



MILITARY POLICE

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MISSION TRAINING PLAN FOR THE HEADQUARTERS AND HEADQUARTERS DETACHMENT, MILITARY POLICE BATTALION



HEADQUARTERS

FM 19-1

MILITARY POLICE SUPPORT FOR THE AIRLAND BATTLE

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MAY 1988

HEADQUARTERS, DEPARTMENT OF THE ARMY

TRAINING the FORCE



SOLDIERS, UNITS & LEADERS

NOVEMBER 1988

HEADQUARTERS, DEPARTMENT OF THE ARMY

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HEADQUARTERS, DEPARTMENT OF THE ARMY

Trained and Ready



A STRATEGIC FORCE FOR THE 1990s AND BEYOND

January 1990

Carl E. Vuono
General, United States Army
Chief of Staff



The United States Army
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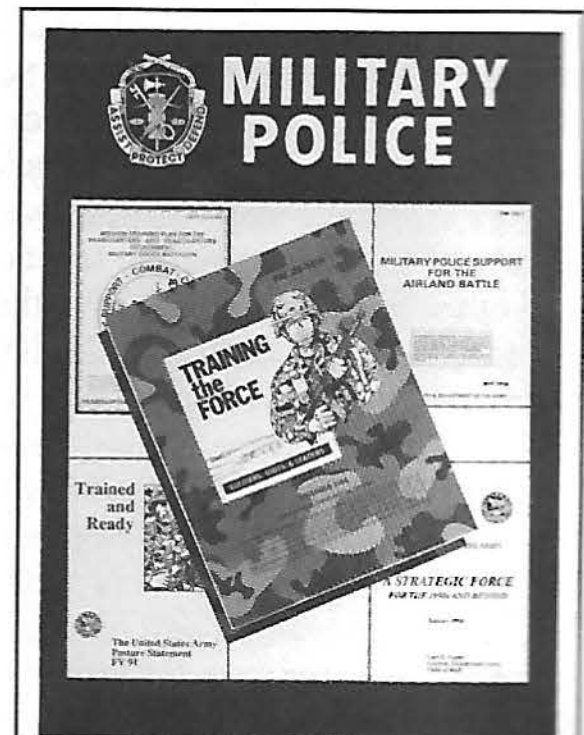
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- MILITARY POLICE Subscription Form** (*page 44*)



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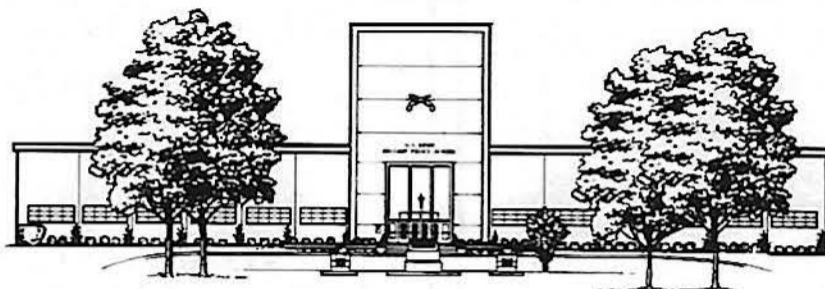
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About the Cover

The cover of this issue calls attention to the mandate of FM 25-100, *Training the Force*, that training be battle-focused and be based on a unit's wartime mission. Tough, realistic training continues to set the standard for military police soldiers everywhere.

Commandant's Notes



Major General
Charles A. Hines

The experiences of recent years certainly attest to the quality of our military police leaders. The conduct of tough, realistic training has set the standard for our soldiers everywhere. The Military Police Corps depends not only on the quality of our soldiers but also on the competence and confidence of our leaders.

Perhaps the singular most important document impacting on how we train in the Army today is FM 25-100, *Training the Force*. The implementation of FM 25-100 within the professional leader development courses at the U.S. Army Military Police School has been the catalyst for change and has provided the focus for training competent leaders.

The graphic depicts how we have restructured our training using the tenets of FM 25-100 and other initiatives to improve the overall quality of training. Basically, FM 25-100 mandates that training will be based on a unit's wartime mission and therefore will be battle-focused.

Battle focus is the basic tenet that drives how we view all training development activities to include training products (SM/SQT/MQS). The recent development of the bedrock battle competencies for our leaders is an example of the extension of the battle-focus tenet; of course, FM 25-100, *Training the Force* is our standardized training doctrine applicable throughout the force.

We use the USAMPS common training scenario and battle-focused training to develop and conduct training for leader courses, *i.e.*,

Basic Noncommissioned Officer Course, Advanced Noncommissioned Officer Course, Officer Basic Course, and Officer Advanced.

The combat-support MP company is used as the basis for initiating the USAMPS common scenario and provides a realistic frame of reference for each leadership position. The express purpose of our professional development courses is to train a specific leader. For example, you will train for the duration of the course in the job context of either a commander, platoon leader, platoon sergeant or squad leader. Training will be structured around a go-to-war scenario. The Army missions, battlefield operating systems and the missions of the Military Police Corps are analyzed to determine the focus for our training purposes. The common scenario becomes the prime driver of the professional development courses.

