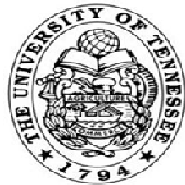




# University of Tennes-



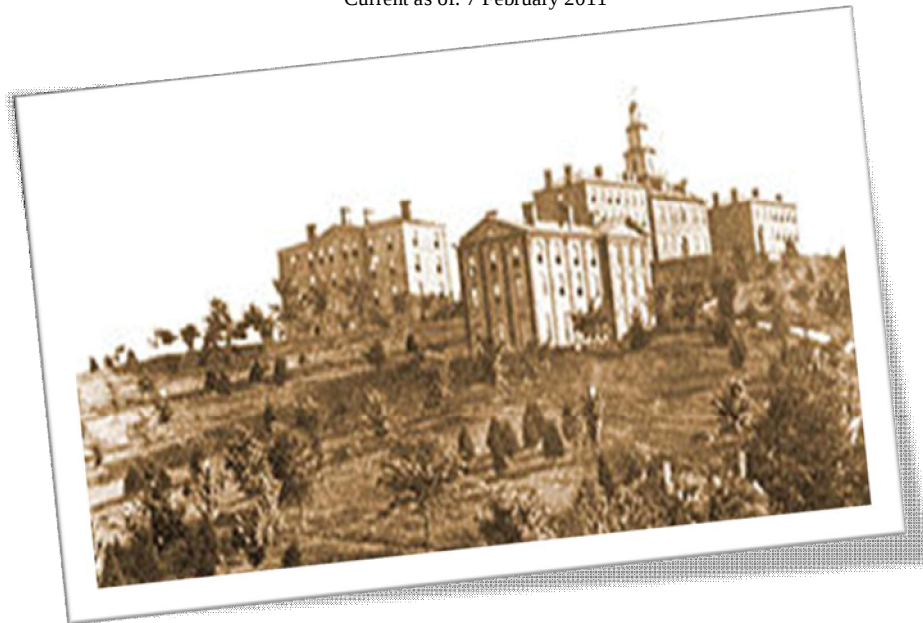
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and

# AFROTC Det. 800

Current as of: 7 February 2011



*Volunteer Today . . . Leader Tomorrow!*



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## Introduction

*The University of Tennessee Air Force ROTC program is a leadership development and Air Force commissioning program that exists within and complements the overall academic experience at the University of Tennessee. Its members are students first, pursuing their education, refining their talents and skills academically but also committed to the Air Force core values, the AFROTC honor code and in pursuit of an Air Force commission. Besides a delicate balance of focus as student and cadet, University of Tennessee AFROTC cadets should have a solid foundation and sense of pride in their heritage as students at the University of Tennessee and also as members of a long line of Volunteers who have gone before them and served their country with honor and pride.*

*Lt Col Mike Angle  
AFROTC Det. 800 Commander, Spring 2009*

*In the fall semester of 2008 Lieutenant Colonel Angle, Air Force ROTC Commander of Detachment 800 at the University of Tennessee, asked if a cadet within the detachment would write a history of the University of Tennessee. Included should be a military history of East Tennessee and the long tradition of military education at this university. Up to this point there was no document available for cadets to have an understanding of their institution's past. I was selected to lead this project. Not from Tennessee and without knowledge of the university, the journey into the past was a rewarding experience. The following history begins with the University of Tennessee, founded before there was a state of the same name. You will walk through a past of continual physical and educational change. After you will journey through the rich military history of this area and come across names of Tennesseans who have volunteered for their nation. Some of these men are John Sevier, Sam Houston, Lawrence Tyson, Alvin York, and Bruce Holloway. Then you will step back in time and trace the development of military instruction and ROTC at the University of Tennessee. Knowledge is an important key to success, and the final portion of this document covers Detachment 800 Warrior Knowledge. Hopefully the words that follow will bring the same sense of pride in you that it did me as a Tennessee Volunteer and future officer in the United States Air Force.*

*Cadet James Mackey  
Fall 2008*



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## Chapter 1 - Early University of Tennessee History

Two years before Tennessee became a state, the University of Tennessee had its foundation. In 1794 Blount College was chartered in downtown Knoxville and named after Governor William Blount. The 1794 Charter was issued in the office of Blount Mansion in the small town of Knoxville.

The college occupied a single building with tuition set at \$8 per semester. Its one and only president was Reverend Samuel Carrick. Blount College lasted thirteen years, awarding one degree. Blount College became the first coeducation institution in the United States. In 1807 the college changed its name to East Tennessee College when the new state of Tennessee granted funds from the sale of public land. When Reverend Carrick passed away in 1809 the college closed until 1820.

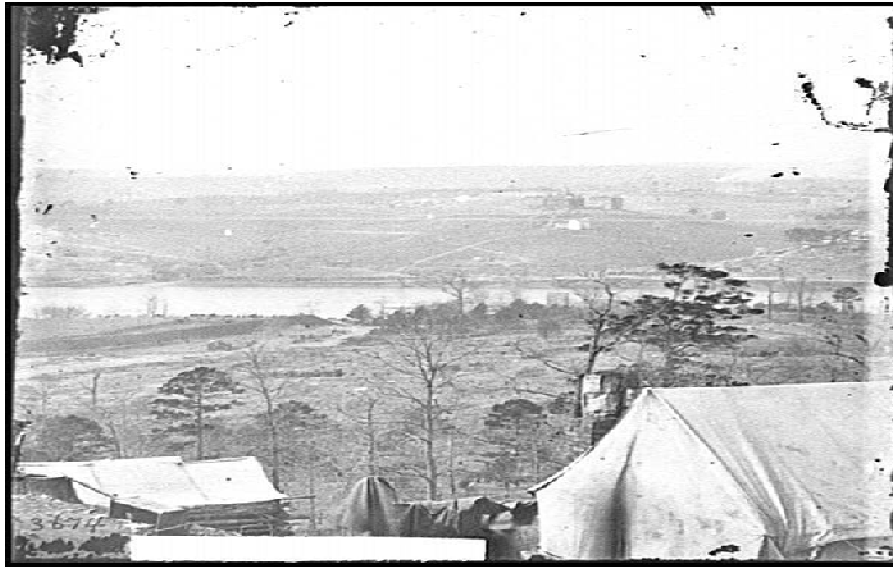
The new president of East Tennessee College in 1820 was another reverend, David Sherman. In 1826 the school moved from its single building in downtown Knoxville to what is now affectionately called "The Hill," then it was called "Barbara Hill." The move was made because of its excellent location, its forty acres were spacious, and because of the spectacular view from the hill. Only one building was constructed on "The Hill" in 1826, called Old College. Development on "The Hill" continued around 1840 when two additional buildings were added, East and West College, each on one side of Old College. This happened during Joseph Estabrook's time as president of East Tennessee College.

Nicknamed "Old Joe" by his students, Estabrook was instrumental in other changes throughout his presidency. He helped change the institution's name to East Tennessee University in order to increase the university's respect. This is visible in the doubling of the student body to 169. In the early 1840's Estabrook oversaw a military character at the university, which lasted a few years. Estabrook resigned in 1850 after putting his stamp on the growing university.



*The University of Tennessee, about 1840*





*East Tennessee University and Ft. Sanders (background) during the Civil War*

The United States Civil War (1861 ñ 1865) left its mark on Knoxville, and East Tennessee University closed in 1862. At the outset of war Knoxville and the university were occupied by troops of the Confederacy, and then by the Union in 1863 to the end of the war. Both sides used the university's buildings as hospitals and for barracks. During the Confederate siege of Knoxville in late 1863 and the Battle of Fort Sanders, East Tennessee University was heavily damaged from artillery fire. The uni-

versity was so badly damaged that when it reopened it was at the "Deaf and Dumb Asylum" for a short time. The next president would have to rebuild the physical damage on "The Hill" in addition to the emotional damage from a war that pitted brother against brother; especially in East Tennessee. (



## Chapter 2 - Becoming the State University

Fortunately, the next president, Thomas Humes, had been an ardent supporter of the United States (Union) during the Civil War. This would help immensely when he dealt with the government. For example, he effectively secured money for the university from the government. He



*The 'Hill' during the 1880's*

lobbied for and received \$18,500 for the damages done to the school's grounds when it was occupied by Union forces in the Civil War. This helped rebuild the physical scars, but Humes influence and work secured more funds to help with growth towards a better future. In 1862 the Morrill Act was passed by Congress. It would give colleges across the country federal land, funds from the sale of this land, or both. In return the recipient would have to teach military tactics, agriculture, and mechanical engineering. East Tennessee University became a benefactor of the Morrill Act in 1869.

