

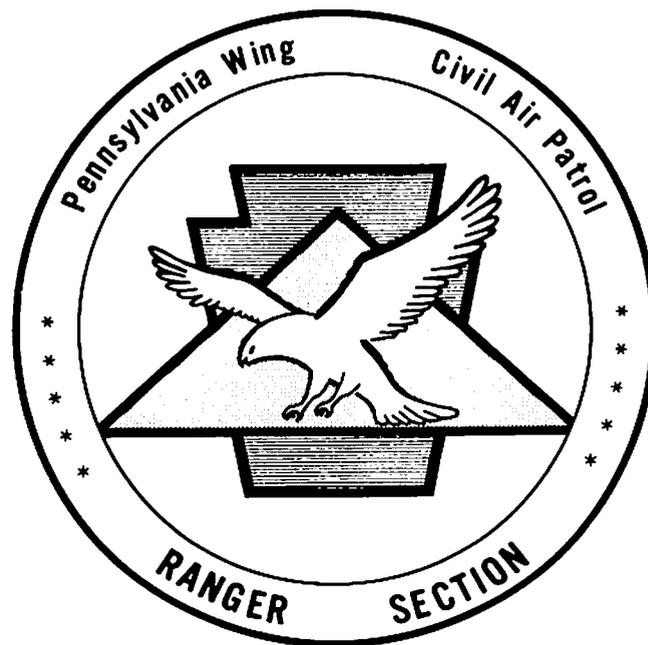
TEAM COMMANDER'S NOTEBOOK

A SERIES OF ARTICLES FOR C.A.P. RANGER TEAM COMMANDERS

NO. 5

FORMING AND TRAINING A RANGER TEAM

BY JOHN J. MILLER



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THE FORMING AND TRAINING OF A RANGER TEAM

by

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FOREWARD

In recent years, interest in forming Civil Air Patrol Ranger Teams has grown considerably. Units which have never had such a team before increasingly request help in organizing and training those teams. The existing SOP's and training publications provide information on the training objectives and technical know-how for specific subjects, but until now there has been no publication specifically aimed at giving the Squadron Commander practical tips on how to form a team and how to get a team trained to the point of operational proficiency in the shortest possible time.

This Team Commander's Notebook (Number 5) is intended to fill this need. Practical tips are liberally included, along with a set of suggested training schedules to provide a coordinated training effort for a new team or a new team member.

This Notebook is to be complemented with the Team Commander's Notebook Number 6 which will be a compilation of lesson plans for use with these training schedules.

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Lt. Col. CAP

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This booklet may be ordered from: Ranger Headquarters Squadron, Civil Air Patrol, P.O. Box 3173, Bethlehem, Penna. 18017. Price: \$0.50 each (postpaid).

This Notebook is the fifth in a series. Previous articles include:

- No. 1 - "Air-Ground Coordination"
- No. 2 - "Latitude and Longitude Conversion Tables"
- No. 3 - "Land Search Theory"
- No. 4 - "Legal Aspects of Ranger Team Command"

SECTION I -- ORGANIZING A CAP RANGER TEAM

So you want to form a Ranger Team, do you? Great, but what's a Ranger Team? What does it do? Why does it do it? What does it need to do it with? And how does one set about the task of getting a team started, in the first place? These are just a few of the questions that are likely to arise when a Civil Air Patrol member opens his mouth and says, "Hey, let's get a Ranger Team going!" While we do not pretend to have all the answers, in the pages which follow we have attempted to condense the combined experiences of many who have successfully overcome the problems of forming an effective Ranger Team. We hope that these comments will serve to guide the prospective Ranger Team Commander (or anyone who attempts to form a similar organization) through the maze of organizational tasks which lie ahead.

WHY BOTHER?

A Ranger Team is a group of Civil Air Patrol members trained in land search techniques, emergency first aid, and aircraft security procedures. A Ranger Team is led by an adult CAP member, called a Senior Ranger Team Commander (SRTC, for short), and typically consists of a dozen or more members. These volunteers may be called upon at any time of the day or night, in any kind of weather, to help organize and carry out a search for a lost person or a missing aircraft. Upon finding their objective, this group must be able to give effective aid, comfort, and safe transport to the survivors. If a downed aircraft is involved, they must also secure the crashsite to discourage disturbance by the crowds of curiosity-seekers always drawn to such events. This security function is of vital importance, since the only clue to the cause of the crash may be lost forever by the careless step of a souvenir hunter.

Why does a Ranger do these things? Is it altruism, or simply thrill seeking? While rescue activities of this sort are indeed dramatic events, this hardly explains why team members sacrifice many, many hours of their spare time in the classroom and in field activities developing the skills necessary to their effective performance in times of disaster. Certainly, it is more than a rare moment of excitement that motivates these individuals to make the heavy investment of time and energy required of them.

A typical Ranger is cut from the same fabric as the individual who steps without hesitation from a crowd of onlookers and begins to render aid to the victim of a violent accident. While sources of motivation vary from individual to individual, most Rangers share a deep commitment toward helping others whose lives are in real danger. The sources of catastrophe are several: people become lost, aircraft crash, and natural disasters strike unannounced, often with devastating consequences. These are the areas in which a Ranger is most likely to get involved ... even though it often means great discomfort and some personal danger. If there is a possibility of saving a person's life, then the long hours of preparation have been worth the effort. Indeed, the last line of the Ranger Creed summarizes the simple purpose of a Ranger's actions: "...these things we do, that others may live.

THE CHALLENGE OF TEAM COMMAND

From the previous discussion, it is apparent that only a dedicated and competent leader can raise a group of individuals to such a high level of performance. Much has been written on the subject of leaders and leadership traits. Here we will touch upon some of the basic leadership traits, but only actual experience in working with a team, solving its problems and sharing its hardships and joys, will mold the SRTC into a true leader.

A prospective Team Commander should search himself thoroughly and decide whether he has or can develop the leadership traits needed to command a Ranger Team. First, he must realize that the job of commanding a unit will demand much of his time. If he doesn't have at least one weekend per month free for training missions and time to get together evenings with his team to plan activities, iron out parental difficulties, and solve other problems, then he may as well forget about being a Team Commander. Also, because he will be guiding and influencing Cadets during a very important period in their lives, his integrity must be above reproach.

A Team Commander will constantly be working with people: his Squadron members, parents, team members, and the public. He must develop the trait of tact in these dealings to avoid inadvertent offense to someone by an indiscreet word or action.

A Ranger Team Commander must also realize that he will be making decisions constantly when he is in the field. These decisions may range in concern from mediating quarrels among team members to arriving at the most efficient way to transport a casualty to medical help. He must therefore develop a sense of justice and judgment.

Because a Team Commander is expected to be with his team at all times, no matter what terrain or weather obstacles they face, he must be physically fit and mentally prepared for possible hardships. He must be familiar with the wilds and know about search and rescue procedures, woodsmanship, basic elements of military courtesy and discipline, and field team control.

BASIC REFERENCES

Another very important component of Ranger Team command is technical knowledge. The highest sense of integrity and enthusiasm on the part of the leader is of little value to a person lost and freezing to death on a mountainside, unless that leader has conscientiously trained his men in rescue skills. Fortunately, a growing body of literature exists to help the would-be Team Commander (and team member) acquire these skills. It is imperative that he study these documents carefully, since they form the basis of a sound land search and rescue program. The following works are the major sources which detail the Civil Air Patrol Ranger Program. These are minimal reading requirements for those who intend to form an effective land search team.