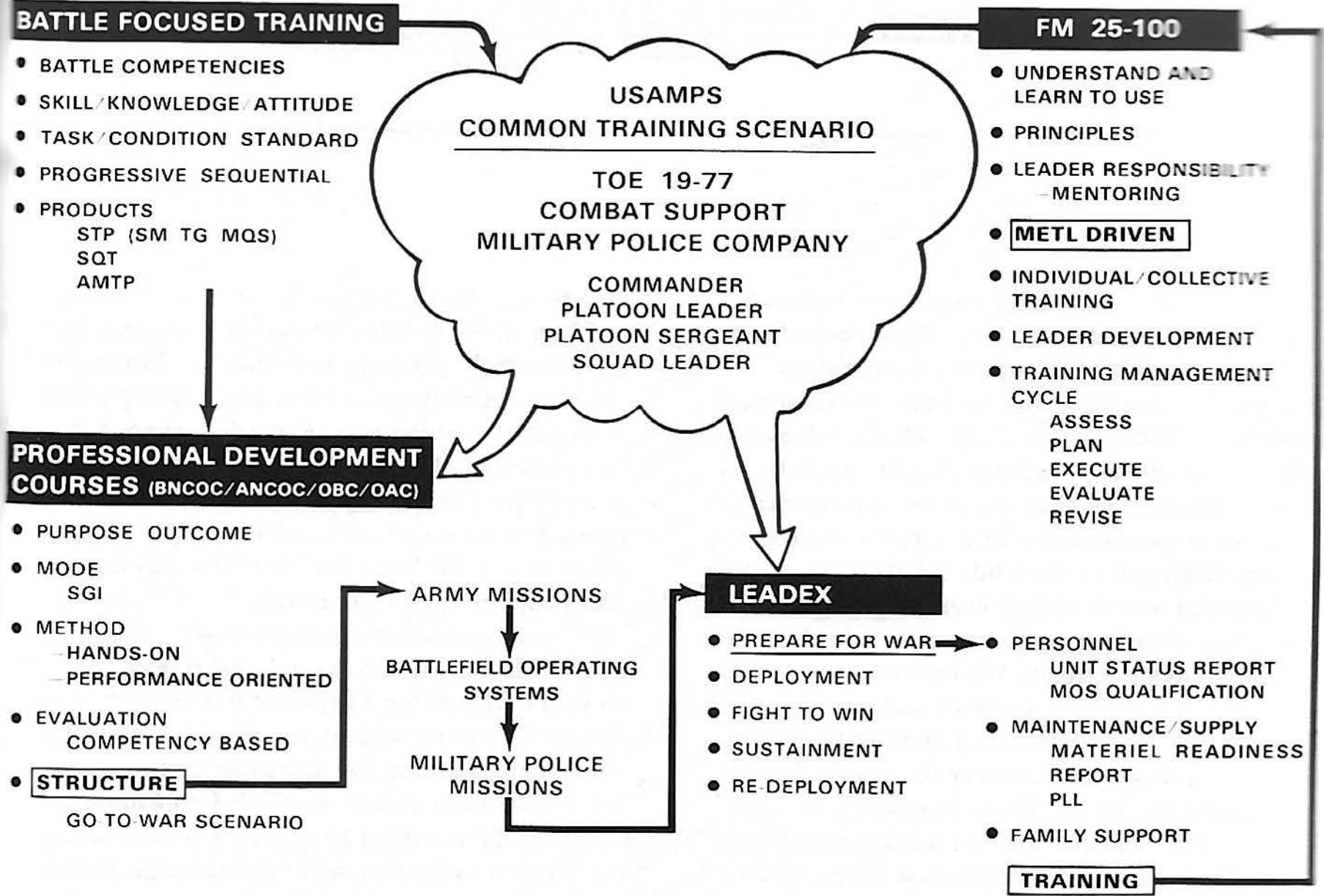
We use small group instruction (SGI) as the mode of instruction and have found that it greatly enhances our capability to conduct hands-on performance training. As a logical follow-on to performance training, we have incorporated an evaluation system that is competency based—*i.e.*, a mirror image of those previously identified battle competencies for each leader position.

Our assessment of all the guidance given to improve our training for leaders prompted the need to construct a model that is the basis for professional development courses. The model has been labeled "Leadership Excellence" or

LEADEX. Building upon the requisite individual and collective battle competencies, we have structured our training around these

five components: preparation for war, deployment, fighting to win, sustainment and re-deployment.

MILITARY POLICE CORPS INTEGRATED TRAINING STRATEGY



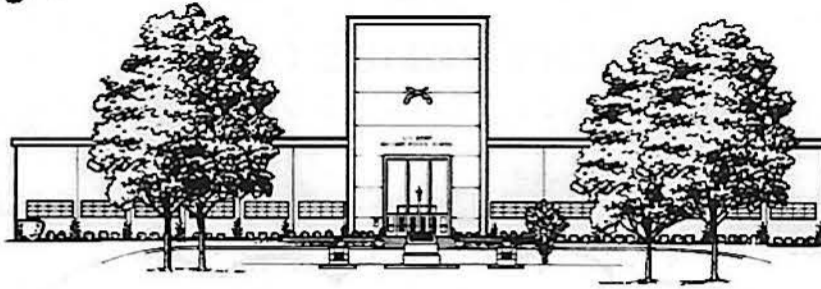
Shown in the graphic are some examples of what we teach as part of preparing for war. Specifically, FM 25-100 is integrated as part of the overall training strategy. The concepts and tenets of FM 25-100 will be followed by a series of practical exercises that will require you to apply the procedures embedded in the field manual—all in the context of a leader.

The outcome of this process is a battle-competent leader, one who has trained as he will fight. The training investment the Military

Police Corps has made over the years has produced the readiness to serve in both peace and war for those contingencies military police may be required to serve.

Charles A. Hines
Major General, USA
Commandant

Regimental Command Sergeant Major



CSM Joshua Perry

Set the example is the bedrock foundation of all leadership principles. We set examples to demonstrate to our subordinates ideal soldierly qualities and values.

Every society has ideal figures or heroes. These persons embody all the fine attributes, ideals, values and qualities of society. Heroes are held as examples for all to emulate. In so doing, members of a society internalize the rules of proper behavior for that particular society as they grow up to become solid contributing citizens.

I believe that now more than ever our young soldiers need heroes. They look up to us, as their leaders, for guidance and moral strength. We are constantly in their eyes. They watch, evaluate, compare, categorize, judge, and form opinions about us based on what we demonstrate to them. If we disillusion or disappoint them by improper conduct, we lose them. It is as simple as that.

I say that now more than ever our soldiers need heroes because the young soldiers we are now receiving have been inevitably influenced by events in our society during the last few decades.

We senior NCOs grew up with stories about George Washington's integrity and Abe Lincoln's honesty. In the movies bad guys always went to jail and good guys played fair. On TV a family crisis occurred when the Beaver wore Wally's favorite sweater to school. Revered members of our society were never associated with scandals.

However, during the last few decades Washington's and Lincoln's attributes have become suspect, and bad guys routinely get away with murder. Parents on TV situation comedies are confronted by offspring presenting them with a dizzying array of social problems that would have, no doubt, dumbfounded Beaver's parents. Indiscretions by persons regarded as pillars of society during recent years are common and widely publicized. The message of recent years has been "*it's okay to lie, cheat and steal; just don't get caught.*"

This message is incompatible with our role as soldiers; that is why setting the example for proper conduct is so vital to our Army. In spite of this concern, I'm optimistic. Our young soldiers are smart, wholesome young Americans yearning for discipline and guidance. As leaders we must ensure we don't let them down.

One of the reasons I love being a soldier is because our Army so wholeheartedly embraces the values and ideals of our nation. More than in any other sector of our society, the vast majority of soldiers practice what they preach. Look around you, at your fellow soldiers and officers.

Everywhere you look within our Army there are fine examples of commitment, dedication, sacrifice, love of country, and honor. As long as such examples are plentiful during the formative years of our young soldiers, our Army is in good stead.

