

1.6.2. Use the following step-by-step procedures to teach drill movements:

1.6.2.1. State the name of the movement to be executed, and point out its purpose.

1.6.2.2. Demonstrate the movement to the formation, using the proper cadence and commands.

1.6.2.3. Explain and demonstrate the movement in detail.

1.6.2.4. Ask questions on the movement, then demonstrate the movement again as in paragraph 1.6.2.2 when further clarification is needed.

1.6.2.5. Have the formation perform the movement and make on-the-spot corrections.

1.6.2.6. Critique the performance of the movement and review important areas before moving on to the next exercise.

1.6.3. **BY THE NUMBERS** is the method in which precision movements of two or more counts are demonstrated, practiced, and learned--one count at a time.

1.6.3.1. This method enables the student to learn a movement step by step and permits the instructor to make detailed corrections. The instructor commands **BY THE NUMBERS** before giving commands for the movement; for example, **BY THE NUMBERS, About, FACE**. The first count of the movement is executed on the command **FACE**. The second count is executed on the command **Ready, TWO** (the pivot is the second count).

1.6.3.2. All subsequent movements are executed by the numbers until the command **WITHOUT THE NUMBERS** is given. For example, in teaching right and left face, the command **BY THE NUMBERS** is given at the beginning of the practice exercise. Each facing is repeated by the numbers until the instructor gives **WITHOUT THE NUMBERS**. Subsequent movements are executed in the cadence of quick time.

Chapter 2

COMMANDS AND THE COMMAND VOICE

Section A--Commands

2.1. Types of Commands:

2.1.1. A drill command is an oral order. Most drill commands have two parts, the preparatory command and the command of execution. In this manual, the first letter of preparatory command is capitalized and printed in boldface (**Squadron**), and the command of execution is printed in all caps and boldface (**ATTENTION**).

2.1.1.1. The preparatory command explains what the movement will be. When calling a unit to attention

or halting a unit's march, the preparatory command includes the unit's designation. In the command **Flight, HALT**, the word **Flight** is the preparatory command. At the same time, it designates the unit.

2.1.1.2. The command of execution follows the preparatory command. The command of execution explains when the movement will be carried out. In **Forward, MARCH**, the command of execution is **MARCH**.

2.1.1.3. In certain commands, the preparatory command and the command of execution are combined, for example: **FALL IN, AT EASE**, and **REST**. These commands are given at a uniformly high pitch and a louder volume than that of a normal command of execution.

2.1.2. Supplementary commands are given when one unit of the element must execute a movement different from the other units or must execute the same movement at a different time. Two examples are **CONTINUE THE MARCH** and **STAND FAST**.

2.1.3. Informational commands have no preparatory command or command of execution, and they are not supplementary. Two examples are **PREPARE FOR INSPECTION** and **DISMISS THE SQUADRON**.

2.2. General Rules for Commands:

2.2.1. When giving commands, the leader is at the position of attention. Good military bearing is necessary for good leadership. While marching, the leader must be in step with the formation at all times.

2.2.2. The commander faces the troops when giving commands except when the element is part of a larger drill element or when the commander is relaying commands in a ceremony.

2.2.3. When a command requires a unit to execute a movement different from other units (or the same movement at a different time), the subordinate commander gives a supplementary command over the right shoulder. Supplementary commands are given between the element commander's preparatory command and command of execution. When the squadron commander's preparatory command is **Squadron**, the flight commander's preparatory command is **Flight**.

2.2.4. When flights of a squadron are to execute a movement in order, such as a column movement, the flight commander of A Flight repeats the squadron commander's preparatory command. The commanders of the other flights give a supplementary command, such as **CONTINUE THE MARCH**. When the squadron commander gives the command of execution, A Flight executes the movement; and, at the command of the appropriate flight commander, each of the following flights executes the movement at approximately the same location and in the same manner as A Flight.

2.2.5. Use the command **AS YOU WERE** to revoke a preparatory command. After the command of execution has been given and the movement has begun, give other appropriate commands to bring the element to the desired position. If a command is improperly given, the individuals execute the movement to the best of their ability.

2.2.6. When giving commands, flight commanders may add the letter of their flight to the command,

such as **A Flight, HALT** or **B Flight, Forward, MARCH**. When commands are given to a squadron in which one flight stands fast or continues to march, the flight commander commands **STAND FAST** or **CONTINUE THE MARCH**, as appropriate.

2.2.7. 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.

Section B--The Command Voice

2.3. Voice Characteristics. The way a command is given affects the way the movement is executed. A correctly delivered command is loud and distinct enough for everyone in the element to hear. It is given in a tone, cadence, and snap that demand a willing, correct, and immediate response. A voice with the right qualities of loudness, projection, distinctness, inflection, and snap enables a commander to obtain effective results as shown below.