This helped bring drastic change during Humes time as president. New buildings were built on 'The Hill' including South College (today the oldest building on campus). He worked hard to bring in more students, and in 1874 enrollment climbed from 315 to 815. East

Tennessee also took on the look of a military campus, a requirement of the Morrill Act, but left to each university's discretion on how to implement. Another visible change Thomas Humes led the way was bringing about a new name for the university on 'The Hill.' Humes also implemented change by changing the name of the university. In 1879 the name changed from East Tennessee University to the University of Tennessee. The college in Knoxville was now the state university, and soon would spill over and past 'The Hill.'

In 1887 Charles Dabney, the first president with a Ph.D. and a



*Photograph of the 'Hill' in 1886*



chemist, became President of the University of Tennessee. He built on Humes work, striving for and succeeding in making UT a true state university. He began with administrative reorganization. In 1889 the military system mandated by the Morrill Act was voted out, with military classes now voluntary



*University of Tennessee football game, early 1920's*

rather than mandatory. Women were admitted for the first time at the University of Tennessee in 1892. Summer school was created. New departments were opened such as law and medicine; existing ones received extra attention such as agriculture. He pressed state legislators to offer university scholarships based on merit for potential students statewide. His efforts continued to improve the university and in 1904, Dabney's final year, enrollment rose to 729 students.

His successor, Brown Ayres, would preside over drastic physical changes that occurred at the University of Tennessee. He pressed the state legislator to begin annual monetary appropriations, making the university a federal land grant and state

institution. In 1919, with money arriving from state appropriation, planning began on drastic physical changes to the Hill and the surrounding area. One large building

was designed for the Hill and to make room all the original buildings from the 1840s to 1919, except for South College, were torn down. Old College, East College, and

West College were removed for a large building named Ayres Hall, completed in 1921. Administrative changes came too. Liberal Arts, law, medicine, and dentistry were raised to colleges. Academic standards were raised and better qualified teachers hired. Enrollment skyrocketed to nearly 1,900 in 1918, despite many students who left the University of Tennessee to

fight in World War I. Brown Ayres passed away in 1919 leaving an honored legacy. (



*Ayres Hall*



### Chapter 3 - The University of Tennessee Today

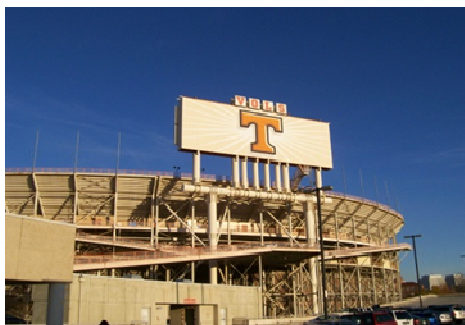
The University of Tennessee has continued to grow physically, academically, and in its student body. From Ayresötime to today, the uni-



*University of Tennessee - Knoxville*

versity has spread acres and cities away from öThe Hill.ö Notable structures include Hoskins Library, McClung Tower, the Alumni Memorial Building, Hodges Library, University Center, and Neyland Stadium.

In the twentieth century some buildings were not built in the famous brick layout of the older buildings, but recent construction has worked to bring this image back, seen in Glocker and the Howard Barker Center for Public Policy. Other areas were removed to con-



*Neyland Football Stadium*

struct more buildings. One example is a parking lot that stood where the Nursing Building is now.

Administratively the Univer-

sity of Tennessee has greatly expanded. In 1968 the UT System was created to combine the state colleges into a single entity. University of Tennessee at

Knoxville is the admin-

istrative head and the largest campus. Additional campuses within the UT System include: University of Ten-



*Humanities Building and McClung Tower*

nessee ñ Memphis which focuses on medicine; University of Tennessee ñ Chattanooga; University of Tennessee ñ Martin which focuses on agriculture; and the University of Tennessee Space Institute near Tullahoma which focuses on engineering and works closely with Arnold Air Force Base. Altogether the UT System has nearly 50,000 students spread across the state.



The University of Tennessee at Knoxville has 26,400 students (20,400 undergraduate and 6,000 graduate) and there are over 300,000 alumni. In addition, there are over 8,000 faculty and staff. Academically the university has grown as well, offering over 300 degree programs. UT is accredited by the Commission on Colleges of the Southern Associations of Colleges and Schools. Physically the University of Tennessee - Knoxville has spread past ðThe Hillð and now has 220 buildings spread across 550 acres.

The current president of the University of Tennessee is John Petersen, and the Chancellor is Jimmy Cheek. The University of Tennessee has grown well beyond the original vision of men like Reverend Samuel Carrick, Joseph Estabrook, Thomas Humes, Charles Dabney, and Brown Ayres. From humble beginnings in one building in downtown Knoxville to a few buildings on ðThe Hillð the University of Tennessee has grown into the largest university in the state and one of the most recognized in the nation. Buildings and academic programs are not the only thing that makes the university great, its traditions are just as important. (



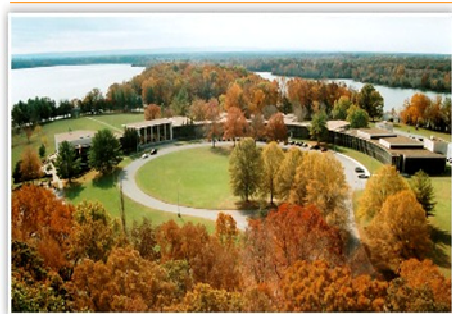
*University of Tennessee - Chattanooga*



*University of Tennessee - Memphis*



*University of Tennessee - Martin*



*University of Tennessee - Space Institute*



## Chapter 4 - Our Traditions

The University of Tennessee colors, orange and white, date back to April 1889. President of the UT Athletic Association, Charles Moore, was trying to figure out which colors to use for the first athletic field day. He decided on orange and white, inspired by the orange and white daisies

Tennessee was a state. From the time of the American Revolution to today, Tennesseans have volunteered to defend the nation in mass numbers. Back to the War of 1812, there are references to the volunteers from Tennessee and the Tennessee Volunteers. At the beginning of the



*Orange and white daisies growing on 'The Hill'*

that grew all over The Hill. Two years later, in 1891, students wore the colors to a UT vs Sewanee football game, and the following year our orange and white was endorsed at a special meeting. The famous checkerboard end zone in Neyland Stadium come from the checkerboard pattern on top of Ayres Hall.

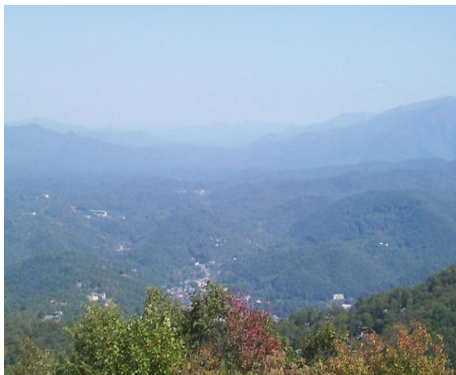
Students, faculty, and alumni associated with the University of Tennessee are known as Volunteers. The name Volunteers dates before

Mexican American War of 1845 a call went out for volunteers in the state. The request was for 2,800 men to serve their nation. Over 30,000 responded and newspapers began calling Tennessee the Volunteer State. The Volunteer nickname at the University of Tennessee did not begin until 1902, and like our colors it too was tied with a football game. Following a UT - Georgia Tech football game the *Atlanta Constitution* called the UT team Volunteers. By



1905 Knoxville papers too were using the name. We are Tennessee Volunteers.

Another UT tradition is the Alma Mater. The most famous song associated with the University of Tennessee is "Rocky Top", but that is not our official song. The official song is the Alma Mater "On a Hallowed Hill", adopted officially in 1928 and written by Mary Fleming Meek. Her great-grandfather was the designer of the original building on "The Hill" Old College. The song that is usually associated with the university, "Rocky Top" was written by Felice and Boudleaux Bryant in 1967. The fast paced song did not become popular at the University of Tennessee until 1972 when the Pride of the Southland Band used it for a drill. The crowd at a football game loved the song, and the band continued playing it. "Rocky Top" is now one of the university's most known traditions and became a state song in 1982.