Pennsylvania Wing Ranger SOP

This "standard operating procedure" defines the Ranger Program and its objectives in operational terms and specifies both a chain of command and minimal equipment needed to achieve its objectives. The SOP also describes a program of systematic advancement through training ("Ranger Proficiency Grades") and the methods of progressing through this advancement system. Finally, such details as uniform requirements, vehicle markings, and progress reporting are clearly specified by the document. In other Wings, of course, the corresponding SOP should be used.

Land Search and Rescue

This publication is the basic source manual for the training of land search teams in Civil Air Patrol. It attempts to integrate all the relevant aspects of training in one comprehensive document and contains numerous references to other works which provide more detailed treatment of specialty areas like mountaineering and advanced field engineering principles. This publication is divided into four parts: levels of advancement, which defines the Ranger Proficiency Grades and the means for earning them; individual skills which are prerequisite for effective team participation; team skills necessary for a speedy and coordinated accomplishment of the land search and rescue mission; and actions at an aircrash site, a section which integrates individual and team skills in the context of a particular (and common) problem encountered by CAP Ranger Teams.

Team Commander's Notebooks (TCN)

This series of publications deals with topics of special interest to Team Commanders and more advanced members of a team. Areas which have received attention to date include air-ground coordination, legal aspects of team command, land search theory, and the use of latitude-longitude conversion tables. Soon to be published will be a set of lesson plans and more extensive references to complement Sections II and III of this TCN.

Emergency Services (CAPM 50-15)

This publication is of particular importance to the Team Commander, since it places his efforts and that of his team in a larger perspective -- namely, that of the overall search organization of Civil Air Patrol.

The individual who desires to form a CAP Ranger Team must acquire these publications as soon as possible. Reading them will not make the person an "Instant Ranger" but it will provide him with an overall knowledge of the program so that he can present it to others in a confident and knowledgeable manner. These publications form the basis for his entire training program. When used in conjunction with the training table and lesson plans (both part of the TCN series), they will be of material benefit to him in his efforts to get the team into full operation. Information for ordering these publications is provided in a later section of this article.

FOSTERING AN ATMOSPHERE OF COOPERATION

Effective land rescue units seldom operate without the support of some larger organization, and this is especially true of CAP Ranger Teams. While cooperation with Squadron Staff Officers is a recurring theme throughout this paper, this section focuses upon the need for a healthy relationship between the team and its parent Squadron, as well as on some potential threats to Squadron harmony raised as a result of the special nature of Ranger Team activity.

The Team Commander occupies a position on the Squadron Staff and, by virtue of that position, is responsible to the Squadron Commander for his team's actions. He also has the task of soliciting support from appropriate Squadron Staff Officers in getting the team started as well as in keeping it rolling. To do this, he must strive to establish and maintain an atmosphere of cooperation and open communication with this staff.

Since the Ranger Team will be in need of supplies and a vehicle, the Team Commander must develop a continuing interchange with the Supply Officer to insure that these needs are met. Similarly, the team's need for a radio and radio training suggests cooperation between the Team Commander and the Communications Officer. In still another area, a close liaison with the Information Officer will guarantee that both the Squadron and its Ranger Team will reap the full benefits of adequate news coverage of the team's many activities. All of these topics -- supplies, communication support, and information -- will receive detailed treatment in later sections of this publication.

Finally, a bond of cooperation between the Squadron Commander and his Team Commander is essential, for the former is both the source of the Team Commander's authority and an important resource person, as well. If the Squadron Staff is weak in certain staff positions or non-supportive of the Ranger Team's efforts, an appeal to the Squadron Commander will usually rectify the situation, as this is one of his primary functions. While the temptation to "do it yourself" may be difficult to overcome by the SRTC at times, such action is likely to generate hard feelings among other segments of the staff, as well as detract from the SRTC's performance of his legitimate functions.

The need for careful planning and close cooperation at all levels is best exemplified in the area of Cadet Training. Strangely enough, some SRTC's seem to think that their program is unrelated to other training activities of the Squadron. To make matters worse, Squadron Activity Officers are often unaware of important Ranger activities, even when the latter have been scheduled well in advance. This situation can divide the Squadron, because the poor communications which are implied will eventually lead to conflicts in scheduling of important events. When such conflicts occur, everyone loses.

Consider for a moment the feelings of a Squadron Activity Officer who worked hard to arrange orientation flights (or some other major activity) for his Cadets, only to find -- often on the day of the big event -- that most Cadets are participating in the statewide Ranger Competition hundreds of miles away! Consider also the disgust of the pilots and other Senior personnel (and perhaps parents) who turned out to provide unneeded transportation for the Cadets; their afternoon has been sacrificed in vain. Finally, try to imagine the disappointment of Cadet Rangers forced to make a choice between flying or representing their Squadron in such an important activity. The resulting damage to the morale of the entire Squadron might well be irreparable. Far fetched, you say? Hardly. Without close communication among all levels of Cadet activity, such blunders are bound to occur. For this very reason, quarterly "master plans" for Cadet activities and training events are essential, and the SRTC is responsible for providing an important input to that plan, viz., all relevant details concerning Ranger Activities.

As these remarks suggest, the SRTC often acts as a middleman between his team and the Squadron Staff. However, this situation is fraught with danger in a way so subtle as to often escape notice until too late. Because he is a very strong "action figure", the SRTC often eclipses -- in the eyes of Cadet Rangers -- the Squadron Commander himself in importance. It is the SRTC who has the most direct contact with his Cadets on the team, both in training and on missions. Because of his active leadership and the common hardships endured by him and his members, a strong bond of loyalty (sometimes bordering on devotion) forms between Cadet members and "their leader." Often overlooked is the vital role played by the Squadron Commander in the team's very existence. To most Cadets, the Squadron Commander is a distant person and, to some, may easily seem unimportant in comparison with the Team Commander. Although these attitudes are seldom expressed overtly, they will be detected by the Squadron Commander, and it is only human for him to resent this mistaken placement of authority.

The wise SRTC will never allow such a situation to arise. He must constantly reaffirm the importance of the Squadron Commander to the team's continued operations. One way of accomplishing this is to schedule periodic inspections of the team by the Squadron Commander. Another way is to simply point out, through discussion, how the Squadron Commander is working through his staff to provide support for the team. When a young team member is standing on a security watch in some desolate spot in the dead of Winter, the only Senior member of importance to him at that moment might well be the SRTC (who is sharing his discomfort and usually trying to reduce the hardship). At times like these, the SRTC can in subtle ways point out how the Squadron Commander and his staff are working hard in their own ways to insure the success of the mission. They haven't forgotten the team, even though they are not visible to the team at the moment.

DEVELOPING CADET LEADERSHIP

Since one of the purposes of CAP is to develop future leaders, it follows that the SRTC should soon begin the search for Cadets who have the interest and potential ability to become Ranger Team staff members. Of these staff positions, the most important one is that of the Cadet Ranger Team Commander (CRTC). There are several reasons why an SRTC would want to develop a counterpart among the Cadet ranks: first, it gives the Cadet

team members a leader close to their own age group; second, it reduces some of the pressure on the SRTC as the team grows in size and experience; third, it develops an additional instructor to aid in team training; and fourth, it gives the Cadet himself valuable leadership experience which will feed back to the Squadron later, when the Cadet becomes a Senior member.