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TO: Readers
FROM: Editor

Training the Force

This first 1990 issue of *MILITARY POLICE* attempts to reflect the impact of FM 25-100, *Training the Force*. The influence of this significant Army field manual will be evident in the training and in the quality of their soldiers. This issue for June 1990 leads off with its cover focus and the special message from the Commandant of the U.S. Army Military Police School.

AirLand Battle

Recent months have brought sudden political changes in Eastern Europe such as the fall of the Berlin Wall, new directions in Panama and Nicaragua, and numerous other changes worldwide. This has resulted in a reevaluation of the AirLand Battle concepts. The last issue of *MILITARY POLICE* had part I of an article titled, "AirLand Battle (Future)." This article cannot be concluded until a later date.

Semiannual Publication

In the effort to reduce costs, *MILITARY POLICE* will now be published on a semiannual basis. Previously it was a quarterly publication, until last year when one issue had to be dropped from the schedule.

New subscription rates have been established by the Superintendent of Documents, Government Printing Office, to reflect the change. The new subscription form is on page 44. Current subscribers will receive their four issues as scheduled.

To Authors

Authors continue to send us interesting manuscripts on MP subjects and we hope that this will continue. For authors who wish to have their manuscripts returned, please enclose stamped, self-addressed envelope.



Law and Order South of the Border

Part I

Captain Anthony M. Schilling

(This article depicts the daily military police mission in Panama prior to the U.S. intervention of December 20, 1989.--editor)

The military police are in the forefront protecting American lives and property in Panama. The MP mission is security, show of force and peace-keeping in addition to the discipline and law and order (DLO) mission.

Through their training, organization and equipment, the MPs are well suited for this mission. The Military Police Command (MPC), Provost Marshal Office (Panama) uses a variety of methods to protect Americans living on the installations.

The provost marshal office (PMO)

uses aggressive patrols, both mounted and dismounted patrols, sweep operations, jungle patrols, physical security enhancements, installation gate searches, aviation assets, and ground sensors to accomplish this. These tactics continue to reduce crime and enhance security for Americans on U.S. installations in Panama.

Protecting the Installations

United States defense sites (sole U.S. jurisdiction) and military areas of co-

ordination (MACs) with joint U.S. and Panama defense force (PDF) jurisdiction are spread throughout the former Canal Zone, on both the Atlantic and Pacific sides of the canal.

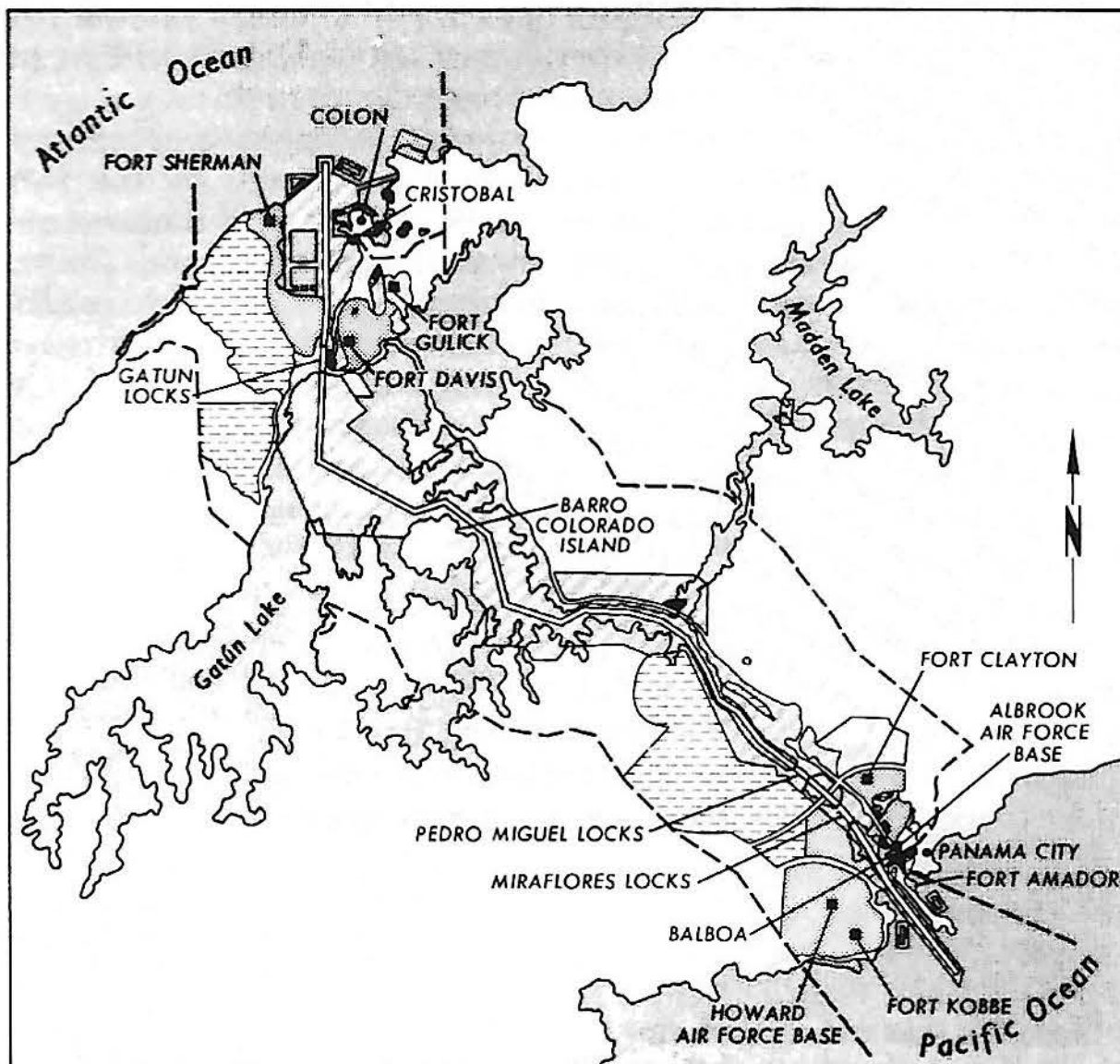
The majority of the defense sites and MACs are on the Pacific side. There are approximately twenty different MACs and defense sites in Panama. The Panama Canal treaty signed in 1977 by President Jimmy Carter and Panamanian General Omar Torrijos established the boundaries and jurisdiction for these areas.

The United States, by treaty, is responsible for all security on these installations. This increased in importance as relations between the United States and Panama deteriorated after the attack on the U.S. embassy in Panama City during June 1987.