*View from Rocky Top Tennessee*



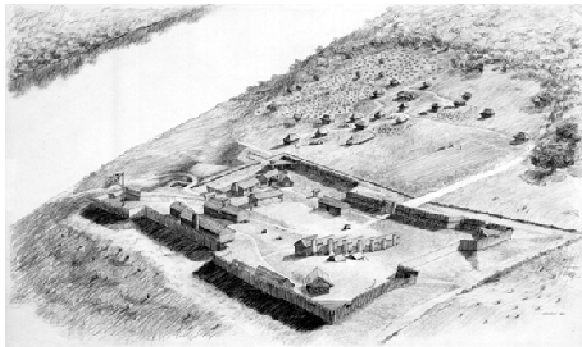
*University of Tennessee's Mascot, Smokey*

Another tradition that has its roots at a football game is our mascot, Smokey. In 1953 a contest was held for the university to have a live mascot. The breed chosen was the bluetick hound because it is a native breed with a loud bark. During halftime at the football game students were asked to cheer for their favorite hound from nine contestants. One bluetick hound, forever known as Smokey, barked at the sound of his name. The crowd cheered, he howled again, and became the University of Tennessee mascot. His descendants keep his spirit alive today. (



## Chapter 5 - Early Tennessee Military History

East Tennessee and military history date back to the French and Indian War. In 1754 a Colonel in the Virginia militia, George Washington, marched into territory claimed by France. He built a fort in present day Pittsburg. The French response began the French and Indian War (Seven Years War in Europe), a war that would be fought on the frontiers of the American colonies. Many large and powerful Indian tribes fought with the French, but one powerful tribe, the Cherokee, would not fight with the French, in large part



*Fort Loudoun during the French and Indian War*

because of a fort built in East Tennessee.

The Cherokee were friendly with the British, but they would not send a force of warriors to fight the French unless a fort was built to protect their women and children in case the French or their Indian allies attacked. Men from Virginia and South Carolina marched over the

mountains to a hill overlooking the location where the Tellico and Little Tennessee Rivers meet. Here, in 1756, they built a square fort with wooden walls 300 feet long, bastions mounting 12 cannon, and firing ports in the 8 foot tall wooden walls. It was named Fort Loudoun in honor of Lord Loudoun.

The fort was garrisoned by regular troops, not militia, from South Carolina. Peace was kept with the Cherokee allies until 1760 when some warriors were killed by colonists. Furious, the Cherokee began

fighting the British and American colonists, but did not join the French. They targeted Fort Loudoun, isolated and hundreds of miles from Charleston, South Carolina, seat of the local government and largest number of troops. Inside Fort Loudoun were 180 sol-

diers and many family members. The Cherokee knew they could not take the fort by force, so they settled with a siege. A force of British regulars marched from Charleston to relieve the beleaguered garrison, but never made it. In August 1760 the fort surrendered to the Cherokee. The garrison was either killed, tortured, held for ransom, or marched

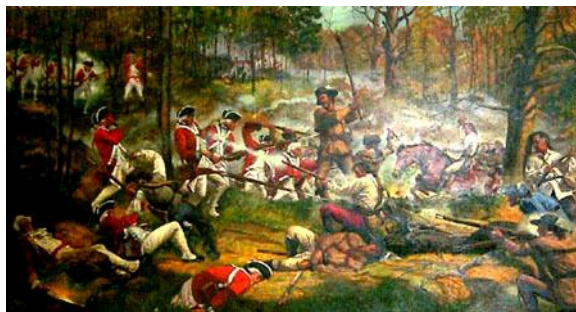


into captivity after they were ambushed by Cherokee warriors on their way to South Carolina. Fort Loudoun and its men denied the southern frontier to the French long enough for British and colonial forces in the northern states to hold on and win the battles and the war in America. Fifteen years later East Tennessee and its men would be fighting again, this time for Independence.

The American Revolutionary War began in 1775 with the Battles of Lexington and Concord. With the war stalemated in the northern states, in 1780 the British invaded South Carolina, took Charleston where the largest number of American patriots during the war surrendered. Soon after, Lord Cornwallis, the British commander in the South, defeated a large Continental army at the Battle of Camden. Americans loyal to the British crown began joining the British Army as it advanced into North Carolina. In October, Cornwallis was in Charlotte, North Carolina, with his battle tested army flush from multiple victories, and he prepared to move north with nothing in his path. Behind him 1,000 Loyalists under the command of British Major Ferguson were in support. At this dark hour a large number of Tennessee Overmountain Men would

make their impact felt.

The Tennessee pioneers had continued fighting the Cherokee after the French and Indian War. They adopted tactics suited to their environment, using trees for cover, shooting and moving. This was in contrast to the normal way war was fought, standing in long lines and blasting away until one force broke, or was broke in hand to hand combat with bayonets. The Tennesseans and other patriots from the area used rifles rather than muskets, providing better accuracy and range. With the British



*The Battle of King's Mountain, 8 October 1780*

and Loyalist threat, a force of Tennesseans under Colonel John Sevier moved towards Major Ferguson. They met up with other American colonists loyal to independence and freedom, eventually numbering 1,800 men. Ferguson and his loyalists found themselves surrounded and made a stand on a hill at King's Mountain, South Carolina.

The Battle of King's Mountain was fought on 8 October, 1780.



It was the only large scale battle fought exclusively between American colonists with Major Ferguson the only British soldier. Using the tactics that had been so successful against the Indians, the American patriots made their way up the hill using trees and rocks for cover. The largest force was in the center, led by Colonel Sevier and composed mostly of Tennesseans. After a hard fought battle, the Loyalist force was destroyed, and when their commanding officer was killed, the remainder surrendered. For 90 patriots killed, over 300 Loyalists were killed and the remainder surrendered.



*The Battle of New Orleans, January 1815*

Not one escaped to British forces. With the loss of over a third of his army, Lord Cornwallis was forced to retreat back into South Carolina. The Battle of King's Mountain was the turning point in the South. After the war Lord Clinton, British commander in America, said King's Mountain was the decisive moment of the war as it destroyed any chance of raising Loyalists and set into motion the chain of events that led Cornwallis to York-

town and defeat.

Before Tennessee became a state in 1796, the United States government sent troops to its largest city, Knoxville, in 1793. Some of this small force would move the next year to a newly constructed fort near the burned remains of Fort Loudoun. Tensions between settlers and native Cherokee remained high and Governor William Blount ordered a small fort called a blockhouse to protect them. Named Tellico Blockhouse,

from 1794 ñ 1807 it served as a focal point in promoting interests between settlers and the Cherokee as well as providing protection.

This small fort was abandoned when the Cherokee moved south from the Knoxville area. East Tennesseans would soon be called forth to defend the young United States in 1812 when war erupted between the nation and Great Britain.