In searching for a CRTC, the Senior Team Commander should look for a Cadet who, through his past activities in the Squadron, has demonstrated leadership potential. Perhaps he already has occupied a position of Cadet leadership, or has demonstrated unusual initiative in Squadron activities (such as fund-raising drives). The SRTC can often glean important clues by talking with others who have a better knowledge of his extra-CAP life. For example, was (or is) the Cadet in question a leader in school activities? Or, was he a patrol or troop leader in Scouting? How does he get along with others -- teachers, other adults, and fellow students? Academically, is he at least average?

The CRTC should be in good physical condition, enthusiastic, mentally alert, and mature. In the selection of a Cadet leader for a newly forming team, another consideration is important: how long will the selected CRTC be able to contribute to the team's development? The SRTC will be investing a considerable amount of time in developing this individual's leadership and technical ability, so it is in his best interest to select an individual who will be with the program for at least a year.

Once a CRTC has been selected, the SRTC should put him to work as soon as possible. He must learn many of the technical and administrative aspects of the Ranger Program to be of maximum value to the SRTC. This can be accomplished in part by providing him with a set of training publications and by working closely with him in team activities. One of the best ways of familiarizing the CRTC with the many assignments of team operation is to get him involved and, whenever possible, give him assignments requiring initiative and responsibility. For example, some of the more important tasks of the CRTC will be to assist the SRTC in setting up a training program for the team and to initiate a recruiting drive to build team membership. Ideally, the CRTC will soon become as knowledgeable in Ranger Team operations as his SRTC.

CREATING A WORKING STAFF

As a prospective Team Commander reads more and more of this publication, he might well begin to feel panicky. Already it has become apparent that to become an SRTC he must be devoted 100% to the Ranger program and be prepared to give nearly all his CAP time to that program. That's a lot of time and the manual isn't even halfway over yet! But there is no reason for despair. Already, mention has been made of the value of the CRTC in recruiting new members and in helping to organize training activities and other events. Actually, in his team the typical Team Commander has a vast reservoir of energy and potential talent. It remains for him to find ways to organize these energies to provide assistance to him in his team-building and administration chores.

Activity Reports

The administration of a Ranger Team is not nearly as complicated as that of the Squadron, but it can take up a fair amount of the SRTC's time ... unless he develops and uses a working staff. Activity reports are first on the list, since they establish that all-important liaison with higher levels of command. Since many of the items on this report are routine and could be completed by any experienced team member, it is advisable that the SRTC delegate this task to a responsible Cadet. (Reporting forms used in the Pennsylvania Wing are printed in the back of the Ranger SOP). However, keep in mind that, while a Cadet such as the CRTC can prepare the report, it is the responsibility of the SRTC to insure that the report is complete, accurate, and mailed on time.

Training Records

Training records are next in importance. As Cadets progress through the various levels of training, they become eligible for different Ranger Proficiency Grades. However, certain grades require the publication of Squadron Special Orders before they can be awarded. Others require that a formal request be sent to Wing Ranger Section for further testing. Obviously, someone must keep up-to-date training records, both to reveal weaknesses in the team's training, and to make sure that an eligible Cadet receives his advancement as quickly as possible. A likely candidate for this task is the same individual who prepares the periodic Ranger Activity Report.

Supply Records

Supply records come next. Although the Squadron Supply Officer has overall jurisdiction over procurement and accounting of Squadron equipment, he often designates the SRTC to act as "distribution agent" for Ranger supplies. While this arrangement is very convenient for the SRTC, it also increases his clerical responsibilities. For example, Cadets occasionally become inactive or leave the program, taking issued items (such as parkas) with them. Even though clothing items are often classified as "expendable" by the Squadron Supply Officer, by no means are such items expendable to the team! For this reason, it is extremely important to maintain a detailed inventory of available supplies, including information on what supplies were issued and to whom. These records, as one might anticipate, can be kept by a conscientious Cadet. Periodically, the designated individual should report to the SRTC the current status of supplies, detailing what items the team needs, what items are in surplus, and what supplies must be recovered from Cadets who are leaving the team.

In a similar manner, the SRTC will soon find that many other detailed tasks can be "farmed out" to his younger members. For example, if the Ranger Team undertakes a fund-raising drive, a Cadet project officer can be of material assistance to the SRTC in coordinating the details of such a campaign.

Remember, one test of a leader is how well his staff performs. No true leader ever "goes it alone." He must build a staff and use it. This will save him countless hours and will bring the team closer together by development of a feeling of involvement.

PLANNING AND CARRYING OUT TRAINING

Having a regular training program which includes formal Ranger classes on Squadron meeting nights, occasional specially-scheduled meetings, and carefully planned weekend training missions in the field is important to a Ranger Team. Individual and team skills are developed in this manner, and after they have been developed, additional training missions serve to sharpen these skills. The emphasis on "formal" implies that the training must be well-planned and regular, not conducted in a haphazard manner. Parts II and III of this TCN present a detailed listing of classes and mission schedules for this purpose. They have been written to be flexible enough to be adapted to many training environments. TCN #6 will provide the beginning of a comprehensive set of lesson plans to be used in conjunction with this manual. However, the following should be sufficient to help the SRTC organize the voluminous training materials into a coherent schedule.

As soon as the SRTC has the nucleus for a Ranger Team, he should inform the Group Ranger Coordinator of his achievement and seek advice and assistance in the form of experienced instructors. For his part, the Group Ranger Coordinator can enlist the services of other Team Commanders and advanced Rangers from other Squadrons to assist with the initial training. Also, the Group Ranger Coordinator might be planning a Group Ranger Training Mission. It is important that the SRTC support all such events, since

Group solidarity is thereby strengthened and scarce resources (e.g., expert instructors) used most effectively. Finally, the Group Ranger Coordinator should be aware of all scheduled Ranger training events at the Wing level at which members of the new team can obtain instruction in specialized areas such as First Aid and Radio Communications.

Before any Ranger candidate takes his first step into the field, he must file a completed Ranger Form 2 (RNGF-2: the Declaration of Intent to Join a Ranger Team) with the SRTC. In effect, this form (reproduced in Appendix IV of LS&R) indicates that the individual has permission from his parents and the Squadron Commander to participate in Ranger Activities. This is an important detail that must not be ignored, since it provides protection for both the SRTC and the Squadron.

It has already been mentioned that the SRTC and his CRTIC must obtain and master the basic set of Ranger training documents. However, right from the start, the SRTC must begin to promote the idea that, at a minimum, each Ranger trainee must obtain his own copy of LS&R (indeed, this is a requirement for issuance of the R/3 Proficiency Grade). However, rather than ordering manuals on an individual basis, the SRTC is advised to approach the Squadron Commander to gain authorization for bulk purchase of a dozen or more manuals from Squadron funds. Although the initial investment will be about \$36.00 for one dozen manuals, this sum will be recovered as individual members receive their copies from the Squadron. There is precedent in this practice, since many Squadron training sections routinely order quantities of important training and uniform items for distribution to individual members upon demand. In addition to the economies of quantity purchase, this practice insures that the Cadet can obtain a copy as soon as he can afford to do so -- his progress in the program will not be hampered by delays in mailing.

Because LS&R is basic to team training, some SRTC's have even conducted special fund-raising drives to help Cadets overcome this and other financial burdens. (Of course, equipment financed in this manner becomes Squadron property and is subject to recall when the Cadet leaves the program.) This arrangement is particularly desirable, because it reduces the initial cash outlay required to get less affluent Cadets started, while giving the Cadet a sense of having earned the equipment.

