



# CURRICULUM ON MILITARY SUBJECTS

Strand M5: CACC Basics

Level 11

This Strand is composed of the following components:

- A. **Background**
- B. Cadet Responsibility
- C. Principles



ESSAYONS

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## A. Background

### OBJECTIVES

#### **DESIRED OUTCOME (Self-Mastery)**

*90% of Unit Cadets will be able to:*

1. Explain one major theme outlined in the history of the California Cadet Corps
2. Give the Cadet Corps motto in French and English
3. Describe the colors and symbols on the Cadet Corps Distinctive Unit Insignia (patch)
4. Explain the structure & organization of the California Cadet Corps
5. Identify the mission of the California Cadet Corps
6. Identify the objectives of the California Cadet Corps

## A1. History of the California Cadet Corps

### *Introduction*

The concept of training youth in a “cadet” manner is almost as old as civilization itself. From ancient societies of Egypt, Babylon, Greece, and Rome there is much written about academies and programs implemented to train youth into leadership roles of civics and military venture. Knights of the middle ages were trained for virtue and character as much as military skills, and that training paved the way for the establishments and programs in later centuries. One thing stands clear in the studies of this history: the need to build a solid eclectic foundation of future leaders.

The California Cadet Corps is not the first Cadet program in the United States, however it is probably the first within the U.S. to develop a Statewide plan to organize military training in schools with supervision through the State Military Department. (California National Guard, 1920) The earliest mention of Cadet programs in the State goes back as far as 1856, where National Guard rosters include “Cadet Companies” being attached to Guard units. In 1885 and 1886 we see high school companies from San Francisco and Modesto being assigned to infantry and artillery regiments. However, the first statewide Cadet programs officially originated at University of California, Berkeley in 1880 to support officer training in the National Guard. These graduates then served as instructors at other higher education institutions and high schools in the San Francisco Bay area until the program’s demise after the Spanish American war in 1898, leaving only UC Berkeley with a Cadet program. (Sebby, 2016)

Ordered investigated by California’s Governor James Gillette in 1910 and carried out by the then Adjutant General E.A. Forbes “...a fairly careful but hasty study of the military educational systems of the countries of Europe and of Japan” was conducted and, focusing upon their existing “splendid military reserve systems that are maintained by those governments,” a bill was prepared that provided for the formation of high school Cadet organizations. The California State Assembly passed the bill in 1911, authorizing a program of “High School Cadets” to be instituted under the supervision of both the Military Board of Education with the purpose “...to strengthen the military spirit in this State and to awaken waning patriotism and love of the Flag and to furnish a young, virile and trained asset to the country, in case it should be needed in a time of national stress...” (California National Guard, 1914)

In essence, the 17 sections of the Assembly Bill authorized units to be developed in the following manner and conditions:

- Units were required to have a minimum of 40 Cadets
- Cadets were male and 14 years of age or older
- Instructors, Inspectors, and range supervision were to be provided by the California National Guard
- School Principals had authority over promotions/demotions, discipline, and care of issued equipment
- Uniforms were patterned from National Guard issue
- Old obsolete rifles, purchased by the school, were allowed for purpose of Drill
- Krag-Jorgenson rifles and ammunition were supplied for the use of marksmanship training by the National Guard and used only under their supervision

- Annual Inspections were to be conducted by the Adjutant General's Office with copies and the site principal's endorsement provided to both the Military Department as well as the local Board of Education
- The Adjutant General was to provide suitable drill regulations, books of instruction, and the necessary blank forms for reports for each of said high schools having a Cadet company, relating to the drill, target practice, attendance, discipline, and condition of property

This Act was approved and signed into law by Governor Hiram Johnson on 5 April 1911, thus the beginning of the California Cadet Corps (then known as The California High School Cadets).



*Figure 1 Cadet First Sergeant, Placer High School, Auburn, circa 1912*

*The Early Days 1911-1930*

*Figure 2 Cadet Company 132, Fresno H.S. 1922*

The early years of the program saw growth in the northern and central part of the State. By the beginning of America's entrance in World War I in 1918, more than 7,000 Cadets had been trained. Moreover, out of those numbers 1,500 served in the Army, while 370 went into the Navy and 61 to the Marine Corps, netting 218 officers and 190 NCOs during the Great War. So much pride was held by the State Government for the program that in 1919 the State Senate passed a Resolution commending the program.

