competitive drill exercises to ensure that drill does not become boring or monotonous. Drill games can be fun, but be careful not to lose control of the formation. The purpose of drill is to meet a standard; if

you can engage in chase-type drill games while still meeting that standard, great. If the Cadets can't control their enthusiasm and start cutting corners, then drill games are destructive to learning drill.

#### C5. Rules

The following rules for giving commands apply to the commander when the unit drills as a separate unit and not as part of a larger formation.

1. When at the *Halt*, the commander faces the troops when giving commands. The leader gives commands from the *Position of Attention*. When the unit is in a rest position, present arms, or executing positions other than the *Position of Attention*, the leader returns to the position of attention to give the next command. It is not necessary to execute stationary commands with the unit (present arms, rest positions, facing movements, etc.). When drilling the unit, the commander should focus on the Cadets and give feedback as to their performance (good or bad).
2. On commands that set the unit in motion (marching from one point to another), the commander moves simultaneously with the unit to maintain correct position within the formation. The commander marches in step with the unit.
3. When executing commands with the unit while facing the unit, the commander mirrors the unit; in other words, if the command is *Left Face*, the commander executes *Right Face* (if he chooses to execute the command with the unit). If the command is *Right Step March*, the commander executes *Left Step March*.
4. When marching, the commander turns his head in the direction of the troops to give commands.
5. When elements drill as part of a larger unit, the rules for supplementary commands apply.
6. The commander gives the command **AS YOU WERE** to revoke a preparatory command that he has given. The command **AS YOU WERE** must be given before the command of execution. The commander cannot cancel the command of execution with **AS YOU WERE**. If an improper command is not revoked, the personnel execute the movement in the best manner possible.
7. The preparatory command and the command of execution are given as the heel of the foot corresponding to the direction of the movement strikes the ground.

#### C5. Commands

We covered the basics of Two-Part Commands and Combined Commands in Lesson M3/A2. Other types of commands that a drill commander needs to know are Supplementary Commands and Directives.

#### **SUPPLEMENTARY COMMANDS**

Supplementary commands are oral orders given by a subordinate leader that reinforce and complement a commander's order. They ensure proper understanding and execution of a movement. They extend to

the lowest subordinate leader exercising control over an element affected by the command as a separate element within the same formation.

A supplementary command may be a preparatory command, a portion of a preparatory command, or a two-part command. It is normally given between the preparatory command and the command of execution. However, when a command requires an element of a unit to execute a movement different from other elements within the same formation, or the same movement at a different time, subordinate leaders give their supplementary commands at the time prescribed by the procedures covering that particular movement.

**EXAMPLE:**

The platoon is in column formation, and the platoon leader commands **Column of Twos from the Left** (pause), **MARCH**. The first and second squad leaders command **Forward**; the third and fourth squad leaders command **STAND FAST**. On the command of execution **MARCH**, the first and second squads march forward. At the appropriate time, the squad leader (third squad) nearest the moving element commands **Column Half Left, MARCH** (for both remaining squads). As the third and fourth squad leaders reach the line of march, they automatically execute a *Column Half Right* and obtain normal distance behind the first and second squads.

A subordinate leader gives all supplementary commands over his right shoulder except when his command is based on the actions of an element on his left or when the sub element is to execute a *Column Left (Half Left)* or *Left Flank*. Giving commands over the left shoulder occurs when changing configuration or a formation, such as forming a file or a column of fours and re-forming.

**EXAMPLE:**

The platoon is in column formation and is going to form a file to the left. The left flank squad leader will give the supplementary command **Column, LEFT** over the left shoulder, since the movement will be to the left. The other squad leaders will give the supplementary command **STAND FAST** over the left shoulder as their movement will be to the left and is based on an element to the left.

**NOTE:** When in formation at present arms and the preparatory command **Order** or **Order, ARMS** is given, subordinate leaders terminate their salute before giving their supplementary command.

Supplementary commands are not given by a subordinate leader for the combined commands **FALL IN, AT EASE, REST** or for mass drill when his element forms as part of a massed formation. However, supplementary commands are given when forming a mass or when forming a column from a mass.