In summary, the SRTC is faced with the very important responsibility of organizing the team's training into a coherent program. In doing this, he must meet the problem of obtaining appropriate training publications for his Cadet leaders as well as for all other members of the team, and of making use of available personnel (like the Group Ranger Coordinator) and regularly scheduled Wing training events to augment his training plan. One person who must become involved in training plans very early is the CRTIC. While there will be some initial "start-up" costs, the team working as a team to meet these expenses both minimizes individual financial hardship and helps to bring the members together into a unit.

OUTFITTING THE TEAM

Although a team can accomplish some training in land search techniques without uniforms or a regulation vehicle, it is a good idea for the team to become outfitted with uniforms, a properly marked vehicle, and team equipment as soon as possible. The Squadron Commander and SRTC should meet to discuss supply channels and try to obtain as much as possible for the team and its members.

Team Equipment

The cost of all required team equipment listed in the SOP is prohibitive. Realistically, it often takes years to acquire a complete inventory of team equipment. However, a few items are so essential to team training that they deserve the highest

priority. At least one litter will be needed to practice casualty evacuation procedures (litters can be constructed quite cheaply if the team cannot afford one or cannot obtain one through normal supply channels). Topographic maps of the local area, a compass (preferably lensatic), and a navigation kit will be necessary to practice navigation techniques. In addition, it is often practical to acquire some form of team shelter -- a parachute will serve this purpose, until a large tent can be obtained. Also, individuals should be encouraged to acquire their own shelters. (About \$2.00 will buy a 12' by 12' polyethylene tarp at most construction or farm sales stores.)

Vehicle

A suitably-equipped motor vehicle is essential to Ranger operations. The most desirable vehicle is one spacious enough to transport the entire team and all its equipment. A bus or large closed truck (like those used by furniture companies for delivery) is quite suitable. The next candidate is a carry-all type van, and last, a closed-bed pickup truck -- least desirable because of its limited space. After obtaining such a vehicle for mass transit, the team should attempt to obtain a smaller Jeep-type vehicle (preferably with 4-wheel drive) for access to remote areas. Such a vehicle can be towed behind the larger one when traveling on well-paved roads; hence, only one driver is needed.

If the Squadron Commander and his SRTC have exhausted all CAP supply sources in their quest for a vehicle, a purchase from commercial sources may be the only alternative. If the vehicle is "used," team members had better be willing to invest some time and effort to restore it to safe operating condition, since the running condition of an inexpensive vehicle often leaves much to be desired. Occasionally, an enterprising SRTC is successful in soliciting a donation of a roadworthy vehicle from a local firm or service organization by presenting the team's purpose and needs in a professional manner.

Vehicle preparation comes next. A donation of paint from a local paint store should be solicited. Often, the offer of free publicity is an effective inducement as well as a way of saying "thanks" to the donor. In a similar vein, a body shop will often donate its services by spraying the vehicle, if the team prepares the body for painting. This is another activity to bring the team closer together.

Radio

The Squadron Commander should help the SRTC obtain a 26.620 MHz radio for the team's vehicle. If no radios are available through Squadron supply, the SRTC should seek the assistance of the Communications Officer. At a minimum, this individual should be able to suggest places where a functional radio can be purchased at minimal cost to the team. (Sometimes, radios are available on a request basis from Group or Wing Headquarters.) When purchase from a commercial source is the only alternative, funds from special fund-raising campaigns can be applied. Expect to pay at least one hundred dollars for radios bought from commercial sources. Where applicable, careful consideration should also be given to the potential uses of VHF-FM radio equipment in team operations.

Uniforms

Often, servicable fatigues are available through CAP supply. From commercial sources, the entire Ranger Base uniform, including fatigues, hat, boots, pistol belt, blue web belt, and insignia costs about \$25.00. The best source of new fatigues of high quality is the clothing sales store at the nearest military installation. Usually, a CAP I.D. card is sufficient to give a member access to this facility, but before driving many miles, call the base to make sure. The SRTC must work with the Squadron Supply Officer in planning such trips. With proper planning, a few can buy for many.

Personal Equipment

It costs a Cadet approximately \$40.00 to become outfitted with a minimum of equipment bought from commercial sources. Packs, mess kits, canteens, and sleeping bags can sometimes be acquired through CAP supply channels or at military outlets at a nominal charge. All such sources should be investigated, since individual equipment is such a big cost item to a Cadet. Also, there is the possibility of constructing certain items of equipment such as the pack. Instructions can be found in the Boy Scout Handbook and in similar sources.

Non-CAP Supply Sources

Unfortunately, some items are not always available through CAP supply channels, and even when available, they are not always in the best of condition. Hence, the SRTC should investigate external sources of equipment for his team, such as commercial Army-Navy stores, equipment outlets or clothing sales stores at military installations, and mail-order houses. While these alternatives sometimes advertise goods at low prices, the SRTC should be quality-conscious, as well as cost-conscious.

FUND RAISING

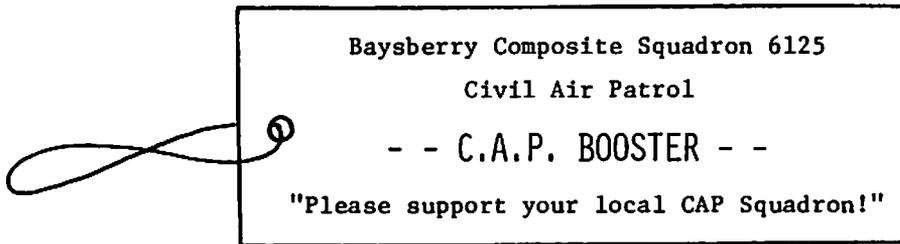
Fund raising is important to a Squadron and its Ranger Team. It is the responsibility of the Ranger Team to support and sometimes run Squadron fund-raising drives. Organization is necessary in any fund-raising activity: records must be kept indicating who has what to sell, and telephone calls must be made to determine who has already sold his merchandise and who needs help in selling his. Again, the SRTC can reduce his working time by assigning a Cadet Project Officer to attend to these details. He should tell the Cadet what must be done, suggest possible ways of doing it, and monitor his progress, while letting the Cadet do as much of the actual work as he can handle. This level of participation will give the Cadet much valuable experience and at the same time save the SRTC a considerable amount of time.

There are many ways a Ranger Team can raise money. Two are the time-honored candy sales and bake sales. Candy sales usually go well during holiday seasons such as Christmas and Easter and frequently net over \$100.00 profit if each team member visits his relatives, neighbors, and friends. Better organized drives of this sort can realize substantially more income for relatively little work, if the effort is intense and well planned. The team shouldn't drag the campaign out. The SRTC should plan specific days for a drive by the entire team and arrange transportation to residential areas. He should note what times of the day and what parts of the town yield best returns, and guard against overlap in sales areas. The team should have a "kickoff meeting" and push hard to have the campaign completed by a predetermined (but realistic) date. They should visit Group Staff meetings and other Squadrons (especially Senior Squadrons) to sell the candy.

Bake sales can be conducted anytime at the local shopping centers. A few Cadets on such a sale can easily net \$40.00 profit in one day. Usually, a week or two of preparation is needed to make arrangements for persons to bake the goods to be sold. A Senior member or parent will be needed to drive and pick up baked goods the day of the sale. (Don't forget to obtain permission from affected property owners!)