However, success was not without its problems. In 1919, the Federal Government began a process of assimilating California High School Cadet (CHSC) programs into their own JROTC programs. This greatly reduced the numbers of participating Cadets in the CHSC. By 1926, this process whittled down the program from 250 companies to 24. This likely also caused a budget crisis within the Corps, as the Adjutant General states in a report in 1926 that he had concerns for Cadets having to purchase their own uniform and the effect would further dwindle the program. Truly, by 1928 there were only six schools left in the program: Sacramento, Fresno, Porterville, Dinuba, Oroville, and Galt.

Though hardships ensued the program forged onwards. Annual competitions of "Most Proficient Unit," derived from the Annual General Inspections, as well as the continuance of small arms firing competitions, encouraged Cadets to maintain enrollment. State sponsored Spring Camps were also held in Fresno to bring all the schools together in a military environment. These camps were held in

conjunction with the much celebrated “Fresno Raisin Day Festival” until 1930, no doubt offering assistance as well as being “showcased” at this very popular event.

The Depression era saw some changes from the previous decade. Southern California came on board with the addition of Anaheim High School, however Galt was “mustered out” due to falling below standards. Cadet Officers, for the first time at State Camp, were placed in a position of responsibility of training, discipline, and administration. According to the Adjutant General’s Annual Report in 1932:

...All details were made, orders typed and issued, a message center and telephone operated by Cadets; all drills were conducted entirely by Cadet officers. The reaction of the citizens of Bakersfield was very favorable; this was the first time they had had opportunity to observe the Cadet Corps, and the opinion was expressed that the corps was the best behaved body of high school boys that had ever visited that city on any occasion... (sic)

The rest of the decade saw the Corps fluctuating in size, always struggling to maintain its validity in the harsh financial developments of the 1930s. Annual encampments were held at State fairgrounds, such as Sacramento, Fresno, or Bakersfield. Little to no official records of the program, at State level, can be found from 1933–1945. However, it appears that the High School Cadet Corps<sup>1</sup> regained its vitality in the 1940s during the Second World War. Probably due to an extreme wave of patriotism, there developed a great and an increasing number of schools and students enlisting into the program. For example, in 1932, 383 Cadets attended the annual Spring Camp. In 1946, the number had almost doubled. Grant Union High School, in Sacramento, went from 150 Cadets on roll to almost 250 in the following year. Also, Hayward Union High School reported that applications for the following school year for their unit of the Cadet Corps exceeded the facilities the school had available for the training program. In a matter of almost 20 years the program had gone from a few hundred Cadets in six schools to over 5,000 receiving instruction in 70 public and private high schools throughout the State.

A great advocate and friend to the program during this time was the famed U.S. Army General “Vinegar Joe” Stilwell who was in charge of the Western Defense Command from 1945 – 1946. He graciously cooperated and directed his subordinates to work with the state Military Department to provide training areas for Cadet training. Besides training areas, Western Command supplied uniforms, weapons, equipment, and Army Instructors to the advancement of the summer programs and instruction. His great interest, dedication, and support for the Cadet program lead to the creation and presentation of the Stilwell Saber. In 1948, The General Joseph W. Stilwell Saber was meant to be awarded annually by the Department of California Reserve Officers' Association Ladies' Clubs to the outstanding Cadet of the California Cadet Corps. This trophy was to be awarded to a Cadet to be selected not only for merit in military science and tactics, but for excellence in academic studies, participation in school athletics, and in extra-curricular activities of the school. In addition to the activities listed above, the Cadet nominated as a candidate for the Stilwell Saber Award was judged at the summer encampment on his

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<sup>1</sup> It has been stated in other literature, that our present title was changed at this juncture to the “California Cadet Corps” in 1935; however, The Adjutant General, Brigadier General C.D. O’SULLIVAN, in his report in 1946, still refers to the program as the “California High School Cadet Corps,” as does a number of other documents.

demonstrated proficiency as a Cadet. Today, the award is usually given to the Overall Outstanding Cadet at the Corps State IMA competition.



*Figure 3 General "Vinegar Joe" Stilwell, Burma, circa 1943*

In its 35 years of existence, the Cadet Corps' mission had changed very little, but its objectives were becoming more articulate in design. In his annual report in 1946, The Adjutant General, Brigadier General C.D. O'Sullivan, stated this idea in his report:

The Cadet Corps program is not designed to be in competition with or as a substitute for other subjects in the high school curriculum. It is designed to offer practical training in democratic citizenship and in the basic concepts of the American way of life.