As the crisis went from bad to worse, the United States deployed additional MPs and other assets to Panama to enhance security of U.S. installations. The 16th Military Police Brigade (Airborne), Fort Bragg, North Carolina deployed to Panama in March 1988; and it is now a regular rotating commitment for CONUS-based MP battalions and companies.

The Threat

In addition to the ever-present threat of military confrontation between the United States and Panama, the primary challenge to the PMO in Panama is the large number of property crimes on the installations. Housebreaking and burglary average thirty to over forty per month, and larcenies average from seventy to more than eighty per month.



Combatting the On-Post Security Challenge

Security is the top priority of the PMO (Panama). The security problems affect everyone, and no one is safe from trespassers or intruders breaking into their home or car.

The first action of the PMO is to educate the public. This is accomplished through classes, announcements on Southern Command Network (SCN) television and radio, and articles in the Southern Command newspaper.

The PMO educates residents to take basic security measures to secure their possessions properly (*i.e.*, locking doors, windows, etc.). Neighborhood-watch programs are energized, and each housing area selects a crime-prevention coordinator to assist with other measures.

Each Panama-based, battalion-size unit provides a unit overwatch program to a different housing area; and this provides additional assistance to the military police. The unit provides coverage by using staff duty personnel on weekends, after duty hours, holidays and for special events.



Barriers at the Fort Davis main gate control the movement of vehicle traffic.

Auto theft fluctuates up to five per month. This is a real security problem for the PMO.

Panamanian trespassers commit approximately 86 percent of the property crimes. They operate alone or in teams of up to four or five individuals, committing offenses at all hours of the day or night. The offenders are usually armed with machetes, speak little or no English, and are usually males, some as young as seven or eight years old.

Many of the housing areas are bordered by thick jungle, with numerous avenues of approach into the areas available through jungle trails or streambeds. Several housing areas are in close proximity to Panamanian ghettos or PDF installations.

The biggest problem is the lack of support from the PDF and the Panamanian court system. By treaty, trespassers are turned over to Panama for prosecution. It is not unusual to apprehend a trespasser, find thirty or forty prior apprehensions on U.S. installations, and later observe the trespasser receive little or no punishment from the Panamanian judicial system.

Throughout the crisis the PDF continuously refuses to cooperate with the

MPs. They go out of their way to hinder patrols, investigations, and other MP operations. The PDF influence or control court decisions. The PDF will not even prosecute a trespasser unless he has three or more arrests.



Military police from the 445th Military Police Company, Oklahoma National Guard direct traffic at the Fort Clayton main gate.



Thick jungle surrounds many of the U.S. housing areas in Panama. This aids the entry of trespassers or intruders into U.S. installations.

The MP desk sergeant briefs the soldiers prior to their patrol. The patrol usually carries PRC-77 radios and batons. During periods of heightened tension they have been armed with M16 rifles or 9mm sidearms.

MP Patrols

The PMO constantly uses one- and two-man MP mounted and dismounted patrols. It is manpower intensive, with 220 or more MPs on patrol over a 24-hour period on a normal workday. Housing areas and installations are allocated patrols based on current crime trends, crime statistics, and number of key or special facilities.

Mobile patrols rove their patrol areas making special checks of key facilities and conducting short walking patrols of isolated housing areas, in addition to regular patrol commitments. When

possible, patrols operate on the roads between installations that have heavy U.S. civilian or military traffic. Although they have no jurisdiction on those roads, they assist down motorists, deter or stop PDF harassment, and report on any unusual PDF activity.

The walking patrols are assigned to isolated or especially crime-prone areas on a 24-hour basis. These patrols provide additional security and are highly visible to the residents. The desk sergeant briefs all patrols prior to going on patrol on current crime trends, problems in patrol areas, or special events.

The desk sergeant also reviews an SOP (standing operating procedure) and policy letter for each shift daily at guard mount. The PMO provides SOPs and policy letters to all deploying units for their own unit training. There are ap-

proximately fifty-five patrol SOPs and more than thirty policy letters in use.

High-Visibility Enforcement Patrols

The high-visibility enforcement (HIVE) patrols are special patrols that combat crime during peak hours. They utilize HMMWVs, are equipped with tactical and garrison MP radio nets, and work in three-man teams. They carry MP DLO gear with 9mm pistols.

During periods of increased tension they carry M16s, protective masks, Kevlar helmets, and flak vests, depending on command guidance. They are successful in stopping crime waves in housing areas and apprehending offenders or suspects.

The PMO uses up to five HIVE patrols, to include a two-man walking patrol. They provide a ready asset that quickly reacts to a situation in a different area or installation. HIVE patrols usually do not answer routine calls for MP service. The PM operations sergeant assigns the HIVE patrols to patrol areas on a daily basis.

Investigations and Stakeouts

Statistics indicate many property crimes are reported by residents shortly after movers, contractors, or U.S. local-hire employees conduct business in the housing area. MPI (Military Police Investigator) targets and investigates these personnel.

The MPI uses stakeouts, interviews, informers and other techniques to apprehend these offenders. Several successful investigations have led to recovery of stolen property or apprehension of the offenders during or shortly after the crime.

(To be continued)

• Let the struggle that took place here remind us all: the freedom we enjoy today has not always existed, and carries no guarantees. In our search for an everlasting peace, let all of us resolve to remain so sure of our strength that the victory for mankind we won here is never threatened.

President Ronald Reagan
(Yorktown, 1981)

BRIMFROST 89: Military Police Training in an Arctic Environment

Robert G. Huckabee, Ph.D.

and

Charles Titus

During the cold wintry months of January and February the 604th MP Battalion (USAR), Terre Haute, Indiana performed annual training in conjunction with BRIMFROST 89, a joint task force exercise held in Alaska.

The battalion's mission was to provide airbase ground defense (ABGD) for Eielson Air Force Base just south of Fairbanks. BRIMFROST 89 included elements of the U.S. Army, Army Reserve, National Guard, U.S. Air Force (USAF), U.S. Navy, and the Canadian army.

Weather conditions were harsh, with temperatures reaching almost 60 degrees below zero; ice fog was often so heavy that visibility was reduced to less than a hundred meters. Scheduled training was significantly limited, and tip-pocket training became the order of the day.

That the 604th was able to deploy, establish a base of operations, train, and redeploy with only a few minor injuries is a testimony to every member of the unit from the battalion commander on down. Further, it is evidence that the Army's military police can, and will, go anywhere under any conditions in order to carry out their mission.

Concept of the Operation

The concept of the operation can be broken into four phases: predeployment, deployment, training, and redeploy-

ment. The 604th was troop listed for participation in BRIMFROST 89 in September of 1988. Although this was the date of the official announcement that the unit would be participating in the training, preparation had begun some months earlier in anticipation of just such an occurrence.