The War of 1812 saw volunteers from Tennessee make a large impact in the South, in particular at two battles. This war is where the name Volunteer began to be used in



relationship to the large number of Tennesseans who took up arms to defend their nation. Thousands volunteered and served under General Andrew Jackson, fighting in Alabama and Louisiana. The first battle where Tennesseans and General Jackson shined was the Battle of Horseshoe Creek in March 1814. Here 5,000 American soldiers crushed Britain's Creek Indian allies, knocking them out of the war and securing the southern states, until Britain sent a large army to New Orleans. This army was made up of combat hardened veterans, fresh off victory against one of the greatest generals of all time, Napoleon. Jackson took up a defensive position with an army of local militia, veteran Tennesseans, and pirates against the British. In the January 1815 Battle of New Orleans this American force inflicted a crushing defeat on the confident British. It was the last battle of the War of 1812 and a resounding success for Tennessee and the United States of America.

Tennesseans would volunteer in another war of independence, this time in Texas. Texas declared independence from Mexico in 1835 and found itself fighting for its life. Volunteers from the United States, and Tennessee in particular, took up arms to fight for Texas freedom. Two Tennesseans, Davy Crockett and Sam

Houston, played instrumental roles. Both had fought at Horseshoe Creek during the War of 1812. Sam Houston (who lived in Maryville for a few years) was named commander of the Texas Army. Davy Crockett and 33 fellow Tennesseans fought to the



*The Battle of Fort Sanders, Knoxville*

death at the Battle of the Alamo in March 1836. Defending the weakest part of the fort, they were the last to be overwhelmed by numerous Mexican forces. No Alamo defender survived, but they inflicted serious losses on Mexican President Santa Anna's army. Houston would lead the Texas Army at the Battle of San Jacinto where Texas independence was won. Sam Houston served as President of Texas, Governor of Texas when it became a state, and as a Texas Senator to the United States Congress.

The Civil War was the most destructive war in the United States' history, pitting American against



American, and it brought war to East Tennessee. Tennessee joined the Confederate States of America, but in East Tennessee there was a strong movement to remain with the United States. Blount County actually formally voted to remain with the Union. Knoxville for the most part favored the South, while the surrounding area favored the North. When Confederate troops were brought into the area, thousands of Tennesseans volunteered with the United States Army. Up to 42,000 Tennesseans fought for the Union, the majority

Tennessee, while countless small ones were also fought. With it being the meeting point of many road and rail lines, Knoxville was an important city along military lines. With success finally in the summer of 1863 at Gettysburg and Vicksburg, the North could advance into East Tennessee in strength. They moved south and occupied Knoxville in the fall. Soon after, the Union army was surrounded by a Confederate Army led by Robert E Lee's right hand man, General James Longstreet. The United States Army within Knoxville constructed a number of forts around the city, and Longstreet decided to attack one to break the siege. The South attacked one, Fort Sanders, on the morning of 29 November 1863 with a frontal assault. They hoped for surprise but ran into numerous obstacles placed in front of the fort. The battle lasted only 20 minutes and was one of the worst defeats for the Confederacy during the entire war in proportion of numbers of men involved. The 440 Union soldiers lost 13 of their number and inflicted 813 casualties out of the 3,000 Confederate men. Soon after the siege was lifted and war in East Tennessee was over. Knoxville and East Tennessee University were heavily damaged by both forces. (



*Union men on damaged Fort Sanders*

from East Tennessee, and bands of guerrillas formed in the mountains to harass Confederate forces.

Tennessee was one of the northernmost states of the Confederacy and naturally would see countless battles. Famous large battles like Shiloh and Chattanooga occurred in



## Chapter 6 - After the Civil War

World War I caught up with the United States in 1917 when war was declared on Germany, Austro-Hungary, and the Ottoman Empire. This was the first major war Tennesseans fought in since the Civil War. The government instituted a draft to raise the massive army needed to fight in the trenches. Not all who served were drafted, and Tennessee again led the way with volunteers. 61,000 Tennesseans served in World War I, 19,000 whom volunteered. Men from East Tennessee fought on all portions of the Western Front, stemming the 1918 German offensive and helping end the war with a victory for the Allies. The two most prominent men from East Tennessee were Brigadier General Lawrence Tyson (commanding officer of the 59<sup>th</sup> Brigade, 30<sup>th</sup> Infantry Division) and Sergeant Alvin York.

In a war that was dominated by trenches, machine guns, barbed wire, and the new airplane, one East Tennessean made an impact with a rifle. Sergeant Alvin York was drafted and sent to the front as an infantryman, despite his objections to kill based on religious beliefs. Nonetheless he was sent to France and his conscious put to ease by his officers. York grew up hunting squirrels and other animals in Tennessee, and was

an expert marksman. As a corporal in the 82d Infantry Division, on 8 October 1918, York and his squad were ambushed and pinned down by a murderous German machine gun crossfire. With his sergeant wounded, York took over and led the remaining men, only 7, towards the Germans. York calmly began picking off German machine gunners with his rifle. The Germans, with losses mounting from York's sharpshooting, soon surrendered. York singlehandedly killed 20 of the enemy, and he and his 7 men took 4 officers and 128 men captive. This action resulted in Alvin York being awarded the Medal of Honor.



*Sgt. Alvin York, WWI*

Tennesseans continued to volunteer and fight for their nation during World War II, Korea, Vietnam, and the Global War Against Terror. During World War II the



famed Manhattan Project which designed the atomic bomb, led to Oak Ridge, Tennessee. Here the two bombs that destroyed the Japanese cities of Hiroshima and Nagasaki, and ended the Second World War, were built. Men and women from the Tennessee National Guard in East

Tennessee have served honorably in Afghanistan and Iraq. Fourteen East Tennesseans have been awarded the Medal of Honor, six posthumously. When the nation has called, men and women from the Volunteer State have answered. (



## Chapter 7 - East Tennessee Medal of Honor Recipients

### World War I

James E. Buckö Karnes  
 Milo Lemert\*  
 Edward R. Talley  
 Calvin J. Ward  
 Alvin C. York

### World War II

Alexander Bonnyman, Jr\*  
 Raymond H. Cooley  
 Charles Coolidge  
 Paul B. Huff  
 Elbert L. Kinser\*  
 Charles L. McGaha  
 Troy A. McGill\*

### Korean War

Ray E. Duke\*

### Vietnam War

Mitchell W. Stout\*



\* Awarded posthumously



## Chapter 8 - Early Military Tradition of UT

The University of Tennessee has a deep, rich tradition of military education and service. The origins of Reserve Officer Training Corps dates to the early 1800s. The American armies that fought and won the Revolutionary War and War of 1812 were composed primarily of citizen soldiers, raised at the onset of hostilities who returned home after the war. The officers who led the militia units called up to fight, or regular army units, were for the most part untrained at war and most often were officers because of their position in civilian life. After the War of Independence, United States Military Academy at West Point was established to provide trained officers, but it was commissioning small numbers. The

desire to provide a larger pool of trained officers for future conflicts was the reason Norwich University in Vermont was founded in 1819 and is recognized as the

birthplace of ROTC. Students were trained for the active United States Army, as well as militia, and earn a degree. Norwich University set the example for other military colleges that began to form throughout the nation.

In the southern states, military colleges were founded. In 1839 the Virginia Military Academy (VMI) was established. In Charleston, South Carolina, the Citadel was founded in 1842.

Like Norwich they were founded to produce trained officers. Life at these colleges was regimented along military lines. Other established colleges took up teaching military science, and in 1844 East Tennessee University joined them. For a couple years

students dressed in military uniforms, but the military system at East Tennessee University lasted only a few years. (



*Capt. Alden Partridge, founder of Norwich University*



## Chapter 9 - Military at UT After the Civil War

The Civil War showed that the handful of military colleges and West Point had not produced enough trained officers. Military leadership was woefully inadequate, especially for the Union, with many regiment level officers appointed based on their status in civilian life or voted to their position by their enlisted men. The system had not changed much since the Revolutionary War, and the government introduced a measure to shore up the inadequate officer numbers. The Morrill Land-Grant Act of 1862 offered states public lands owned by the government to be sold. The money made from these sales were then given to universities to support them. The money was not free though as the colleges were required to teach specific studies and military training in return. Each university conducted their military programs as they saw fit. East Tennessee University was no different. In 1869 they became one of the first universities to accept the Morrill Land-Grant Act.