The program teaches the principles of intelligent leadership and creates an attitude favorable to respect for recognized authority. It aids in the early emotional maturity of the Cadets through the rugged give and take of a group working closely together. The program studies and develops sound American character, personality and the capacity to lead and to teach. It improves the physical condition of the Cadets and habits of personal hygiene, their care of the body and their knowledge of first aid. It creates a new seriousness, new sense of values and new appreciations. It is not a primarily a physical education or vocational program, though many skills and physical results appear as by-products of the program. Morale is a subject in the Cadet program and is studied as the mental attitude assumed by the Cadets towards the duty to be performed. Instruction includes the giving of directions and orders, the enlisting of cooperation, and the demands of discipline situations.

Methods of inculcating pride of organization, comradeship, loyalty, and responsiveness to directions are included in the program. Massed training is used to develop group feeling, alertness, and the ability to act together and with others. Machines and weapons are used only as incidental instructions in required skills, and primarily as means to the ends above. The Cadets are taught that counteratom (sic) measures include study of the causes of human aggression and the action of men under stress, that there is power without powder, and that such power includes the principles to which the Cadet Corps is committed. (California National Guard, 1946)



### *The Cold War Era 1950-1990*

Though the Second World War was over, the Cadet Corps would continue to thrive for the next decade. At State encampments many organizations recognized the Cadet program through awards that were not given before (e.g., American Order of the Purple Heart, Marine Corps League, American Legion, etc.). The State Summer Camp peaked at approximately 2,000 Cadets attending by 1958. Cadet training manuals were published and distributed throughout the State. Lessons on government, world views, and patriotism were expanded and became focused in the curriculum. By the mid-1950s there were approximately 120 schools serving over 7,000 Cadets state wide and that number increased to almost 10,000 cadets by 1958. However again, the program's success was becoming its downfall.



Because the program was increasing at a rapid rate so, too, was its expenditures and an ever-increasing need for a larger budget. In 1958, the program had spent approximately \$331,000 (the 2017 equivalent of approximately \$3,000,000.00) on the program. About half of that was dedicated to program salaries and the Summer Encampment, which was the last State sponsored camp for the next 20 years.

By 1960, the annual Cadet Corps budget was reduced to \$39,000, with a brief respite in 1961 (The Corps' 50-year anniversary) of \$63,000.00. The Military Department attempted to save the program by limiting enrollment and participation to cut costs. However, this was not enough, and programs began suffering across the State. Individual schools, units, and Brigades attempted to continue, but many longstanding units and Military Academies began to close. Closures at this time were not due to antiwar sentiment as the Vietnam War was still years off in its unpopularity, but arguably the reason for the lack of support can be attributed to economic recessions of the time. However, two new additions were made this decade: the Commandant Training/Conferences were initiated as well as a new Cadet uniform in 1967.



The 1970s was business as usual—survival. Two hard hitting economic recessions, gas shortages, and anti-military sentiment in the population due to post-war Vietnam public opinion put the Cadet Corps to the test. However, females were now allowed to join the program. On 30 June 1973, Governor Reagan signed into law the bill, introduced by Assemblyman Leroy F. Greene, which permitted both male and female membership in the California Cadet Corps. This decade also created a larger population of middle school Cadets in the public-school system (first documented in the Adjutant General's report 1981).



With the success of military operations in the early 1980s, under President Ronald Reagan, much of the anti-military sentiment of post-war Vietnam era began to fade, giving Cadet programs a new outlook. Though by 1981 the budget for the program was slashed yet again. Annual State encampments ceased in the mid-1980s and the effort to preserve the Corps became increasingly more difficult.



Paralleling reductions in the U.S. military, the Corps continually struggled through the 1990s, relying on the local school districts to help stay afloat. Then, in 1992 the Cadet Corps Budget was eliminated for the next three years. Units and schools strived to remain open and provide adequate events for their cadets while the Military Department and advocates for the program fought to maintain its existence using a variety of data to justify its continuation (dropout rates, improvement of test scores, school climate, etc.). While this data was pertinent and reflected benefits to schools from Cadet Corps training, it veered away from the original encompassing objective of the Corps.