The battalion headquarters was ordered to deploy with three line companies—one from its own CAPSTONE alignment, one from the Ohio National Guard, and one from the Washington, D.C. National Guard. Although the battalion headquarters had frequently trained with its own company in the past, prior to September 1988 there had been no contact with either of the National Guard companies.

Predeployment planning was intense. Coordination with subordinate units and USAF personnel at Eielson had to be effectively established and maintained. Arctic clothing had to be issued to unit personnel and additional arctic equipment requisitioned.

Training on use of arctic clothing, Yukon stoves, and other special equipment was conducted, along with training on the Alaska environment, operations in the arctic, and avoidance of cold-weather injuries.

The battalion's CAPSTONE company and a few of the staff officers had participated in BRIMFROST 87, and lessons learned from that exercise were put to good use in predeployment train-

ing. In addition, three personnel from the battalion headquarters had attended the Minnesota National Guard's winter operations course in January of 1988, and were thus able to provide valuable assistance.

Arrival at Fort Wainwright

An advance party from the battalion headquarters arrived at Fort Wainwright (the staging area for movement to Eielson) on January 17, and the main body arrived on January 20. Because of the large number of troops participating in BRIMFROST 89 billet space was limited, and the battalion headquarters and two companies were housed in a gymnasium on post. The third company was deployed to Fort Richardson near Anchorage in accordance with exercise directives.

Vehicles were drawn from local stockpiles; available motorpool space was minimal, and maintenance often had to be conducted outside in the open air. At 50 degrees below zero the wear on both personnel and equipment became obvious very early.

In fact, maintenance immediately became one of the two primary obstacles to effective training (the other being the constant threat of injury). Vehicles had to be run continuously to keep them from freezing; tires, fan belts, and pumps failed with such frequency that equipment status reports had to be updated hourly.

TRAINING

Training was significantly reduced by weather conditions in two ways. First, the emphasis on safety at all levels of the chain of command meant that soldiers could not be left outside for more than a few minutes at a time. Temperatures at minus 50 degrees can maim and even kill; injury often comes with little warning.

Limited Outdoor Training

With outside training reduced to a minimum, platoon leaders and company commanders were challenged to devise interesting and meaningful training for their troops. Continuing instruction on such things as care and maintenance of arctic clothing, map reading, weapons maintenance, and first aid supplemented with brief exposure to the cold filled much of the training day.

The second way in which the weather affected training was evident in the failure rate of unit equipment, primarily vehicles. At one time one company had only six of twenty-five vehicles in operating order. Rubber fuel hoses and gaskets on Yukon stoves were especially vulnerable to the frigid conditions. Even if safety precautions had been relaxed, it is doubtful that the unit could have done much meaningful mission training.



Soldiers settle in for the long flight back to Indiana. Note the airline seats facing the rear of the C-141. (U.S. Army photo by Robert G. Huckabee)

Not to be deterred entirely, members of the 604th took advantage of training opportunities as they presented themselves. Near the end of BRIMFROST 89 temperatures warmed to a "balmy" minus 20 degrees, and the companies

were finally able to deploy troops to the field to conduct ABGD training.

In addition to regular training the unfortunate crash of a Canadian Air Force C-130 brought a call from Fort Wainwright MP assets for assistance in providing crash-site security. The 604th responded by assigning personnel to guard the site until other active MP units could be called in.

Redeployment to Home Station was made by C-141 Starlifter. Departure was in doubt until almost the last minute because of some of the heaviest ice fog in memory. Flights out of Fairbanks International were delayed several hours. Finally HHD (headquarters and headquarters detachment), 604th MP Battalion was able to take off and head back to Indiana.

Upon arrival at Terre Haute unit and personal equipment was offloaded and transported to the Reserve center. Equipment was cleaned and stored for future use. Soldiers, proud that they were able to overcome the challenge of the arctic, expressed a new respect for the power of nature.



Soldiers load a U.S. Air Force C-141 for the nonstop flight home. (U.S. Army photo by Robert G. Huckabee)

Recommendations

Based upon the experiences of the 604th MP Battalion during BRIMFROST 89, the following comments are provided in the way of recommendations for other MP units anticipating a deployment to an arctic environment.

Arctic training must begin at least one year prior to deployment. This is critical for reserve units because they are restricted to available unit training assemblies.

Specialized equipment must be repositioned and, in the case of vehicles, installed. Since most units are stationed in considerably warmer climates than those to which they will be deployed, maximum use must be made of winter training time. Field training during the winter is recommended.

Training on Yukon stoves, arctic tents, PMCS (preventive maintenance checks and services), patrolling, etc., in the mildest possible conditions will pay dividends later. Even in warm weather personnel can train on erecting tentage and operating equipment while wearing arctic mittens, which provides an interesting challenge to soldiers accustomed to working barehanded.

Take advantage of available expert assistance. Contact the Minnesota National Guard about obtaining some notes for their winter operations course held at Camp Ripley. There is also a cold-weather maintenance course that would be of interest.

Contact your nearest TSC (Training Service Center) about films on Alaska, Sareea, and other Arctic areas. While a film cannot communicate the sensation of minus 50 degree temperatures, the visual experience will introduce soldiers to the type of terrain and vegetation they can expect to encounter.

Identify personnel on your installation or in your community who have served a tour in an arctic environment. Invite them to attend a training session and learn from their experiences.

Prepare a detailed training plan for inclement weather conditions. The additional time spent on this may seem wasted, especially if weather conditions turn out to be ideal. In the long run,

however, the emphasis on prior planning will be more than worth the effort.

In an arctic environment conditions can deteriorate rapidly; scheduled training may have to be cancelled for several days. It is better to have a training plan in hand than to rely upon spur-of-the-moment efforts that may be only partly effective. Even the most creative leaders eventually run out of ideas.

Be sure that all equipment is operational before deploying and that the unit is at 100 percent of its PLL (prescribed load list). The arctic is no place to find out that your generators do not work or that a radiator needs repair. Equipment will fail at a high enough rate anyway; do everything possible in advance so that when you arrive at your training site every item is in top condition.

Train drivers to operate their vehicles in conditions of reduced visibility. During the winter months arctic days are short, and even during the day ice fog can create hazardous driving conditions. Drivers are also handicapped because vehicle windows are up and heaters are running. This means that the driver may not be able to hear a horn honking or a soldier shouting a warning. Driver training cannot be overemphasized!

Train personnel in how to detect and treat cold-weather injuries. The main enemy is frostbite, but hypothermia and dehydration must also be avoided. Dehydration? Yes! A soldier working in extreme cold will lose as much (or more) body fluid as a soldier working in a temperate environment.