By 1871 East Tennessee University (soon to be the University of Tennessee) once more had a cadet

corps run along military lines. The cadets' uniforms were a single breasted grey coat, grey pants with a dark blue stripe down the legs, and a hat. They were taught military law, the art and profession of war, field fortifications, infantry, and artillery tactics. Infractions were punished along military lines, such as confinement to the campus or their insignia removed in front of the military corps. Instructors were active duty officers or former officers. One, Samuel Lockett, had been a colonel in the Confederate Army. He did not believe military training and discipline should be the focal point of the university and should be secondary to academics.



*Cadets at the University of Tennessee, 1890*

Life for cadets at the University of Tennessee by 1888 was highly regimented. Reveille began the day at 0550; inspection at 0640; drill at



0800; chapel at 0900; classes until 1600; and taps at 2155. As the university began to expand from its base on "The Hill," pressures were mounting to grow out of this military system. UT President Charles Dabney did not approve of this lifestyle and its limit on the growth of the university as an academic institution. Through his guidance

and leadership, the faculty and students endorsed changing the system and it was voted out in 1889. The University of Tennessee again was an academic institution first and foremost, but military science did not disappear. Cadets learning the profession of military leadership was voluntarily, and to make this an attractive option the new cadet commandant made some changes.

The new cadet commandant was Lieutenant Lawrence Tyson, a veteran from the Indian campaigns, and he immediately set about reforming the curriculum, spicing it up to make it more attractive. Tyson was a graduate of West Point and the Uni-

versity of Tennessee, and arrived at his new position there in 1891. He introduced competitive drills, artillery training, better classroom in-

struction, a weekly dress parade, and mock battles between students. One of these battles between students was known long after as the "Campaign of 92," where Tyson's cadets camped on



*Cadets at the University of Tennessee, 1897*

"The Hill" and defended it from an opposing battalion with artillery fire. Tyson gave the military program at the university a new breath of life when it needed it. He resigned his commission in 1895, but soon found himself in uniform again.

Tyson rejoined the U.S. Army in 1898 at the outbreak of the Spanish American War. He was not the only Volunteer. So many volunteered, the university could not field enough men for the football team. He was promoted to colonel and commanded a regiment in Puerto Rico. After the Spanish American War to World War I, Tyson served as Inspector General of the Tennessee



National Guard. When America joined World War I he was appointed commanding officer of the 59<sup>th</sup> Brigade, 30<sup>th</sup> Division and promoted to brigadier general. His 8,000 man brigade was made up mostly of Tennesseans and quickly found themselves in the thick of fighting on the British sector. There they shored up the crumbling British lines and when the Allies launched their 1918 offensive the 59<sup>th</sup> Brigade was the first to pierce the famous German Hindenburg line of trenches, barbed wire, and machine guns. Tyson's brigade suffered 3,000 casualties in World War I.

Tyson's family suffered personally from the war. His son-in-law, Charles McGhee Tyson, was a naval aviator who was killed in action over Europe. A tract of land provided to Knoxville from the Ty-



*Brigadier General Lawrence Tyson*

son family was developed into an airfield with one condition, it would be named in honor of McGhee Tyson. Tyson also sold his home after resigning his commission in 1895 to the University of Tennessee. Today it lays next to Hodges Library and is home to Alumni Affairs at UT. (



*Tyson House serves as the home of University of Tennessee's Alumni Affairs*



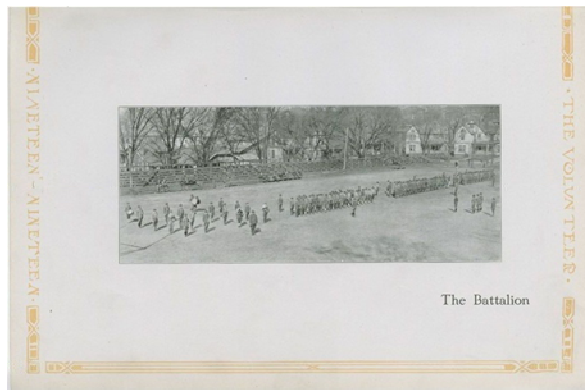
## Chapter 10 - World War I to World War II

Reserve Officer Training Corps as we know it officially began with the National Defense Act of 1916. The Spanish American War demonstrated that the military was still woefully short of trained officers to be called up in a time of war. With World War I destroying Europe and killing millions of men and women, the United States military

participation in the war. In fact, at the University of Tennessee so many men volunteered in the armed forces the universities ROTC was suspended for the duration of the war. There were 1,600 Volunteers from the university who fought in World War I.

ROTC continued after 1919 and would bring in one of the most

well known names to the UT community, as well as the nation. In 1925 Major Robert Neyland arrived at UT as an ROTC instructor and assistant football coach. At West Point he was a successful athlete. In addition he deployed to France in World War I and was aide-de-camp to



*University of Tennessee ROTC Battalion, 1919*

and government knew they needed a better system able to produce adequate numbers of highly trained officers for active and reserve commissions. One part of the National Defense Act of 1916 created an organized training curriculum in universities across the nation that would commission larger numbers of reserve and active officers. ROTC was officially born. Because the United States entered World War I only a year later, the new program did not have any real effect on the American

General Douglas MacArthur at West Point. He may have been an instructor, but after his first year and another trouncing of the Volunteers by Vanderbilt's football team he was promoted head coach with one goal, to beat the Commodores. It took him three years to accomplish this, but his first year the Volunteers only lost to Vanderbilt and only improved. He coached the football team from 1925 to 1952, not coaching from 1941 to 1946 as he served in World War II. He served in the China ñ Burma ñ



India Theater and was awarded the Distinguished Service Medal, Legion of Merit with Oak Leaf Cluster, and the Order of the British Empire. His coaching record at UT was 173 wins, 31 losses, 12 ties.



*Brig. Gen. Robert Neyland*

Throughout the 1920s ROTC continued to grow. One area of growth was recognition of the importance of a new weapon, the aeroplane. The War Department slowly realized the significance of this branch and acknowledged it in the National Defense Act of 1920. One aspect of the act created the first Air Service (the future USAF) ROTC detachments for the school year 1920 ñ 1921. These units were geared towards engineering and pilot training. There were originally five universities: Massachusetts Institute of Technology (MIT), University of Illinois, Texas A&M, University of California, and the University of Washing-

ton. Georgia Tech joined the same year. Like Army ROTC detachments, the Air Service detachments were headed by an active duty or retired officer of the Air Service. The original program called for a two year basic course and then a two year advanced course. Six weeks of military training in a summer camp with completion of the first year of the advanced course. Upon graduation the cadet was commissioned a 2d Lieutenant in the Air Reserve. By 1926 5,000 cadets had enrolled in Air Service ROTC, producing 400 officers. The nation and all branches of the armed forces and ROTC would be tested in World War II, and they would rise to the challenge. The University of Tennessee rose as well.



*Col. Bruce Holloway*

The attack on Pearl Harbor and the United States entry in World War II altered the student body at UT. Again the students rose and volunteered to serve their country. The



men enlisted in mass, from the student body to the faculty. The campus had 3,500 students in the fall of 1941. Two years later there were only 1,900 and two-thirds were women. Women served in the armed forces as well. Nearly 7,000 students from the University of Tennessee volunteered in all the branches of the armed services. 311 gave their lives in defense of the nation and 954 Volunteers were cited for bravery. Numerous alumni stood out. One was Major Austin Shofner, of the USMC. Captured after the Philippines fell, he managed to escape the Philippines and reach Australia in April 1943, the first successful large scale escape in



*Col. Holloway and P-40*

the region (another who escaped with him was Air Force Capt. William Dyess, whom Dyess Air Force Base is named for). He continued to fight and helped liberate the Philippines. Another was Col. Bruce Holloway, USA, who commanded the 23<sup>rd</sup> Fighter Group in China and shot down 13 Japanese aircraft. After

World War II Holloway commanded the first jet fighter group, was Vice Chief of Staff of the Air Force, and commanded Strategic Air Command. He retired with the rank of General, and the local Air Force Association Chapter is named in his honor. Brigadier General Clifton Cates, USMC, led a regiment in the invasion of Guadalcanal and commanded the 4<sup>th</sup> Marine Division at Iwo Jima.