### *The Millennium and Resurgence*

In 2001, the unthinkable happened—America was attacked. On the morning of Tuesday, September 11, 2001, a series of four coordinated terrorist attacks by the Islamic terrorist group al-Qaeda significantly changed the United States' outlook in many ways. One positive outcome of this tragic event was the popularity of military type virtues made a comeback. The new millennium saw the expansion of the California Cadet Corps across the state. Public School Military Institutes made a popular comeback with the creation of Charter Schools in the 1990s. The first was Oakland Military Institute, created by Governor Jerry Brown (then Oakland's Mayor Brown) after a long hard struggle, which was opened in 2001. Other institutes soon followed Oakland's lead and the program was becoming more sought after in public as well as private schools.



There was much excitement in the program as support grew. Summer camps made a comeback, programs grew, and the cadets became popular on their campus. Though there was push back from "keep the military out of our schools," State Physical Education mandates, and budgetary concerns, the program embraced their motto "Essayons" and moved forward.

In 2011, the Corps celebrated its centennial. At Los Alamitos JTFB, great pomp and circumstance was given to celebrate the event. The Governor and advocate, Jerry Brown, was there to commemorate the milestone, stating to the crowd gathered, "People are having a hard time deciding what our common purpose is," he said. "I see in the California Cadet Corps the training of our future leaders who rise above their own selfish interests and think about the state and the country first. That's what leadership is about." In 2018, this forward movement continues to be championed by Governor Brown, a former California Cadet, that confirms we will be around in the future.



*Figure 4 Gov. Jerry Brown watches as more than 1,000 cadets from middle and high schools throughout the state, march past at the California Cadet Corps Centennial Celebration Saturday in Los Alamitos*

The Corps has gone through many changes. Its waxing and waning over the years seems to be the legacy of the program. It is interesting to look forward and wonder if the patterns that have occurred in the timeline of the California Cadet Corps will remain the same.

## A2. The California Cadet Corps Motto

The Cadet Corps motto is “**ESSAYONS**”. It is pronounced “Es-Ā-Yone”.

**ESSAYONS** is a French word that means “**Let us try**”. In the Cadet Corps it means we put forth our best effort and stay with the job until the job is done.

## A3. The Colors and Symbols on the Cadet Corps Distinctive Unit Insignia

The Cadet Corps patch, or distinctive unit *insignia* (DUI), is a crest in blue and gold (colors of California) with a grizzly bear, the torch of learning, and a sword:

- The grizzly bear represents the state animal of California.
- The torch of learning represents the fact that the Cadet Corps is a school program
- The sword represents the military aspects of the Cadet Corps.



## A4. Structure & Organization of the California Cadet Corps

The California Military and Veterans Code authorizes Cadet Corps programs in elementary schools through community colleges, but there are no longer any college level programs. The traditional program in California Schools is a Cadet Corps class offered for either *elective* or physical education credit. Some schools have one Cadet Corps class, and others with more Cadets offer multiple periods of Cadet Corps throughout the day. Some schools offer Cadet Corps as an after-school program. There are a number of military *institutes* within the Cadet Corps program. These are schools that embrace the military model and emphasize leadership training. They teach a normal curriculum with civilian instructors, but the Corps of Cadets organizes and provides leadership within a *regimental* structure, and Cadets wear uniforms to school every day. The CA Cadet Corps also includes several National Guard ChalleNGe academies. These are programs for at-risk youth who spend 5.5 months in a challenging military and academic *residential program*. Finally, we have Reserve Cadets. These are Cadets who attend a school without a CA Cadet Corps program, but who participate locally and state-wide as a member of a brigade.

The California Cadet Corps falls under the oversight of the California Military Department (CMD), along with the California National Guard. The CMD formed the Youth and Community Programs Task Force, which oversees various youth programs in California. Some of these programs, such as the ChalleNGe academies, fall under the California Cadet Corps organizational structure and benefit from CACC programs, activities, and curriculum.



The Cadet Corps has three distinct chains of command which overlap, but we work together to ensure there is one vision, one set of goals, and one way forward. There is a chain that connects Cadets from the lowest to highest levels, a chain with the school leaders, and a chain with the Cadet Corps adult and military leaders.