Make sure your soldiers know the symptoms and signs of frostbite, hypothermia, and dehydration. Be sure they know what to do if they or another soldier show the symptoms of a cold-weather injury. Talk of frostbite should not be used as a scare tactic, but soldiers must understand that they will soon be up against weather conditions that most have never imagined. Again an ounce of prevention is worth a pound of cure.

Enforce the buddy system. Never allow soldiers to go anywhere outside unless accompanied by at least one other soldier. Buddies should be alert to any signs of cold-weather injury to each other. If one soldier is injured, the other can apply first aid and if necessary go for help. The buddy system also helps to reduce fear and provides that extra bit of confidence that might enhance successful completion of a mission.

Stress the importance of physical conditioning. The arctic takes its toll on personnel just as it does on equipment. Physical training should be made a regular part of the unit's preparation for deployment to an extreme cold weather region.

Conclusion

The arctic winter can be harsh and intimidating. It can be your enemy or your ally. The only way to neutralize the environment is to provide your unit with as much high-quality training as possible. Do it right and start now!



Mr. Robert G. Huckabee, Ph.D., was an assistant professor, Department of Criminology, Indiana State University, Terre Haute, IN at the time this article was written. During BRIMFROST 89 he was the Executive Officer, 604th MP Bn, Terre Haute, IN. He holds a doctor's degree in criminal justice from Sam Houston University, Huntsville, TX.

Mr. Charles Titus was an administrator, Eastern Illinois University, Charleston, IL when this article was written. During BRIMFROST 89 he was the Adjutant, 604th MP Bn, Terre Haute, IN. He is completing his doctorate in social studies education at Indiana University, Bloomington, IN.



Aerial view of the USDB.

The USDB Reality Therapy for Student Officers

Captain Mark D. Durick

Military officers attending advanced schooling at Fort Leavenworth, Kansas get a rare chance to visit and tour the United States Disciplinary Barracks (USDB). The USDB is the Department of Defense's only military maximum-security prison for felon inmates. The USDB conducts weekly tours for military officers attending CAS³ (Combined Arms and Services Staff School) and CGSC (Command and General Staff College) throughout the year.

The USDB has been in operation since 1875 and has changed hands several times between the U.S. Department of Justice and the Army. The USDB's average prison population of 470 consists of all custody grades, which includes both male and female

enlisted and officer inmates. Also, the USDB has its own prison cemetery with 240 inmates buried in it.

The tour begins with a 45-minute slide briefing about the USDB past and present. The student officers learn that inmates at the USDB not only serve their prison sentence, they also provide cost-saving labor and services to Fort Leavenworth. The inmates save Fort Leavenworth millions of dollars yearly in the services they provide such as general post maintenance, laundry, cleaning, and many others.

The officers learn that the USDB ranks among the top prisons in the world and has the largest mental health staff in the military. After a slide briefing the officers are taken by cadre escort

to see the USDB's inner courtyard.

The closing of the inner courtyard's metal security door, manned guard towers, high security fences with razor-barbed tape, and old brick buildings impress upon the officers the awe new inmates feel entering the prison for the first time. The cadre escort walks with the officers through the courtyard, explaining the purpose on the several key USDB directorates (Directorate of Training, Directorate of Mental Health, and Directorate of Classification) that operate the USDB.

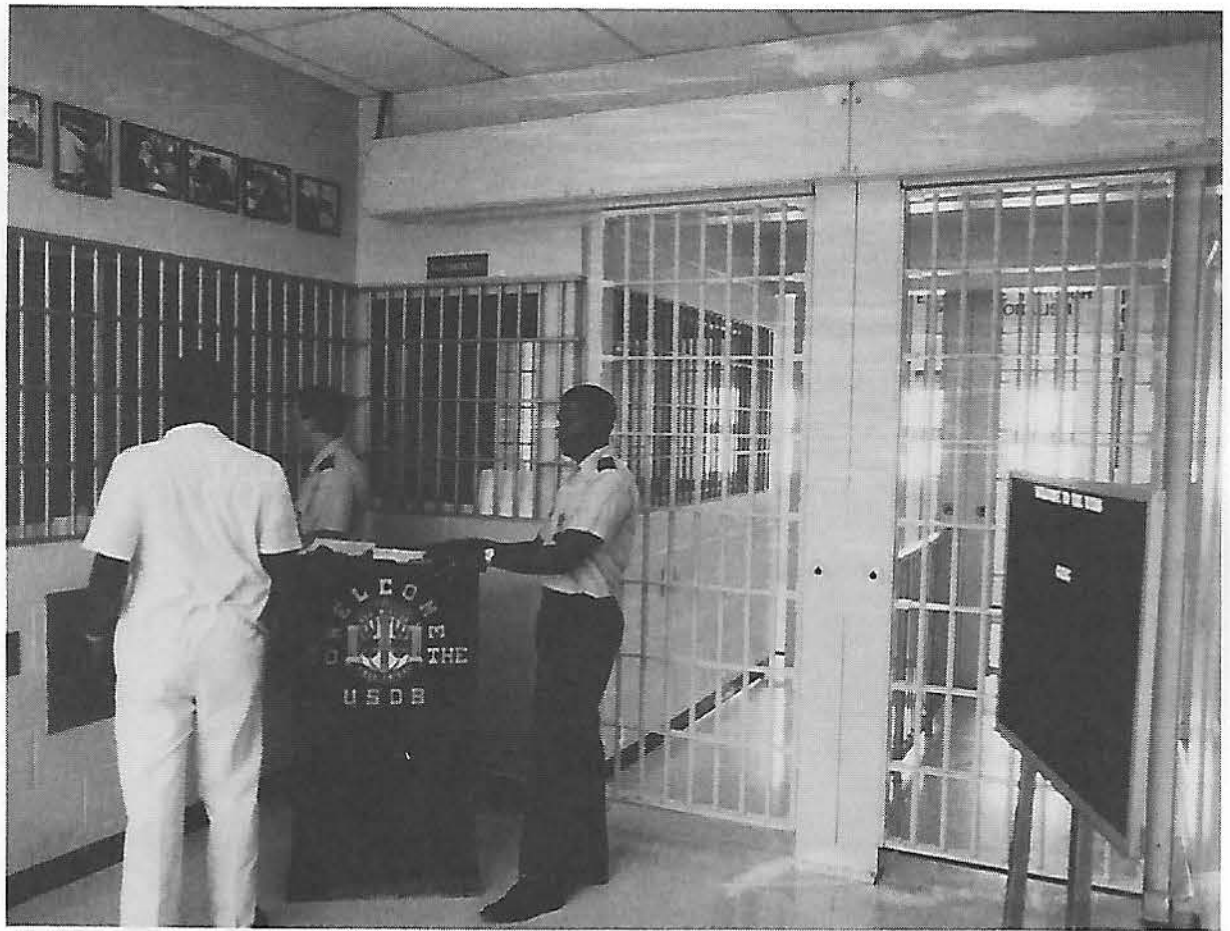
The cadre escort takes the officers to Pope Hall for a look at the vocational training programs in action. A vocational program chart shows the USDB's commitment to inmate rehabilitation.