2.3.1. **Loudness.** This is the volume used in giving a command. It should be adjusted to the distance and number of individuals in the formation. The commander takes a position in front of, and centered on, the unit and facing the unit so his or her voice reaches all individuals. Speak loudly enough for all to hear, but do not strain the vocal cords.

2.3.1.1. The most important muscle used in breathing is the diaphragm, the large, powerful muscle that separates the chest cavity from the abdominal cavity. The diaphragm automatically controls the breath when giving commands.

2.3.1.2. Deep breathing exercises develop the diaphragm and refresh the entire body. The following exercise will develop improved breathing techniques for giving commands. Take a deep breath through the mouth and hold the air in the lungs. With relaxed throat muscles, say huh and ha in as short a time as possible. Make the sounds entirely by expelling short puffs of air from the lungs. Use only the diaphragm and muscles around the waist. When you do this properly, you can feel a distinct movement of the abdominal muscles. Practice this exercise often. As a result, you can increase effort and volume until they are natural. Another excellent exercise for developing and strengthening the muscular walls of the diaphragm is shown in figure 2.1.

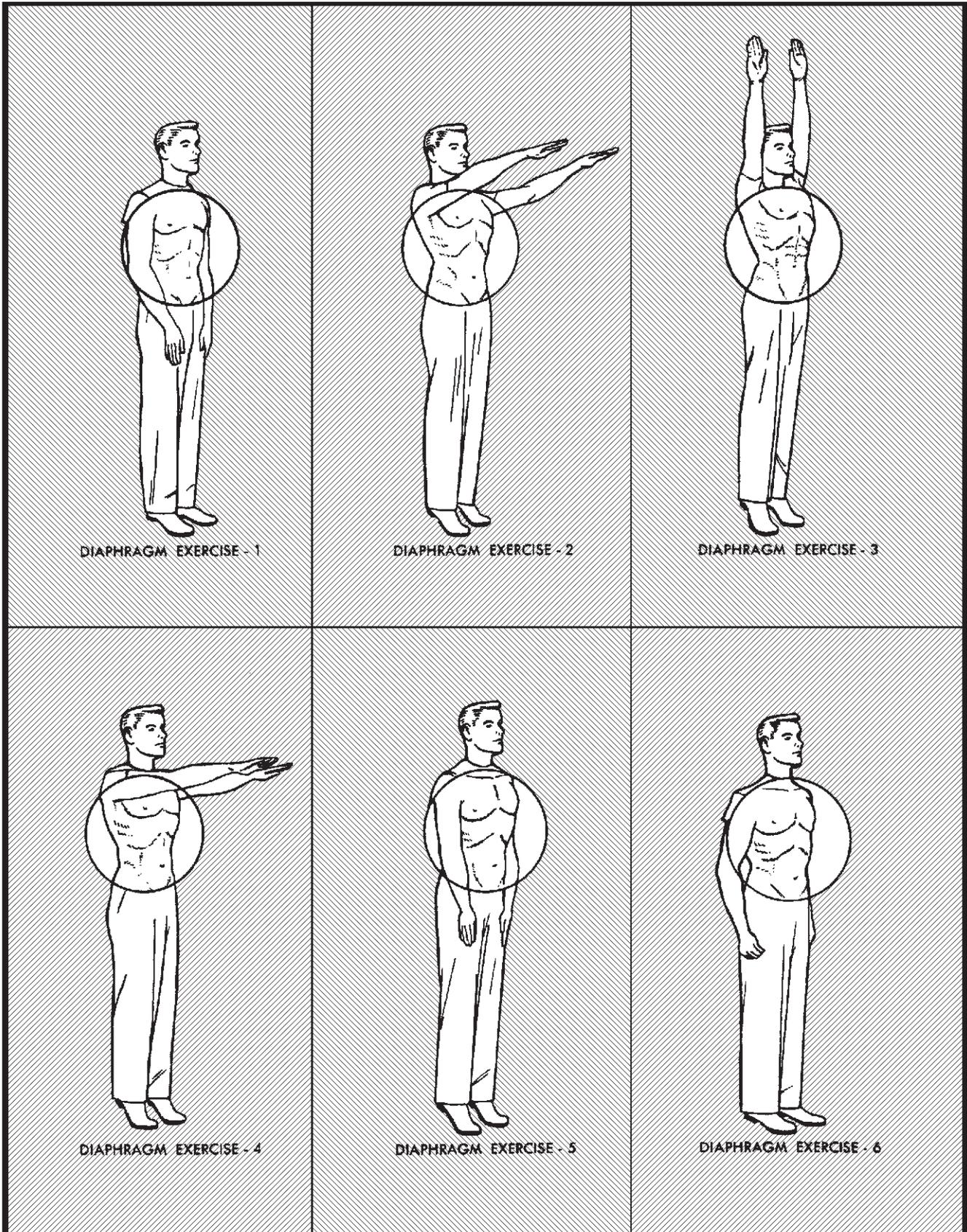
2.3.1.3. The cavities of the throat, mouth, and nose act as amplifiers and help give fullness (resonance) and projection to the voice.