*Col. Holloway's Flying Tigers*

Students left the University of Tennessee en mass to serve in the armed forces, but not all left immediately. The cadets in Army ROTC were exempt from the draft so they could graduate and become officers in the European or Pacific Theaters. When the 1943 ROTC class graduated the program shut down as it had in World War I due to a lack of men. There was still a military presence on campus though. The Army Specialized Training Program (ASTP) began in 1942 to prepare specialists in technical skills. At the University of Tennessee in November 1943 the



first ASTP trainees arrived. The program was short lived, ending in March 1944 due to Army manpower shortages at the front. Over 400 ASTP soldiers were instructed in civil, electrical, and mechanical engineering at UT.

Another program sent students to the University of Tennessee in the war, this time it was aviation cadets in the Army Air Force. The 63<sup>rd</sup> College Training Detachment was set up at UT to provide pre-flight training. The first 1,200 arrived in April 1943, moving in vacant dorms on campus. Their training was difficult physically and academically. They received five months in English, mathematics, history, geography, physics, physical education, and ten hours of flight training. Many of the classes were taught by UT faculty. The 63<sup>rd</sup> College Training Detachment shut down in the summer of 1944, having provided pre-flight training for 4,000 aviation cadets.

Students and faculty who remained at UT continued to support the war effort. A higher number of women enrolled in nursing classes. Registered nurses were allowed to join the armed forces to take care of the wounded. Some faculty found themselves involved in the top secret Manhattan Project in Chicago, working on how to develop an atomic bomb. When the project moved to Oak Ridge, right outside of Knoxville to begin building the weapons, many faculty at the university were involved in producing the first atomic bomb and the two that ended the war. The University of Tennessee was heavily involved in during training men, commissioning officers, designing new weapons, and its students fought on every front and in the air World War II. In 1946, after the war ended, the ROTC program started again. The next year it would be joined by another Reserve Officer Training Corps branch. (



## Chapter 11 - AFROTC at the University of Tennessee

On 18 September 1947, the United States Air Force became a separate and equal branch in the Department of Defense. After World War II General Dwight D. Eisenhower signed the General Order No. 124 which established Army Air Force ROTC detachments at 77 universities and colleges across the nation. With the establishment of the US Air Force these detachments became separate from Army ROTC. One of these new units was Detachment 800 at the University of Tennessee, beginning in 1947.

Air Force ROTC continued to grow in numbers of cadets and locations where they can obtain a commission. In 1973 active duty Air Force enlisted men and women pursuing a college degree could compete for the Air Force ROTC Airman Scholarship and Commissioning Program to receive their commissions. Since 1993 Air Force ROTC has fallen under Air Education and Training Command. In addition, after the merging of Air Force ROTC and Officer Training School, the two are now commanded by Air Force Officer Accession and Training Schools. Today Air Force

ROTC has four region headquarters, 144 detachments, and over 900 cross town universities. In 2006 2,083 2<sup>nd</sup> Lieutenants were commissioned through Air Force ROTC.

Detachment 800 commissions cadets through two main programs, the four year program which most cadets fall under, and a special two year program. The cadets obtain degrees like their fellow UT students.

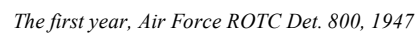
In addition they attend ROTC classes and a learning lab which provides invaluable training in leadership and followership.

Every cadet attends field training prior to entry in the Professional Officer Course. Field training is at Maxwell AFB, Alabama, and is designed as a basic training environment, providing valuable military leadership and discipline to the cadets. Scholarships are available to cadets in different forms. Nursing majors, law students, and certain foreign languages qualify for scholarships. Any cadet can apply for Air Force ROTC Type 1, 3, or 7 scholarships.

Detachment 800 at the University of Tennessee has trained Air Force officers for over 60 years.



Terror. Each cadet here, from 1844 to the present, has one thing in common. (



## Chapter 12 - AFROTC Det. 800 Commanding Officers



*Air Force Commander's Insignia*

---

Major William Deppen  
Lt Col Nathan Adams  
Colonel Roger Moore  
Colonel Leon McCurdy  
Colonel William Turner  
Lt Col Leonard Hoffmann  
Colonel Stanley Beck  
Colonel James Hilteshew  
Colonel Jim Haynes  
Colonel Robert Culton  
Colonel Arthur Ahl  
Colonel Rex Jones  
Colonel Tom Trotta  
Colonel Joe Sutter  
Colonel Ryan Paradis  
Colonel Frank Schreck  
Colonel Marty Coffman  
Colonel Owen Ragland  
Lt Col Michael Angle

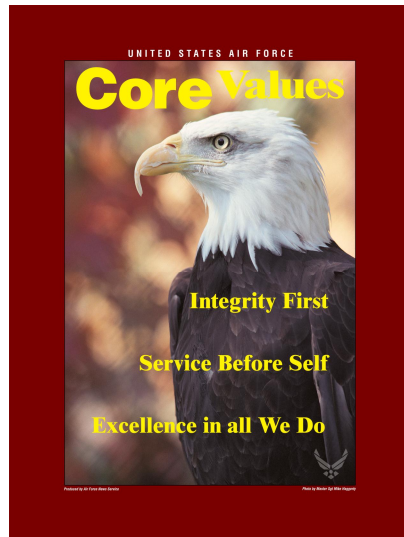


## Chapter 13 - Warrior Knowledge

### 13.1. Core Values

*“Core values make the military what it is; without them we cannot succeed. They are the values that instill confidence, earn lasting respect, and create willing followers. They are the values that anchor resolve in the most difficult situations. They are the values that buttress mental and physical courage when we enter combat. In essence, they are the three pillars of professionalism that provide the foundation for military leadership at every level.”*

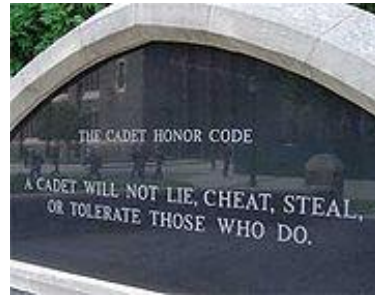
– Shiela Widnall, former  
Secretary of the Air Force



Air Force Core Values

### 13.2. Honor Code

We will not lie, steal or cheat nor tolerate among us anyone who does.



Cadet Honor Code at the USAF Academy

### 13.3. Air Force Mission

Deliver sovereign options for the defense of the United States of America and its global interests ñ to fly and fight and win in Air, Space, and Cyberspace.



F-15 Strike Eagle delivers sovereign options



THE SECRETARY OF THE AIR FORCE  
CHIEF OF STAFF, UNITED STATES AIR FORCE  
WASHINGTON DC

Mission Statement and Priorities

Dear Airmen:

We recently met with the senior Air Force civilian and military leaders to discuss the way ahead for our Service. During the discussion, we decided upon a new mission statement, which reads: "The mission of the United States Air Force is to fly, fight and win...in air, space and cyberspace."

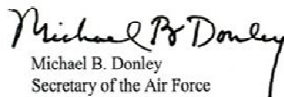
The mission statement reflects our rich heritage and continuing commitment to provide decisive air and space power on behalf of national leaders and the Joint team. The mission statement also conveys our responsibility, along with other Services and Agencies, to develop capabilities for the warfighting domain of cyberspace.

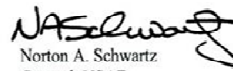
We will convene the Air Force top leadership team several times over the coming months. Our intent is to quickly come to closure on near-term issues, as well as delve into opportunities and challenges that require a deeper and more introspective look.