The chart depicts twelve vocational programs giving Kansas state certificates.

Examples of the vocational programs are greenhouse management, barbering, and screen print. Most of the vocational programs require between 1,080-2,000 hours of hands-on experience before certification is granted to the inmate. Some inmates also take subject-related courses to strengthen the hands-on experience gained in the vocational program. About 675 inmates will participate or complete their USDB vocational or apprenticeship program training during the coming year.

The cadre escort takes the officers to see several of the vocational details at work. They learn firsthand that the USDB has a first-rate vocational operation. The cadre escort describes what the USDB can do for them; the quality and price of USDB services and products are hard to beat. At this point officers may ask questions about getting things made, shoe repair, and plaque engraving. After their visit to Pope Hall the officers are taken over to the directorate of custody.

On the steps to the directorate an early 1900 monolithic structure known as The Castle fills the horizon before them. The officers entering The Castle can actually sense the overwhelming feelings of fear inmates must feel going through for the first time.



USDB main entrance.

The officers are taken through several security crash gates to the upper rotunda area, which contains the fortified control center. The officers learn that the control center is the command, control, and communication hub for the guard force. The cadre escort takes the officers into one of the medium-custody domiciles for an indepth look at inmate living.

Inside the domicile the officers learn about inmate daily activities such as wake up, work call and recall, lock up, and recreation. They learn that inmate movement inside the domicile is monitored by security cameras mounted along the wall and that headsets plugged into the rear of the cells provide inmates music courtesy of USDB Recreation Services. All cells are uniform in setup,

USDB inner courtyard.





USDB "The Castle."

to include the exact spot for the ashtray. The officers usually notice the unarmed guards walking the tiers and the gray fence line enclosing the tiers from ground level to the ceiling. The cadre escort explains that the guards use a whistle, pen and paper, hand-held radio, and a body alarm radio to help them in custody and control over inmates. The cadre escort also explains how the enclosed fence line keeps the inmates and guards from accidentally falling off the tiers. The officers next visit the maximum-security area located in the lower rotunda. The lower rotunda's window-

less, circular hallway gives the initial impression of the dimness of the maximum-security area. The cadre escort walks while explaining that base areas connecting to the rotunda separately house female, officer, incorrigible, and death-sentence inmates. The cadre escort takes the officers inside one of the base areas for a quick look at the death-sentence area and a visit to the officer living area. Freedom versus imprisonment suddenly takes on a new meaning for the officers standing there. The cadre escort takes the officers to the last part of their tour: the death chamber.

The officers' short walk to the chamber is one of great anticipation and curiosity. The cadre escort explains the precaution, security, and execution procedures taken during the final day of the inmate's life. The officers may ask questions regarding the execution itself, which is done by lethal injection.

The cadre escort concludes the tour with a brief history of executions at the USDB, highlighting the execution of thirteen German prisoners during World War II. The last execution was in the early 1960s.

The tour provides the visiting officer with a better understanding of the USDB's motto, *Our Mission—Your Future*, and the cadre's commitment to it. The officers learn that inmates do not merely sit in their cells all day; they are kept busy attending professional counseling, vocational training, college classes, recreation, sports, and religious activities on a daily basis.

The student officers can also sense the hardship that inmates must endure by the impersonal nature of prisons and the isolation from their loved ones. The officers' parting comments usually refer to the USDB as a nice place to visit, but that they would not want to live here.

The officers touring the USDB can endorse the axiom that "crime doesn't pay." Each officer can go back to their units and take on the responsibility of briefing their tour experience to fellow officers and enlisted soldiers.

Each officer passes on the harsh reality of prison life and how commission of a crime is not worth the time spent and hardships endured inside prison. Each officer becomes part of the military strategy to deter criminal activity and help keep military communities safe from crime.



USDB control center.

Captain Mark D. Durick was OIC of the medium-custody domiciles, USDB, Fort Leavenworth, KS at the time this article was written. A previous assignment was Area II Provost Marshal and Detachment Commander, United States Army Garrison, Camp Page, Korea.

Electronic Dust-Mark Lifter

Chief Warrant Officer Randy F. Upton

A properly collected crime-scene shoe impression can provide as strong a connection to a particular shoe as can a fingerprint to a particular person.

Most U.S. Army Criminal Investigation Command (USACIDC) and military police investigators (MPI) are familiar with the procedures for making casts of three-dimensional impressions. However, both experienced and inexperienced investigators have difficulty recording and collecting shoe dust impressions found at the scene of a crime.

To counter these difficulties the Latent Print Division of the U.S. Army Criminal Investigation Laboratory-CONUS, Fort Gillem, Georgia acquired and conducted an evaluation of an electrostatic dust-mark lifter that can be utilized to record and collect finger, shoe and tire dust impressions.

To date it has been determined that the electrostatic dust-mark lifter can lift identifiable dust prints or impressions of hands, shoes and tires from floors, doors, tables, counters, fabric, carpets, newspapers, cardboard, concrete and metal surfaces.

The electrostatic dust-mark lifter may become an essential part of the USACIDC and MPI crime-scene processing equipment. It is important for both CID and MPI investigators to become familiar with the electrostatic dust-mark lifting kit and the procedures for preserving and collecting dust-mark evidence.