Another gimmick is a car wash. This is usually a lot of fun, but it must be preceded by at least two weeks of advance publicity. It is a good idea for the team to canvass the town the week before the car wash, selling tickets which indicate the date, time, and place of the car wash. In this way the team will have sufficient funds to purchase soap and other cleaning materials. Also, they will know how many cars to expect and consequently how many workers to have on hand.

A "tag day" can be quite effective. The team should prepare small cards similar to the following:



These tags are designed to be attached to a coat button. Usually, blank tags with strings already attached can be purchased at a local stationery store. To save time in labeling the tags, a rubber stamp can be bought at a nominal cost from the same store, or from most printing firms. On the publicized day (usually a Saturday), canvass the entire town -- especially the shopping areas -- selling the tags for any amount the donor is willing to contribute. It is reasonable to expect a profit of at least \$200.00 from a well-organized tag day, with about ten Cadets working on the project. (However, the author knows of one team which netted better than \$700.00 on a Tag Day campaign.) Note: tag days are annual events, so the team must make them work to maximum advantage. Also, door-to-door selling of tags is ill-advised.

There are many other ways to raise money, like selling first-aid kits, safety kits, and many other kinds of kits. One precaution: the SRTC must always check with local authorities for ordinances against peddling or soliciting. Where necessary, secure the necessary permit (often, such permits are issued free of charge to voluntary organizations such as CAP). CAP members must obey the rules, not break them.

A few more suggestions: the team should always add to its fund-raising drives the purpose of recruiting. Literature can be distributed explaining CAP and the Ranger Program. National circulars, Wing publicity, equipment displays, and local CAP action-pictures all help. Of course, all members must be courteous at all times in their dealings with the public, and team members should try to project the best image of the organization through proper behavior.

PUBLICITY

Public awareness and support of our mission is extremely important to CAP's continued operation. An opportunity for news coverage should never slip by. Whenever a training mission or awards ceremony occurs, appropriate information should be released to the press through the Squadron's Information Officer. The liaison between the team and the I.O. can be a Ranger Reporter appointed by the SRTC. Whenever a REDCAP or SARCAP takes place, radio or television coverage of the team's participation should be included. News coverage of all Ranger activities, whether they be fund-raising events, training, or emergency services, should always be considered.

WING SUPPORT

Once a Ranger Team is going strong, it is easy for the SRTC to crawl into a self-centered shell. Being the leader of a Ranger Team gives one the feeling of great accomplishment and sometimes power. A SRTC should never forget his responsibility to Squadron, Group, and Wing Headquarters, as well as his obligation to his Squadron Commander and to the public.

The Pennsylvania Wing attempts to support the local Ranger Program through a number of important events, including a nine-day Summer Ranger Training School and a weekend Winter Survival School. (These activities are open to members from all Wings of CAP.) In addition, a "First Aid Weekend" offers American Red Cross courses, and a "Communications Weekend" provides training leading to the issuance of a CAP Radio Proficiency Card. A Staff Cadet Training Program provides intensive training in leadership and technical Ranger skills to selected Cadet Rangers. Although a primary reason for this program is to provide skilled Cadet leadership for assistance with Wing Ranger functions, local Team Commanders often report that the program is of considerable value to them in the operation and training of their own teams. An annual Ranger Team Competition allows each team to prove how good it really is, with statewide recognition at the annual Ranger Banquet in the Spring. Two Wing SARCAs are conducted each year to measure operational proficiency and provide training on a large, statewide scale.

If these activities are to have any value for the local Squadron, the Team Commander must reach out and grasp the opportunities afforded by such events. In addition to their obvious purposes, all these events serve an underlying function: to bring teams and their members together so that skills are improved, new ideas exchanged, and bonds of comradeship and mutual understanding formed. We cannot afford to be isolationists if it is our aspiration to build a truly great land rescue organization. In this sense, it is useful to view the Ranger Program as one big TEAM whose members are all working together "so that others may live."

SUMMARY

It is difficult to summarize in a few paragraphs all the tasks that a prospective SRTC must perform if he wishes to organize a Ranger Team and keep it operating efficiently. Because the tasks are so numerous, the individual must first decide whether he has the time available to devote to CAP and to the Ranger Program. If he decides he has enough time, he must acquire the training necessary to understand the Ranger Program thoroughly and begin acquiring skills necessary for Ranger Team leadership and participation. At the same time, he must form a close rapport with the Squadron Commander and the Squadron Staff, because he will need their cooperation in many areas. If his team is a Cadet team, he must search for a CRTC. The Squadron Staff members working with the Cadet Program can be of help in selecting a leader to fill this position.

Then, the SRTC must ask Seniors skilled in recruiting techniques to assist him in recruiting new members for his team. From his recruits, the SRTC must begin to build a staff to assist with the many time-consuming administrative details involved in Ranger Team operations. He must also plan a training program and coordinate it with the training schedules of the Squadron Activities Officer, the Group Ranger Coordinator, and the Wing schedule of activities. Supplies will be needed for the team, and help from the Squadron Supply Officer is a tremendous asset in this area. Funds will be needed for the team. Fund-raising drives can be organized in coordination with the Squadron Finance Officer to meet the financial needs of both the Squadron and its Ranger Team.

The checklist provided at the conclusion of this publication has been designed to recap some of the major points in the organization of a team and its program of training. From this checklist, the SRTC can quickly see how much he has already accomplished and how much remains to be completed. It has been the aim of this entire publication to provide helpful information which will enable the SRTC to "fill the gaps" revealed by this checklist.

SECTION II -- A GENERAL PROGRAM OF RANGER TRAINING

This section presents two programs of land search and rescue training. One is designed to quickly bring the budding team (or a group of fresh recruits) to a minimal state of operational proficiency. The other is designed to develop a deeper and more thorough understanding of the entire Ranger Program. Both programs of study draw training units from the same "pool" of classes (Table 1), although some subjects treated under the "Crash Program" are necessarily presented in a cursory manner, with fine details left for elaboration on subsequent training missions.

Although most Ranger topics could be presented within a traditional classroom setting, the present section describes the implementation of Ranger training through a series of carefully-planned weekend training missions. This approach affords maximum flexibility to the Team Commander by allowing him to adapt the training to his organization's particular circumstances. Of course, Team Commanders are encouraged to augment these weekend missions with appropriate classroom preparation (perhaps presented during the Activity Period at the Squadron meeting). For instance, a field exercise which involves rock-climbing and rappelling should be preceded by classroom discussion and practice on topics such as hookup procedures, knot-tying, and rope and equipment properties and care. The next section does suggest a means of integrating Ranger training with the CAP Cadet Training Program, and this involves both classroom and field activities. For the moment, however, the focus is on training which is confined to weekend missions.

"CRASH PROGRAM"

Actually, this program is an intensive orientation to basic Ranger skills, with emphasis on those needed during a typical CAP search and rescue mission. The program is appropriate to the training of a newly-formed team, and for the initiation of a group of new recruits to a well-established team. This program offers a wide range of Ranger skills over one weekend, at the sacrifice of a detailed understanding of the topics covered. Hence, the product of this training mission will be Rangers who have at least the minimal knowledge to make them useful to the team in the event of a REDCAP or similar emergency.