As we move forward, it is important for Airmen to understand our broad priorities for the Air Force:

- Reinvigorate the Air Force nuclear enterprise
- Partner with the Joint and Coalition team to win today's fight
- Develop and care for Airmen and their families
- Modernize our aging air and space inventories
- Acquisition excellence

We are proud of the work that you do every day to strengthen America's defense posture and contribute to the Joint team. We know that your commitment to our core values of Integrity, Service, and Excellence is steadfast. Keep up the good work -- fly, fight, win!

  
Michael B. Donley  
Secretary of the Air Force

  
Norton A. Schwartz  
General, USAF  
Chief of Staff



### 13.4. Airman's Creed

I am an American Airman.  
I am a Warrior.  
I have answered my Nation's call.

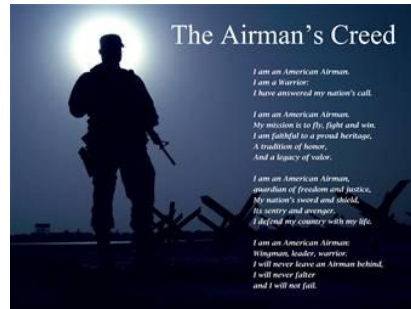
I am an American Airman.  
My mission is to Fly, Fight, and  
Win.  
I am faithful to a Proud Heritage,  
A Tradition of Honor,  
And a Legacy of Valor.

I am an American Airman.  
Guardian of Freedom and Justice,  
My Nation's Sword and Shield,  
Its Sentry and Avenger.  
I defend my Country with my  
Life.

I am an American Airman.  
Wingman, Leader, Warrior.  
I will never leave an Airman be-  
hind,  
I will never falter,  
And I will not fail.

### 13.5. Seven Basic Responses

1. óYes, Sir (Mačam)ô
2. óNo, Sir (Mačam)ô
3. óNo excuse, Sir (Mačam).ô
4. óSir (Mačam), I do not know.ô
5. óSir (Mačam), I do not under-  
stand.ô
6. óSir (Mačam), may I make a  
statement?ô
7. óSir (Mačam), may I ask a ques-  
tion?ô



*Airman's Creed exemplifies warfighting ethos*

*"What you have chosen to do for your country by devoting your life to the service of  
your country is the greatest contribution that any man could make."  
– President John F. Kennedy*



### 13.6. Air Force Song

Off we go into the wild blue  
yonder,  
Climbing high into the sun;  
Here they come zooming to meet  
our thunder,  
Atöem boys, givöer the gun!  
Down we dive spouting our flame  
from under;  
Off with one hell-uv-a-roar!  
We live in fame or go down in  
flame;  
Nothingödl stop the US Air Force!

(  
Minds of men fashioned a crate of  
thunder  
Sent it high into the blue;  
Hands of men blasted the world  
asunder,  
How they lived God only knew!  
Souls of men dreaming of skies to  
conquer  
Gave us wings, ever to soar.  
With Scouts before and bombers  
galore,  
Nothingödl stop the US Air Force!

(  
Hereös a toast to the host  
Of those who love the vastness of  
the sky,  
To a friend we send a message of  
his brother men who fly.

We drink to those who gave their  
all of old,  
Then down we roar to the score  
the rainbowös pot of gold.  
A toast to the host of the men we  
boast, the U.S. Air Force!

(  
Off we go into the wild sky yon-  
der,  
Keep the wings level and true;  
If youöd live to be a grey-haired  
wonder  
Keep the nose out of the blue!  
(Out of the blue, boy!)  
Flying men, guarding the nationös  
border,  
Weöd be there, followed by more!  
In echelon we carry on. Hey!  
Nothingödl stop the U.S. Air  
Force!



*Air Power courtesy of the United States Air Force*



### 13.7. Air Force Memorial

James Ingo Freed, one of America's finest architects, gave the nation a design that truly honors the men and women of the Air Force. Featuring three stainless steel spires that soar skyward, the tallest reaching a height of 270 feet, the Memorial's design is truly representative of flight and the flying spirit of the Air Force. The three spires impart a sense of accomplishment in command of the sky, and evoke the image of the precision "burst" maneuver performed by the Air Force Thunderbirds.

The three spires also represent the three core values of the Air Force - integrity first, service before self, and excellence in all that is done - and the Air Force's total force - active, guard and reserve. Embedded in granite beneath the three central spires is the Air Force "star," which has long been



*Air Force Memorial, Washington DC*

emblazoned on Air Force aircraft and serves as the rank insignia of every enlisted member of the Air Force. Other key elements of the Memorial include a Runway to Glory at the site entrance, a bronze Honor Guard statue developed by the renowned sculptor, Zenos Frudakis, two granite inscription walls located at either end of the central lawn and a Glass Contemplation Wall that honors fallen airmen. (



### 13.8. The Star Spangled Banner

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



*Gen. George Washington crossing the Delaware River  
(painting by Emmanuel Leutz, 1851)*

On the shore, dimly seen through the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half disclose?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected now shines in the stream:  
'Tis the star-spangled banner! Oh long may it wave  
O'er the land of the free and the home of the brave!

*"Those who expect to reap the blessings of freedom must, like men, undergo the fatigue of supporting it." – Thomas Paine*



And where is that band who so vauntingly swore  
 That the havoc of war and the battle's confusion,  
 A home and a country should leave us no more!  
 Their blood has washed out their foul footsteps' pollution.  
 No refuge could save the hireling and slave  
 From the terror of flight, or the gloom of the grave:  
 And the star-spangled banner in triumph doth wave  
 O'er the land of the free and the home of the brave!



*U.S. Marines raising the flag on Iwo Jima*

Oh! thus be it ever, when freemen shall stand  
 Between their loved home and the war's desolation!  
 Blest with victory and peace, may the heav'n rescued land  
 Praise the Power that hath made and preserved us a nation.  
 Then conquer we must, when our cause it is just,  
 And this be our motto: "In God is our trust."  
 And the star-spangled banner in triumph shall wave  
 O'er the land of the free and the home of the brave!

*"The price of freedom is eternal vigilance." – Thomas Jefferson*



### 13.9. Air Force Chain of Command



*Hon. Barack Obama  
Commander in Chief*



*Hon. Robert M. Gates  
Sec. of Defense*



*Hon. Michael B. Donley  
Sec. of the Air Force*



*Gen Norton A. Schwartz  
Air Force Chief of Staff*



*Gen Edward A. Rice II  
Air Educ. & Training Cmd*



*Lt Gen Allen G. Peck  
Air University*



*Col Roger H. Watkins  
Holm Center*



*Col John M. McCain  
Air Force ROTC*



*Col Paul S. Hamilton  
ROTC SE Region*



*Lt Col Michael S. Angle  
AFROTC Det. 800*

*“The American people rightly look to their military leaders not only to be skilled in the technical aspects of the profession of arms, but to be men of integrity.”  
– General Joseph L. Collins*



### 13.10. Code of Conduct

I.

I am an American, fighting in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

II.

I will never surrender of my own free will. If in command, I will never surrender the members of my command while they still have the means to resist.

III.

If I am captured, I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy.

IV.

If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information, nor take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and back them up in every way.

V.

When questioned, should I become a prisoner of war, I am required to give my name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.

VI.

I will never forget that I am an American, fighting for freedom, responsible for my actions, and dedicated to the principles which made my country free.  
I will trust in my God and in the United States of America.