The Cadet Corps organizational structure is shown in the figure below:

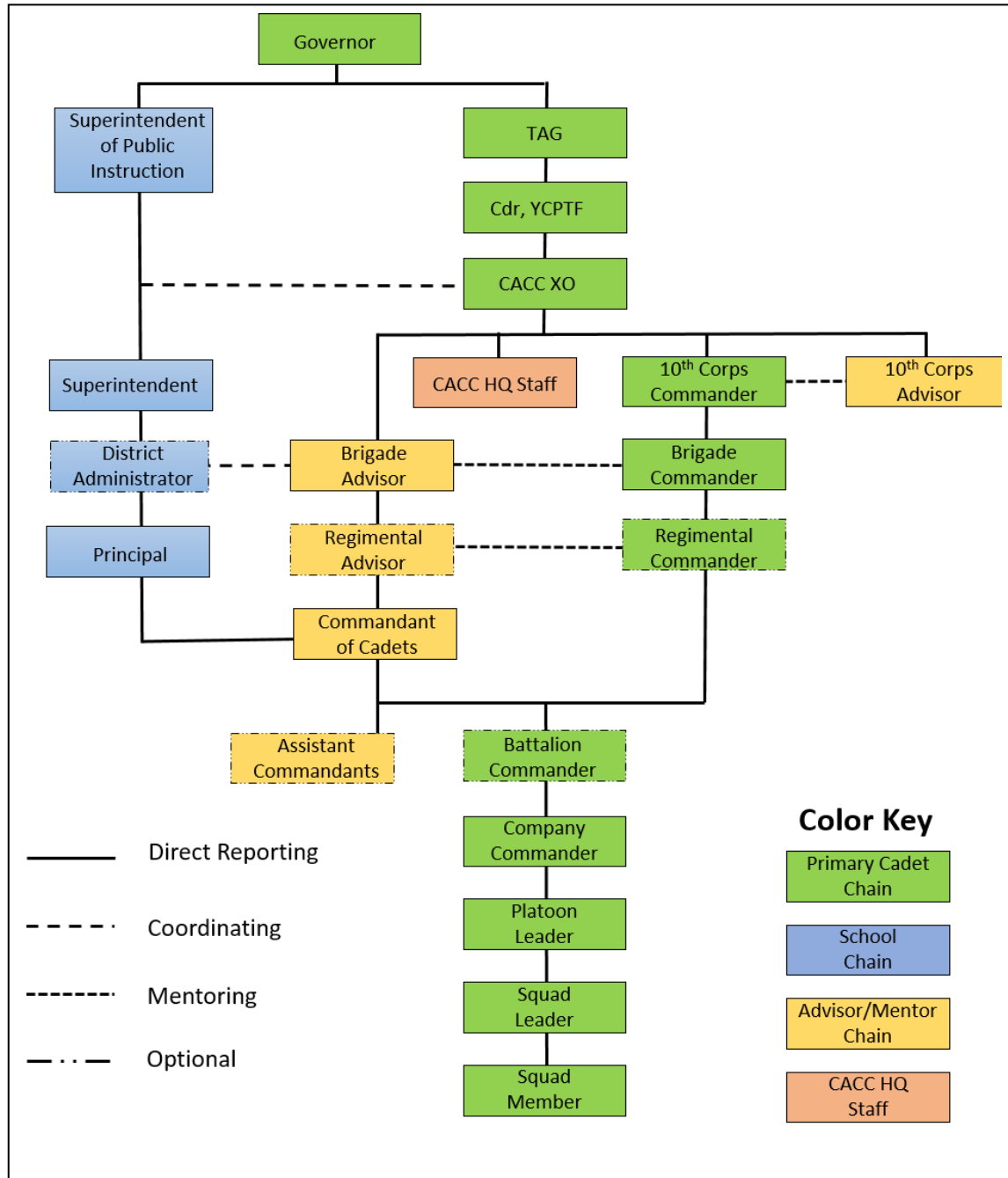


Figure 5 The Cadet Corps Organization Structure

From the ground up, the Cadet Corps center of gravity is in the school. Except in the larger military institutes, a school with a CACC program is considered a **battalion**, though schools with a small number of Cadets form as a **platoon** or company. The Principal is the head of the Cadet Corps at their school. Principals work with the Commandant to approve promotions, activities, awards, and school/community service projects. Battalions are grouped geographically with other battalions in a **brigade**. Brigades can also consist of a single school, if the program is large enough, as in our military institutes. Sometimes, schools with a couple of battalions form a **regiment**, with a Regimental Commander and Staff command

structure. Brigade commanders and staff are selected from among the senior Cadets within the battalions or regiments of the brigade. Brigades conduct activities throughout the school year, giving these Cadets an opportunity to plan and lead at higher levels and giving the Cadets of the brigade an experience outside their school to learn, develop, and grow as leaders. The adult staff of a brigade, including the Brigade Advisor, Special Projects Officer, and others, mentor the Brigade Commander and Staff, ensure the battalions are properly **executing** the Cadet program, and oversee promotion of Cadet officers. CACC brigade structure changes as needs change, and as new schools come into the program and as schools inactivate their battalion.