2.3.1.4. To obtain resonance, keep your throat relaxed, loosen your lower jaw, and open your mouth. You can then prolong the vowel sounds.

2.3.2. **Projection.** This is the ability of your voice to reach whatever distance is desired without undue strain. To project the command, focus your voice on the person farthest away. Counting in a full, firm voice and giving commands at a uniform cadence while prolonging the syllables are good exercises. Erect posture, proper breathing, a relaxed throat, and an open mouth help project the voice.

2.3.3. **Distinctness.** This depends on the correct use of the tongue, lips, and teeth to form the separate sounds of a word and to group those sounds to form words. Distinct commands are effective; indistinct commands cause confusion. Emphasize clear enunciation.

Figure 2.1. Diaphragm Exercise.



2.3.4. **Inflection.** This is the change in pitch of the voice. Pronounce the preparatory command--the command that announces the movement--with a rising inflection near or at the end of its completion, usually the last syllable. When beginning a preparatory command, the most desirable pitch of voice is near the level of the natural speaking voice. A common fault is to start the preparatory command so high that, after employing a rising inflection, the passage to a higher pitch for the command of execution is impossible without undue strain. A properly delivered command of execution has no inflection. However, it should be given at a higher pitch than the preparatory command. Some commands are portrayed graphically in figure 2.2.

2.3.5. **Snap.** This is that extra quality in a command that demands immediate response. It expresses confidence and decisiveness. It indicates complete control of yourself and the situation. To achieve this quality, you must have a knowledge of commands and the ability to voice them effectively. Give the command of execution at the precise instant the heel of the proper foot strikes the ground while marching. Achieve snap in giving commands by standing erect, breathing without effort, and speaking clearly.

2.4. Cadence:

2.4.1. Cadence is the measure or beat of movement. Commanders must match the rhythm of their commands with the cadence of their unit. The interval that produces the best effect in a movement is the one that allows one step between the preparatory command and the command of execution. In some instances, you should lengthen the interval enough to permit proper understanding of the movement to be executed and allow for supplementary commands when necessary. Measure the interval exactly in the beat of the drill cadence.

2.4.2. When marching, give commands for executing movements to the right when the right foot strikes the ground; give commands for executing movements to the left when the left foot strikes the ground. In commands containing two or more words, place the point of emphasis on the last word. For example, in **Right Flank**, give the command **Flank** as the right foot hits the ground.

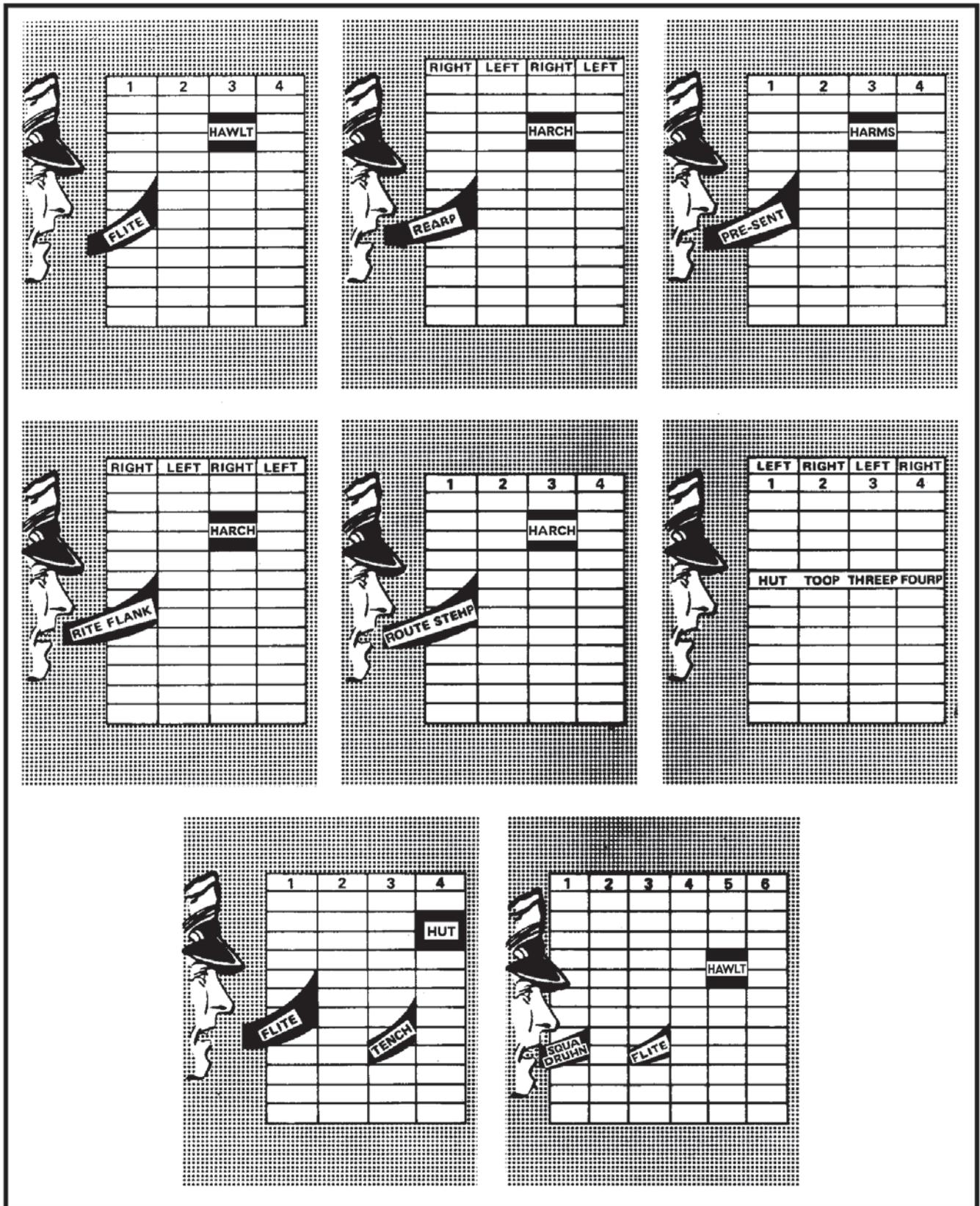
2.4.3. For a squadron or larger unit, the interval between the squadron or group commanders preparatory command and the command of execution should be long enough to allow the marching elements to take three steps between commands.