*"Freedom can be lost in a single generation ... It is my prayer that our people will always remember: freedom is never free." – General John A. Wickham*



### 13.11. Military Phonetic Alphabet

|             |              |
|-------------|--------------|
| A ñ Alpha   | N ñ November |
| B ñ Bravo   | O ñ Oscar    |
| C ñ Charlie | P ñ Papa     |
| D ñ Delta   | Q ñ Quebec   |
| E ñ Echo    | R ñ Romeo    |
| F ñ Foxtrot | S ñ Sierra   |
| G ñ Golf    | T ñ Tango    |
| H ñ Hotel   | U ñ Uniform  |
| I ñ India   | V ñ Victor   |
| J ñ Juliett | W ñ Whiskey  |
| K ñ Kilo    | X ñ Xray     |
| L ñ Lima    | Y ñ Yankee   |
| M ñ Mike    | Z ñ Zulu     |



*Phonetic alphabet used in military communications*



### 13.12. Air Force Major Commands (MAJCOMs)



Air Combat Command (ACC)  
Langley AFB, Virginia



Air Education and Training Command (AETC)  
Randolph AFB, Texas



Air Mobility Command (AMC)  
Scott AFB, Illinois



Air Force Materiel Command (AFMC)  
Wright-Patterson AFB, Ohio



Air Force Space Command (AFSPC)  
Peterson AFB, Colorado





Air Force Global Strike Command (AFGSC)  
Barksdale AFB, Louisiana



Pacific Air Forces (PACAF)  
Hickam AFB, Hawaii



U.S. Air Forces in Europe (USAFE)  
Ramstein AFB, Germany



Air Force Special Operations Command (AFSOC)  
Hurlbert Field, Florida



Air Force Reserve Command (AFRC)  
Robins AFB, Georgia



### 13.13. Air Force Officer Rank Insignia

#### Company Grade Officers



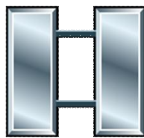
##### **Second Lieutenant (2nd Lt)**

Rank insignia is one gold bar. Pay grade is O-1. The "O" stands for officer. Terms of address are "Second Lieutenant" or "Lieutenant."



##### **First Lieutenant (1st Lt)**

Rank insignia is one silver bar. Pay grade is O-2. Terms of address are "First Lieutenant" or "Lieutenant."



##### **Captain (Capt)**

Rank insignia is two silver bars connected. Pay grade is O-3. Term of address is "Captain."

#### Field Grade Officers



##### **Major (Maj)**

Rank insignia is a gold oak leaf. Pay grade is O-4. Term of address is "Major."



##### **Lieutenant Colonel (Lt Col)**

Rank insignia is a silver oak leaf. Pay grade is O-5. Terms of address are "Lieutenant Colonel" or "Colonel."



##### **Colonel (Col)**

Rank insignia is a silver eagle. Pay grade is O-6. Term of address is "Colonel."



## General Officers



### **Brigadier General (Brig Gen)**

Rank insignia is one silver star. Pay grade is O-7. Terms of address are "Brigadier General" or "General."



### **Major General (Maj Gen)**

Rank insignia is two silver stars in line. Pay grade is O-8. Terms of address are "Major General" or "General."



### **Lieutenant General (Lt Gen)**

Rank insignia is three silver stars in line. Pay grade is O-9. Terms of address are "Lieutenant General" or "General."



### **General (Gen)**

Rank insignia is four silver stars in line. The pay grade is O-10. Term of address is "General." (

*"You do not lead by hitting people over the head. That's assault – not leadership."  
– Dwight D. Eisenhower*



## 13.14. Air Force Enlisted Rank Insignia

### Airmen

**Airman Basic (AB)** have no rank insignia. Pay grade is E-1. The official term of address is *áairman basic* or *áairman*.



**Airmen (Amn)** wear a chevron of one stripe with a silver star in the center. Pay grade is E-2. The official term of address is *áairman*.



**Airman First Class (A1C)** wear a chevron of two stripes with a silver star in the center. Pay grade is E-3. The official term of address is *áairman first class* or *áairman*.



**Senior Airmen (SrA)** wear a chevron of three stripes with a silver star in the center. Pay grade is E-4. The official term of address is *ósenior airman* or *áairman*.

### Junior Noncommissioned Officers



**Staff Sergeants (SSgt)** wear a chevron of four stripes with a silver star in the center. Pay grade is E-5. The official term of address is *óstaff sergeant* or *ósergeant*.



**Technical Sergeants (TSgt)** wear a chevron of five stripes with a silver star in the center. Pay grade is E-6. The official term of address is *ótechnical sergeant* or *ósergeant*.



## Senior Noncommissioned Officers



**Master Sergeants (MSgt)** wear a chevron of six stripes with a silver star in the center. One of the six stripes is in an inverted V position above the star. Pay grade is E-7. The official term of address is "master sergeant" or "sergeant."



**Senior Master Sergeants (SMSgt)** wear a chevron of seven stripes with a silver star in the center. Two of the seven stripes are in an inverted position above the star. Pay grade is E-8. The official term of address is "senior master sergeant" or "sergeant."



**Chief Master Sergeants (CMSgt)** wear a chevron of eight stripes with a silver star in the center. Three of the eight stripes are in an inverted position above the star. Pay grade is E-9. The rank of CMSgt is the highest Air Force enlisted rank, with the exception of the Chief Master Sergeant of the Air Force (CMSAF). The official term of address is "chief master sergeant" or "chief."



## Special Enlisted Ranks



**First Sergeant.** First Sergeants can be in the pay grades of E-7, E-8, or E-9. The first sergeant exercises general supervision over all enlisted personnel assigned to the unit, even if they technically outrank the "shirt" via pay grade. That's because the first sergeant works directly for the unit commander and derives his/her authority directly from the commander. When the first sergeant acts or speaks in his/her official capacity, he/she is acting or speaking "for the commander," in all matters relating to assigned enlisted personnel. The first sergeant's role is time honored and rich in custom and tradition. A distinguishing diamond device on the chevron identifies the first sergeant. As the vital link between the commander, enlisted personnel, and support agencies, the first sergeant must ensure the enlisted force understands the commander's policies, goals, and objectives, and that support agencies are responsive to the needs of unit personnel.



**Command Chief Master Sergeant.** A Command Chief Master Sergeant (CCM) is a special position held by a Chief Master Sergeant who serves as a liaison between the Commander (Wing, Numbered Air Force, Field Operating Agency and Major Command levels only) and the enlisted force. CCMs advise the Commander on all enlisted matters, including issues affecting the command's mission and operations, readiness, training, utilization, morale, technical and professional development, and quality of life of all enlisted members in the organization. CCMs also serve as functional managers for all Chief Master Sergeants and First Sergeants in their entire command/organization. The position of CCM was renamed in 1998 from its former title, Senior Enlisted Advisor. The rank insignia for a CCM is identified by an additional star above the star on their chevrons.





**Chief Master Sergeant of the Air Force (CMSAF).** The CMSAF acts as personal advisor to the highest-ranking military commander in the Air Force, the Air Force Chief of Staff (CSAF) and the highest ranking civilian leader in the Air Force, the Secretary of the Air Force (SECAF) regarding the welfare, health, morale, proper utilization, and progress of the enlisted force. The office of the Chief Master Sergeant of the Air Force represents the highest level of enlisted leadership, and as such, provides the direction for the enlisted corps and represents their interests, as appropriate, to the American public. The CMSAF testifies before various legislative committees on issues such as pay and compensation and also provides the enlisted voice on numerous boards and panels. The CMSAF is the senior-ranking enlisted member of the Air Force. (



### 13.15. Air Force ROTC Rank Insignia



Cadet Fourth Class (C/4C)



Cadet Third Class (C/3C)



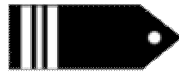
Cadet Second Lieutenant (C/2d Lt)



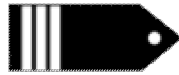
Cadet First Lieutenant (C/1st Lt)



Cadet Captain (C/Capt)



Cadet Major (C/Maj)



Cadet Lieutenant Colonel (C/Lt Col)



Cadet Colonel (C/Col)



## 13.16. Air Force ROTC Ribbons



### 13.17. Oath of Office

I, (Full Name), having been appointed a (Rank) in the United States Air Force, do solemnly swear (of affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter, so help me God.ô



*Cadet taking the Oath of Office*

*“We make war that we may live in peace.” – Aristotle*



### 13.18. United States Air Force Aircraft



**A-10**



**AC-130**



**B-1**



**B-2**



**B-52**



**C-5**



**C-17**



**C-130**



**C-141**



**F-15**



**F-16**



**KC-10**



**KC-135**



**E-3**



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