TRAINING SCHEDULE -- "CRASH PROGRAM"

| | | |
|--------------------------|------------------|--|
| FIRST DAY (MORNING) | Class 1 | - Basic Introduction to Ranger Program |
| | Class 4 | - Campsite Selection (1/2 hr) |
| | Class 37 | - Shelter Construction (2 hrs) |
| | Classes 5, 40 | - Latrine and Garbage Pit (1 hr) |
| FIRST DAY (AFTERNOON) | Classes 2, 4 | - Basic Equipment (1 hr) |
| | Classes 28, 43 | - Search Techniques (2 hrs) |
| | Classes 8, 46 | - Litter Tie-in and Carry (2 hrs) |
| FIRST DAY (EVENING) | Classes 9, 22 | - Communications (1 hr) |
| | Class 17 | - Basic Field First Aid (1 hr) |
| | Class 10 | - Campsite Security (1/2 hr) |
| SECOND DAY | Classes 33,51,52 | - Conduct of Search and Actions at an Aircrash. Search for casualty, treat, evacuate via litter, secure crashsite. |

Note: since this is an orientation mission, some classes have been combined into related groups and abbreviated in time.

SIX-MISSION TRAINING SCHEDULE

The following program condenses Ranger training into six topical areas, each of which is intended to be covered on a two-day (weekend) training mission. While the first mission below is devoted exclusively to the development of good camping practice, the skills learned at that time will be refined through such activities as campsite setup on subsequent missions. Of course, in planning the timetable for a given mission, one must provide an adequate amount of time for these "housekeeping" chores.

SIX-MISSION TRAINING SCHEDULE

Mission #1: Camping Weekend. Subjects covered: basic camping skills, mission preparedness, basic first aid, and personal hygiene.

Classes: 1,2,3,4,5,10,35,36,37,40

Mission #2: Navigation Weekend. Subjects: navigation techniques, advanced shelters, introduction to survival.

Classes: 38 or 39, 7,11,12,13,14,15,16

Mission #3: Casualty treatment weekend. Subjects: casualty search, treatment, and evacuation; advanced first aid.

Classes: 8,28,43,46,17 (18 if Winter), 51

Mission #4: Mobility Weekend. Subjects: rappelling, basic rock climbing, litter belay.

Classes: 25,26,44,45,47

Mission #5: Communications and Crashsite Security Weekend. Subjects: crashsite security procedures, communications techniques, advanced survival techniques.

Classes: 9,24,44,19,20,21,22,23,54

Mission #6: Search and Rescue Weekend (SAR). Subjects: working as a team on a simulated SAR mission.

Classes: 51,52,53

Note: on this weekend, the topics learned during the past five missions should be tested and put into practice. A simulated casualty should be placed in the field near a simulated crashsite. The team must locate the site (using navigation and appropriate search techniques), render aid to the casualties, perhaps search the surrounding area for additional casualties, secure the crashsite, and evacuate the injured.

This weekend could be scheduled in conjunction with Squadron SAR activity and coordinated with air/ground search efforts to present a much more realistic training activity.

NOTES ON IMPLEMENTING THE TRAINING PROGRAM

While this presentation of the Ranger training programs may seem fairly straightforward, several problems are likely to arise during its implementation. These problems include the "phasing-in" of new recruits into an already-established team, and absenteeism of regular Ranger trainees from mission to mission. Although these are common problems which face any Ranger Team Commander, they can only be resolved by the Team Commander himself, in light of the team's unique circumstances and resources.

None of the earlier comments imply that only one area of training must be given exclusive attention on a single weekend. If a few new recruits are permitted to attend a given training mission, the SRTC has the option of scheduling two simultaneous (but separate) programs of training: one for the recruits, and the other for the remainder of the team. An appropriate unit of instruction for the recruits would be the "Crash Program", while the remainder of the team would receive training in one of the six areas described above. Absenteeism presents another potential threat to the smooth flow of training, but this can be resolved in a similar manner. While most of the team is participating in one prescribed block of training, those absent from the previous mission might be required to take remedial training, especially if the missed mission involves skills which are prerequisite to later training weekends. Of course, additional instructors will be needed for such "multiple-program" missions, but often the more advanced team members can serve in this capacity. In short, the SRTC must use his own resources and imagination to adapt these training schedules to the solution of his team's unique problems.

There will come a time when most regular Ranger trainees have completed the formal training outlined above. At this juncture, the challenge facing the Team Commander will be one of isolating overall team weaknesses and designing training missions to eliminate the weak areas. This can be accomplished by means of formal classes, or through well-designed missions contrived to force team members to apply those skills in which weaknesses are most apparent.

When the team has reached a state of peak efficiency, the Team Commander could investigate the possibility of guiding the team into specialty areas (such as Mountain Rescue) to maintain a high level of interest among team members.

TABLE OF RANGER TRAINING UNITS

The following table details the individual training units to be used in the programs outlined above. Unit numbers correspond with the class numbers cited in each of the two programs. Following each unit title ("Class") is the Ranger Proficiency Grade to which the unit applies, along with a suggested length of time to be devoted to the topic. References to be consulted in organizing the lessons are provided at the end of the table, and more specific information for obtaining these reference materials is included in a following section. The references provided for each unit are minimal, and the instructor is encouraged to seek additional source materials to augment the training (and especially the instructor's knowledge of the subject matter) whenever possible.

Note: some Ranger classes (for example, unit 34 - Land Search Theory) have a blank in the column headed "Proficiency Grade." This indicates that these classes are usually taught only to advanced Ranger trainees -- that is, those beyond the R/1 Proficiency Grade.

TABLE 1 -- UNIT BREAKDOWN OF RANGER CLASSES

| <u>UNIT</u> | <u>CLASS</u> | <u>PROFICIENCY GRADE</u> | <u>TIME</u> |
|-------------|---|------------------------------|-------------|
| 1 | Introduction: Nature of program, purpose, responsibilities, advantages. Show LS&R, TCN's, SOP. Display of Ranger equipment, Wing Schools, Levels of advancement | R/3 | 1 |
| 2 | Mission preparedness | R/2 | 1/2 |
| 3 | Equipment needs | R/2 | 1 |
| 4 | Campsite selection | R/2 | 1/2 |
| 5 | Basic Field Sanitation: Danger of intestinal sickness. Water purification, garbage disposal, latrine construction, and importance of cleanliness | R/2 | 1 |
| 6 | Cooking: Types of foods used in the field | R/2 | 1/2 |
| 7 | What to do when lost | R/2 | 1/2 |
| 8 | Knot tying | R/2 | 1 |
| 9 | Communications: Voice commands, whistle signals, hand signals, written messages, walkie-talkies | R/2 | 1/2 |
| 10 | Basic campsite security | R/2 | 1 |
| 11 | Map symbols and interpretation | R/1 | 1 |
| 12 | Plotting coordinates. Lat. & Long. conv. tables | R/1 | 1 |
| 13 | Plotting courses. Distance-elevation changes | R/1 | 1 |
| 14 | Compass use | R/1 | 1 |
| 15 | Measuring distance in the field | R/1 | 1 |
| 16 | Day and night navigation squad. Sources of error. Position finding | R/1 | 1 |
| 17 | Field first aid: (summer) Heat exhaustion, heat stroke, hyperventilation, animal and snake bites, immunization | R/1 | 1 |
| 18 | Field first aid: (winter) Frostbite, animal bites, immunization, hyperventilation, exposure (hypothermia) | R/1 | 1 |
| 19 | Psychology of survival: Immediate action. Decision to stay or travel | R/1 | 1/2 |
| 20 | Survival signalling | R/1 | 1/2 |
| 21 | Water procurement and purification | R/1 | 1/2 |
| 22 | Food procurement. Fishing and hunting tips | R/1 | 1 |
| 23 | Preparation of wild foods | R/1 | 1 |
| 24 | Lines of communication | R/1 | 1 |
| 25 | Mobility: Care of feet, mountain walking, balance climbing, belaying techniques | R/1 | 1 |