Except for commands while in mass formation, platoon leaders give supplementary commands following all preparatory commands of the commander. When the preparatory command is **Company**, the platoon leaders immediately come to *Attention* and command **Platoon**. The company commander allows time for all supplementary commands before giving the command of execution.

When no direction is given, the response is understood to be **Forward**; when no rate of march is given, the response is **Quick Time**. Normally, when a direction or rate of march is included in the preparatory command, only the direction or rate of march is given as a supplementary command.

**DIRECTIVES**

Directives are oral orders given by the commander that direct or cause a subordinate leader to take action. The commander gives directives rather than commands when it is more appropriate for subordinate elements to execute a movement or perform a task as independent elements of the same formation. Directives are given in sentence form and are normally prefaced by the terms **HAVE YOUR UNITS** or **BRING YOUR UNITS**.

**EXAMPLES:**

**HAVE YOUR UNITS OPEN RANKS AND STACK ARMS**

**BRING YOUR UNITS TO PRESENT ARMS**

**HAVE YOUR PLATOONS DRESS RIGHT**

**TAKE CHARGE OF YOUR UNITS** is the only directive on which a commander relinquishes his command and on which salutes are exchanged.

**C6. The Command Voice**

A correctly delivered command will be understood by everyone in the unit. Correct commands have a tone, cadence, and snap that demand willing, correct, and immediate response.

**VOICE CONTROL**

The loudness of a command is adjusted to the number of Cadets in the unit. Normally, the commander is to the front and center of the unit and speaks facing the unit so that his voice reaches everyone.

The voice must have carrying power, but excessive exertion is unnecessary and harmful. A typical result of trying too hard is the almost unconscious tightening of the neck muscles to force sound out. This produces strain, hoarseness, sore throat, and worst of all, indistinct and jumbled sounds instead of clear commands. Ease is achieved through good posture, proper breathing, correct adjustment of throat and mouth muscles, and confidence.

The best posture for giving commands is the position of *Attention*. Cadets in formation notice the posture of their leader. If his posture is unmilitary (relaxed, slouched, stiff, or uneasy), the subordinates will imitate it.

The most important muscle used in breathing is the diaphragm—the large muscle that separates the chest cavity from the abdominal cavity. The diaphragm automatically controls normal breathing and is used to control the breath in giving commands.

The throat, mouth, and nose act as amplifiers and help to give fullness (resonance) and projection to the voice.

**DISTINCTIVENESS**

Distinctiveness depends on the correct use of the tongue, lips, and teeth, which form the separate sounds of a word and group the sounds into syllables. Distinct commands are effective; indistinct commands cause confusion. All commands can be pronounced correctly without loss of effect. Emphasize correct enunciation (distinctiveness). To enunciate clearly, make full use of the lips, tongue, and lower jaw.

To develop the ability to give clear, distinct commands, practice giving commands slowly and carefully, prolonging the syllables. Then, gradually increase the rate of delivery to develop proper cadence, still enunciating each syllable distinctly.

### INFLECTION

Inflection is the rise and fall in pitch and the tone changes of the voice.

The preparatory command is the command that indicates movement. Pronounce each preparatory command with a rising inflection. The most desirable pitch, when beginning a preparatory command, is near the level of the natural speaking voice. A common fault with beginners is to start the preparatory command in a pitch so high that, after employing a rising inflection for the preparatory command, it is impossible to give the command of execution with clarity or without strain. A good rule to remember is to begin a command near the natural pitch of the voice.

The command of execution is the command that indicates when a movement is to be executed. Give it in a sharper tone and in a slightly higher pitch than the last syllable of the preparatory command. It must be given with plenty of snap. The best way to develop a command voice is to practice.

In combined commands, such as **FALL IN** and **FALL OUT**, the preparatory command and command of execution are combined. Give these commands without inflection and with the uniform high pitch and loudness of a normal command of execution.