At the state level, there is both an adult and a Cadet staff. The adults are assigned (many in an additional duty status, as they work at schools as Commandants or Assistant Commandants) to Headquarters, CACC. They **mentor** the state-level Cadet leaders, administer the state program and budget, write Cadet regulations, and plan for the future of the CA Cadet Corps. The Cadets at state level are assigned, in an additional duty status, to the 10<sup>th</sup> Corps. This organization provides communication and oversight to the Cadet Brigade Commanders, plans state-level activities to be conducted throughout the year, and forms the core of the staff for the annual Summer Encampment. Being on 10<sup>th</sup> Corps Staff gives Cadets an opportunity to work with Cadets outside their school and brigade, to improve the annual activities run at state level, to learn planning and coordinating processes at higher levels of command, and to practice leadership and management skills over a large organization.

#### A5. Mission of the California Cadet Corps

The mission of the California Cadet Corps is to provide California schools and students with a quality educational and leadership development program that prepares students for success in college and the workforce.

#### A6. Objectives of the California Cadet Corps

The California Cadet Corps is a school-based applied leadership program conducted within a military framework and is designed to provide maximum growth and leadership opportunities for Cadets from the Elementary through High School levels and stresses six objectives:

- To develop **LEADERSHIP**
- To engender **CITIZENSHIP**
- To encourage **PATRIOTISM**
- To foster **ACADEMIC EXCELLENCE**
- To teach **BASIC MILITARY KNOWLEDGE**
- To Promote **HEALTH, FITNESS, & WELLNESS**

**LEADERSHIP**: If we have to pick one, Leadership is the primary objective of the Cadet Corps program. We aim to give our Cadets knowledge and skills that will improve their leadership capabilities in any forum. It's obvious that if they choose to enter the military, our training will help them to early success. But we aim to develop leaders who can enter college or any career field and be more successful because of the skills, values, and ethics that are part of the Cadet Corps program. We



see leadership as one of the abilities that will help a person be more successful than their peers in anything they do, and we work hard at developing leadership skills in our Cadets.

**CITIZENSHIP:** Many things roll up under Citizenship: being a productive member of our society, doing your duty as a citizen of this country, being a good person, and doing what's right. We want our Cadets to embrace the values of the Cadet Corps and carry those values with them throughout their life.



**PATRIOTISM:** A more *nebulous* idea, we teach Cadets to appreciate the United States of America, what it stands for, and what we owe to the country and the people who have sacrificed so much for our freedom and prosperity. Some of this comes in the form of respect for our flag, patriotic symbols, and appreciation of our history. Some is exposure to patriotic music and national symbols. We want our Cadets to be good citizens, and patriotism is one way they can express that.



**ACADEMIC EXCELLENCE:** Like Patriotism, we think academic excellence is part of being a good citizen and necessary for continued success throughout school and into life. We give Cadets tools that will help them be more successful in the classroom, and we emphasize throughout our program the importance of working hard and doing well in school.

(A+) excellent!

**BASIC MILITARY KNOWLEDGE:** We balance this part of our program between the usefulness of some military skills and the structure it gives us to practice leadership, discipline, teamwork, attention to detail, and to develop a strong bond among the Cadets with whom they serve. We do not teach the combat skills of the military; rather, we focus on those skills that will be useful to Cadets no matter what they do in life, and especially those skills that help develop those leadership based qualities. Some of the more important military skills we teach are drill and ceremonies, proper wear of the uniform, the chain of command, first aid, military customs and courtesies, survival, and map reading and orienteering.



**HEALTH, FITNESS, & WELLNESS:** We aim to develop healthy habits that will help Cadets lead a happy and healthy life and become a well-rounded person. This includes healthy foods, exercise, wellness skills, and maintenance of mental and emotional health. We emphasize *resiliency* and the ability to deal with the problems life throws at us and tools to maintain a healthy lifestyle and to *counteract* negative influences that affect that lifestyle.