UNIT BREAKDOWN OF RANGER CLASSES

| <u>UNIT</u> | <u>CLASS</u> | <u>PROFICIENCY GRADE</u> | <u>TIME</u> |
|---------------|---|------------------------------|-------------|
| 26 | Rappelling: Hasty rappell, swiss seat tie-up rappell hookup, shoulder harness tie-up | R/1 | 1 |
| 27 | Water, vegetation, and snow obstacles | R/1 | 1 |
| 28 | Search patterns, searcher spacing, blazing techniques | R/1 | 1 |
| 29 | Crashsite security procedures | R/1 | 1 |
| 30 | Team equipment and vehicle | R/1 | 1 |
| 31 | Firearms familiarization | R/1 | 1 |
| 32 | Leadership: (basic), Drill and ceremonies, field control | | 1 |
| 33 | Teaching techniques | | 1 |
| 34 | Land Search Theory | | 1 |
| FIELD CLASSES | | | |
| 35 | Use and care of cutting tools | R/2 | 1 |
| 36 | Fire building | R/2 | 1 |
| 37 | Poncho, canvass, and tarp shelter construction | R/2 | 2 |
| 38 | Survival use of the parachute | R/2 | 2 |
| 39 | Snow shelters | R/2 | 1 |
| 40 | Latrine and garbage pit construction | R/2 | 1/2 |
| 41 | Individual navigation practice | R/1 | 2 |
| 42 | Navigation team practice - Running a course | R/1 | 2 |
| 43 | Search pattern practice | R/1 | 1 |
| 44 | Rappelling and belaying practice | R/1 | 1 |
| 45 | Balance climbing and belaying practice | R/1 | 2 |
| 46 | Stretcher carry, tie in, and relay | R/1 | 2 |
| 47 | Steep terrain evacuation | R/1 | 2 |
| 48 | Dry river crossing | | 2 |
| 49 | Raft building | | 2 |
| 50 | Snow shoeing, crampon, and ice creeper practice | | 1 |
| 51 | Emergency first aid problem | | 2 |
| 52 | Crashsite security problem | | 2 |
| 53 | Vehicle maintenance | | 2 |
| 54 | Cleaning and cooking wild game | | 2 |

REFERENCES FROM UNIT BREAKDOWN OF RANGER CLASSES

| <u>Unit</u> | <u>References</u> | <u>Unit</u> | <u>References</u> |
|-------------|--|-------------|---|
| 1 | LS&R, TCN's, SOP, RNGF-2 (in appendix IV of LS&R) | 27 | LS&R 2.7.2-.4 |
| 2 | LS&R 2.1.1 | 28 | TCN #3 |
| 3 | LS&R 2.1.2-.3, BSH, <u>Camping, Skills for Taming the Wilds</u> | 29 | TCN #4 |
| 4 | LS&R 2.1.3, BSH, <u>Cooking</u> | 30 | LS&R, SOP |
| 5 | LS&R 2.1.3-.4, BSH, <u>Camping</u> | 31 | TCN #3 |
| 6 | LS&R 2.1.3, BSH, <u>Cooking</u> | 32 | LS&R 2.9.1-.3, CAPM 50-3 |
| 7 | LS&R 2.1.4 | 33 | LS&R 2.9.4-.5 |
| 8 | LS&R 2.1.3 | 34 | LS&R 2.8.1-.3, appropriate NRA publications |
| 9 | LS&R 2.5.1-.4,.6 CAPM 100-1 | 35 | LS&R 2.1.4, BSH |
| 10 | LS&R (part II), CAPM 50-3 | 36 | LS&R 2.1.3, BSH |
| 11 | LS&R 2.2.1 | 37 | LS&R 2.1.3, AFM 64-5 |
| 12 | LS&R 2.2.1, TCN #1 | 38 | LS&R 2.1.3, AFM 64-5 |
| 13 | LS&R 2.2.1,.3, LS&R Appendix VIII | 39 | LS&R 2.1.3, AFM 64-5 |
| 14 | LS&R 2.2.2 | 40 | LS&R 2.1.3, BSH, BSFB, <u>Camping</u> |
| 15 | LS&R 2.2.4 | 41 | |
| 16 | LS&R 2.2.4 | 42 | LS&R 2.2.3 |
| 17 | LS&R 2.3.2,.3-.6, <u>First Aid</u> | 43 | TCN #3 |
| 18 | LS&R 2.3.1, .3-.6, <u>First Aid, Frostbite</u> | 44 | LS&R 2.7.1 |
| 19 | LS&R 2.4.1,.2, AFM 64-5, AFM 64-3 | 45 | LS&R 2.7.1 |
| 20 | CAPF 88 | 46 | LS&R (Part II) |
| 21 | LS&R 2.4.5,.6, AFM 64-5, BSH | 47 | <u>Mountain Rescue Techniques, U.S. Army FM 31-72</u> |
| 22 | LS&R 2.4.3, BSH, BSFB, AFM 64-5 | 48 | AFM 64-5 |
| 23 | LS&R 2.4.4, BSH, AFM 64-5 | 49 | AFM 64-5 |
| 24 | LS&R 2.5.6, TCN #1, CAPF 106 | 50 | LS&R 2.7.4 |
| 25 | LS&R 2.7.1, <u>Belaying the Leader, Knots for Mountaineering</u> | 51 | <u>First Aid</u> |
| 26 | LS&R 2.7.1 | 52 | TCN #4 |
| | | 53 | SOP |
| | | 54 | BSFB, AFM 64-5 |

IDENTIFICATION OF ABBREVIATIONS

The following abbreviations apply to the references enumerated above.

| | | | | | |
|------|---|--------------------------------------|------|---|----------------------------------|
| LS&R | - | <u>Land Search and Rescue</u> | TCN | - | <u>Team Commander's Notebook</u> |
| SOP | - | <u>Standard Operating Procedure*</u> | BSH | - | <u>Boy Scout Handbook</u> |
| BSFB | - | <u>Boy Scout Field Book</u> | CAPM | - | Civil Air Patrol Manual |
| CAPF | - | Civil Air Patrol Form | AFM | - | Air Force Manual |
| FM | - | Field Manual (U.S. Army) | | | |

* All SOP references are to the Pennsylvania Wing Ranger SOP.

INFORMATION FOR ORDERING SELECTED REFERENCES

AFM 64-3 Survival - Training Edition, USAF. Government Printing Office, Washington, D.C. Price unknown.

AFM 64-5 Survival. USAF. Government Printing Office, Washington, D.C. about \$1.00

Belaying the Leader, an Omnibus on Climbing Safety. by members of the Sierra Club. Available from The Sierra Club, Mills Tower, San Francisco, or 25 West 45th St., New York, N.Y. about \$1.95

Boy Scout Fieldbook. Available through local Boy Scout Headquarters, or from Boy Scouts of America, New Brunswick, N.J. about \$1.95

Boy Scout Handbook. To order, see reference to Boy Scout Fieldbook, above. about \$1.60

Camping. Boy Scout Merit Badge Series. To order, see reference to Boy Scout Fieldbook, above. about \$0.50 each

CAPM 50-3. The Leadership Laboratory Manual. The Bookstore, National Headquarters, CAP, Maxwell Air Force Base, Alabama 36112. about \$0.90

CAPM 50-15 Emergency Services. Published by National Headquarters, CAP, Maxwell Air Force Base, Alabama. Request thru local Squadron.