2.5. Counting Cadence:

2.5.1. The instructor counts cadence to acquaint students with cadence rhythm. When trainees get out of step, the instructor either corrects them by counting cadence or halts the element and then moves them off in step. Counting cadence helps teach coordination and rhythm. Cadence is given in sets of two as follows: **HUT, TOOP, THREEP, FOURP; HUT, TOOP, THREEP, FOURP.** To help keep in step, unit members should keep the head up and watch the head and shoulders of the person directly in front of them.

2.5.2. The command for the element to count cadence is **Count Cadence, COUNT.** Give the command of execution as the left foot strikes the ground. The next time the left foot strikes the ground, the group counts cadence for eight steps, as follows: **ONE, TWO, THREE, FOUR; ONE, TWO, THREE, FOUR.** Do not shout the counts. Give them sharply and clearly, and separate each number distinctly.

Figure 2.2. Commands Portrayed Graphically.



2.5.3. In counting cadence in the movement Right Step, the count of **ONE** is given on the right foot because the right foot is moved first.

2.6. Mass Commands:

2.6.1. Mass commands help develop confidence, self-reliance, assertiveness, and enthusiasm by making the individual recall, give, and execute the proper commands. Mass commands are usually confined to simple movements with short preparatory commands and commands of execution executed simultaneously by all elements of a unit.

2.6.2. Each person is required to give commands in unison with others as if that person alone were giving commands to the entire element. The volume of the combined voices encourages every person to perform the movement with snap and precision.

2.6.3. When the instructor wants to conduct drill by mass commands, the command is **AT YOUR COMMAND**. For each exercise and cadence drill, the instructor announces the movement to be executed and commands the element **COMMAND**. Personnel then give the commands and execute them in unison.

2.6.4. The following are examples of mass commands:

Instructor: **AT YOUR COMMAND, Call the Flight to Attention, COMMAND.**

Mass: **Flight, ATTENTION.**

Instructor: **Have the Flight Stand at Parade Rest, COMMAND.**

Mass: **Parade, REST.**

Instructor: **March the Flight Forward, COMMAND.**

Mass: **Forward, MARCH.**

Instructor: **Halt the Flight, COMMAND.**

Mass: **Flight, HALT.**

2.6.5. When desiring to end mass commands, the instructor commands **AT MY COMMAND**.

Chapter 3

INDIVIDUAL INSTRUCTION

3.1. Positions and Movements. This chapter explains, by word and picture, certain basic positions and movements.

3.2. Position of Attention. To come to attention, bring the heels together smartly and on line. Place the heels as near each other as the conformation of the body permits, and ensure the feet are turned out equally, forming a 45-degree angle. Keep the legs straight without stiffening or locking the knees. The body is erect with hips level, chest lifted, back arched, and shoulders square and even. Arms hang straight down alongside the body without stiffness, and the wrists are straight with the forearms. Place thumbs, which are resting along the first joint of the forefinger, along the seams of the trousers or sides