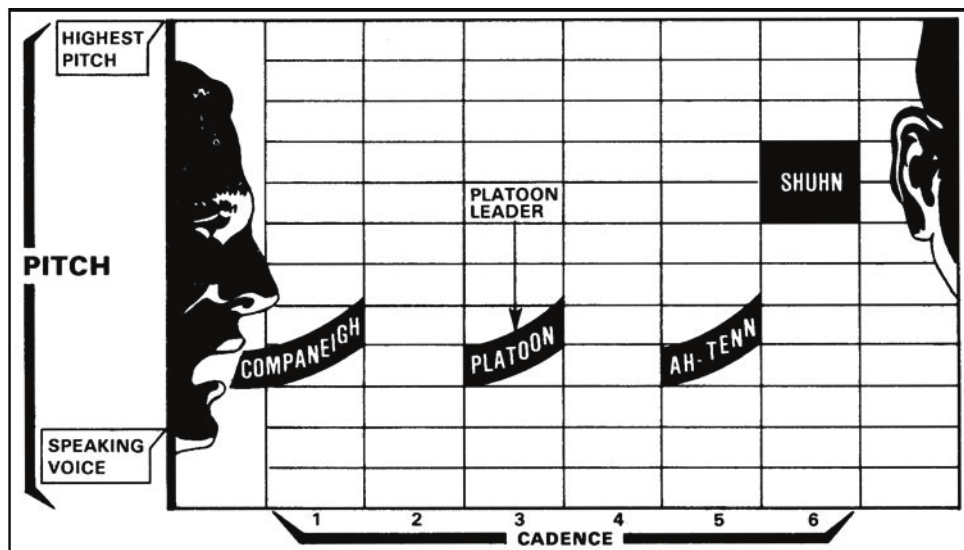
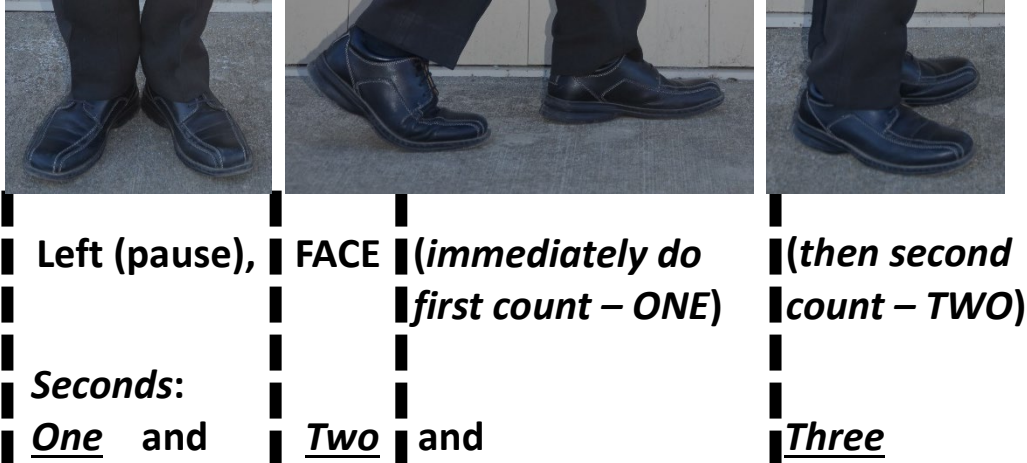


Figure 3-1. Diagram of a command



**CADENCE**

Cadence, in commands, means a uniform and rhythmic flow of words. The interval between commands is uniform in length for any given troop unit. This is necessary so that everyone in the unit will be able to understand the preparatory command and will know when to expect the command of execution.



For the squad or platoon *marching*, except when supplementary commands need to be given, the interval of time is that which allows one step (or count) between the preparatory command and the command of execution. The same interval is used for commands given at the *Halt*. Longer commands, such as **Right Flank, MARCH**, must be started so that the preparatory command will end on the proper foot, and leave a full count between the preparatory command and command of execution. A good rule of thumb is for the *LAST WORD OF THE PREPARATORY COMMAND* to fall when the appropriate foot strikes the ground.

When supplementary commands are necessary, the commander should allow for one count between the preparatory command and the subordinate leader's supplementary command, and an additional count after the subordinate command but before the command of execution.