CAPM 100-1. Communications. The Bookstore, National Headquarters, Civil Air Patrol, Maxwell Air Force Base, Alabama 36112. about \$1.00

Cooking. Boy Scout Merit Badge Series. See reference to Camping, above. about \$0.50

First Aid. American Red Cross. Available from any local Red Cross office. about \$1.00

FM 31-72 Mountain Operations. U.S. Army Field Manual.

Frostbite. by Bradford Washburn, Museum of Science, Boston, Mass. about \$1.00

Fundamentals of Rock Climbing. MIT Outing Club, Student Center, Room 490, Mass. Institute of Technology, Cambridge, Mass. Price unknown.

Knots for Mountaineering. by Phil D. Smith. Address: the Desert Trail, Twenty-nine Palms, Calif. Price unknown.

Land Search and Rescue (Part I). Published by the Ranger Section, Penna. Wing, CAP. Order from address on inside cover. about \$3.00

Lightning Hazards to Mountaineers, by Alvin E. Peterson. Reprinted from the American Alpine Journal (1962). Published by the American Alpine Club, 113 East 90th Street, New York 28, N.Y. Price unknown.

Lightweight Equipment. by the Potomac Appalachian Trail Club, 1916 Sunderland Place, N.W., Washington 6, D.C. about \$0.75

Mountain Rescue Techniques. by Wastl Mariner (1963). Distributed by The Mountaineers, P.O. Box 122, Seattle, Washington, 98111. about \$3.15

Mountain Search and Rescue Operations. Division of Ranger Activities of Grand Teton National Park. Grand Teton Natural History Assn., Grand Teton National Park, Moose, Wyoming. about \$1.00

Pennsylvania Wing Ranger S.O.P. Order from address listed on inside cover of this publication. about \$0.50

Rescue Skills and Techniques (FG-E-11.1). Office of Civil Defense. U.S. Government Printing Office, Washington, D.C. Price: none.

Skills for Taming the Wilds. by Bradford Angier. The Stackpole Company, Cameron and Kelker Streets, Harrisburg, Penna. 17105. Price unknown.

Survive in the Outdoors. by Wayne Winters. Tombstone Nugget Publishing Co., Box 462, Tucson, Ariz. about \$2.00

Team Commander's Notebook Series. Published by the Ranger Section, Penna. Wing, CAP. Order from address on inside cover. about \$0.60 ea.

Topographic Maps. U.S. Geological Survey, Washington Distribution Section, 1200 South Eads Street, Arlington, Va. 22202. Price: none.

Note: due to constantly changing costs of printed materials, it is suggested that a postcard be sent to any publisher to verify current price before you send an order.

SECTION III -- RANGER TRAINING AS A CADET ACTIVITY

The weekly meeting schedule of the Civil Air Patrol Cadet Program provides for a one-hour "Activity Period." Land search and rescue training is an accepted activity in the Cadet Program and, fortunately, the Ranger Program is organized to permit many of its classes to be taught indoors as well as outdoors. This can provide many weeks of "activities" for the enterprising Activity Officer, and it will aid the SRTC by reducing his load of subjects to cover during the team's monthly training missions.

The previous section presented two programs of Ranger training (the "Crash Program" and the "Six-Mission Program") in which most training is accomplished through weekend training missions. The programs suggested below are basically parallel in content to those described in Section II, but they make use of the Activity Periods mentioned above to provide regular classroom preparation for those weekend missions. In the tables which follow, each weekend mission is preceded by four Squadron Activity Periods -- three involving Ranger training -- which help to prepare the Cadet for the training mission itself. (The content of the weekend mission is described in Section II.)

USE OF ACTIVITY PERIODS WITH THE "CRASH PROGRAM"

Meeting 1 - Chaplain Activity
 Meeting 2 - Class 1
 Meeting 3 - Classes 2, 4
 Meeting 4 - Class 3
 Weekend - "Crash Program"
 (see Section II)

USE OF ACTIVITY PERIODS WITH THE "SIX-MISSION PROGRAM"

| <u>Meeting</u> | <u>Training Unit</u> | <u>Meeting</u> | <u>Training Unit</u> |
|----------------|----------------------|----------------|------------------------|
| 1 | Chaplain | 13 | Chaplain |
| 2 | 1 | 14 | 25 |
| 3 | 2,4 | 15 | 26 |
| 4 | 3 | 16 | 27 |
| Weekend | Mission #1 | Weekend | Mission #4 |
| 5 | Chaplain | 17 | Chaplain |
| 6 | 11 | 18 | 9 |
| 7 | 12 | 19 | 24 |
| 8 | 13 | 20 | 19,22 |
| Weekend | Mission #2 | Weekend | Mission #5 |
| 9 | Chaplain | 21 | Chaplain |
| 10 | 8 | 22 | 30 |
| 11 | 28 | 23 | 29 |
| 12 | 17 (or 18) | 24 | Briefing - SAR Mission |
| Weekend | Mission #3 | Weekend | Mission #6 |

SRTC'S ORGANIZATIONAL CHECKLIST

1. Initial decision:
_Yes _No Do I have the time to devote to the team?
_Yes _No Can I develop the leadership traits necessary for an SRTC?
2. Acquire training aids:
_Yes _No Have I begun to learn Ranger skills?
_Yes _No Do I have a thorough understanding of the Ranger Program?
3. Get into good physical condition:
_Yes _No Have I begun a physical conditioning program to get into shape for the strenuous physical activities of the Rangers?
4. Develop cooperation with Squadron Staff members:
_Yes _No Am I aware of Squadron Staff procedures and what the Squadron Commander expects of me as a Staff member?
_Yes _No Have I established liaison with each of the following:
Supply Officer Finance Officer
Communications Officer Information Officer
Activities Officer Chaplain
_Yes _No Do my team members understand the relationship between the team and the Squadron Staff, and especially the relationship between between the Squadron Commander and the SRTC?
5. Seek a Cadet Ranger Team Commander:
_Yes _No Does the CRTC know what is expected of him?
_Yes _No Does the CRTC understand the program and know Ranger skills?
_Yes _No Am I giving the CRTC responsible tasks related to team leadership and organization?
6. Develop a working staff:
_Yes _No Have I assigned a team member to prepare the Ranger Report and to maintain training records?
_Yes _No Have I sought additional help from team members in maintaining supply records, keeping me posted on supply needs, and keeping the Squadron Information Officer posted concerning Ranger activity?
7. Plan a training program:
_Yes _No Have I been keeping my Group Ranger Coordinator informed concerning my team's progress and seeking his advice in matters of training?
_Yes _No Have all team members completed and filed RNF-2?
_Yes _No Have I helped all my team members to acquire training manuals?
_Yes _No Have I and my CRTC organized a program of regular Ranger training?
8. Outfit the team:
_Yes _No Have I sought the assistance of the Supply Officer and attempted to get as much team equipment as possible?
_Yes _No Have I acquired a team vehicle and outfitted and marked it properly?
_Yes _No Have I worked through the Communications Officer to get a radio?
_Yes _No Have I exhausted all CAP channels in an attempt to obtain personal equipment and uniform items for individual team members?
9. Organize fund-raising drives:
_Yes _No Am I planning and/or maintaining a regular program of fund-raising to help meet the financial needs of the team and the Squadron?
10. Participate in training offered at the Wing and Group levels:
_Yes _No Am I aware of and planning to support Wing Schools and Group Training Missions by having my team attend such events?