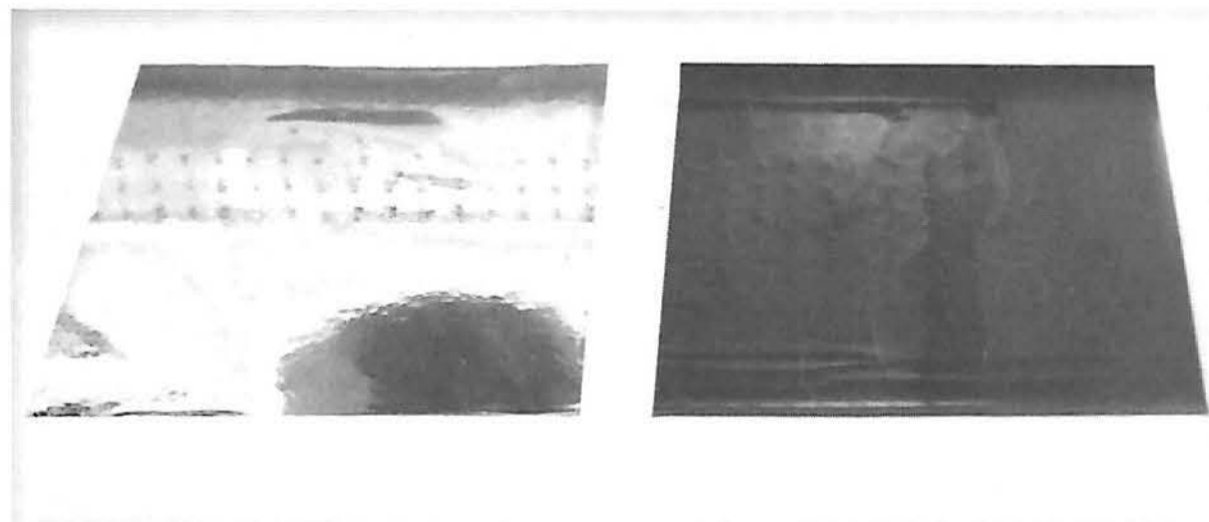
Commercially produced electrostatic lifting devices have been available from Japan since the 1970s and from American and European sources since the early 1980s. A manually charged device is available from Japanese and American sources; it is charged by rubbing with wool cloth. The manual device is less expensive for a one-time usage, but it produces lower charging voltages and less adhesion.

The electrostatic dust-mark lifting kit now at CIDC regions is relatively easy to operate and consists of several simple components (figure 1): a carrying

case, high-voltage power supply, high-voltage hand-held probe, ground-plane charging unit, corona discharge and lifting film.



Electrostatic dust-mark-lifting kit.



Electrostatic dust-mark-lifting kit lifting film (front side and back side views).

A Simple Technique

Electrostatic lifting of a dust print or impression is a simple technique based on the principle of electrostatic induction. An insulator bearing an electric

charge induces an equal and opposite charge on another insulator when the two are placed close together. Because opposite charges attract, the two insulators are drawn together by electrostatic forces.

With electrostatic lifting, a portable battery-powered unit is used to place a high-voltage charge on an insulating film. This sheet, or lifting film, is placed on top of the dust impression; the hand-held probe, which is plugged into the unit grounded with the ground plate, is placed on the film and charged.

The opposite charge induced on the particles of dust cause them to be attracted to the film, resulting in the dust impression being transferred to the lifting film. The film is made of a black plastic (for high contrast) and aluminum (to conduct the charge evenly over the film).

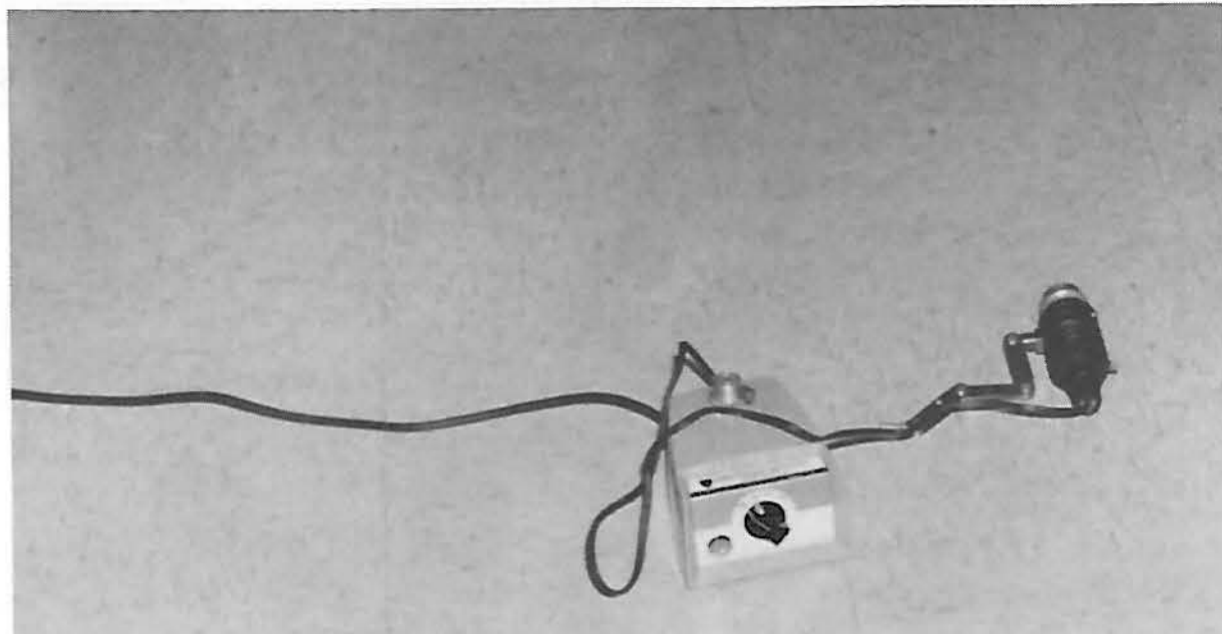
The voltage applied to the film can vary to suit the conditions. The maximum voltage obtainable with the standard unit is about 12,000 volts (12 kv). The current passed by the unit is negligible, but incorrect usage could result in a shock.

A preliminary problem facing most investigators is the uncertainty of how to locate, collect, and preserve dust-mark devices. Because most dust impressions are invisible to the naked eye under normal lighting conditions, many crime-scene dust impressions are destroyed unintentionally by the careless wanderings of spectators, military police, or investigators at the scene.

To locate and preserve dust impressions at the scene the investigator should turn off the lights at the scene and direct a strong light source obliquely over the floor. The light source should be placed on the floor.

The figures on this page vividly demonstrate what effect an oblique-angle light source can have on a dust impression. Once the dust impression is located, the area bearing the impression should be marked. The impression should then be photographed using the oblique light source, ensuring that the camera is placed directly above and parallel to the impression.

A scale and label identifying the location, date, time, and direction of north should be placed next to the impression. Once the photography (photographs should supplement electrostatic lifts) is



View of dust impression in normal light.

completed, the investigator can use the electrostatic lifter to lift the dust impression.

After Impression Lifted

After an impression has been lifted with the electrostatic dust-mark lifter, there are several important rules to follow to preserve the impression.

First, the investigator should place the film bearing the dust impression into a flat photographic paper box. The aluminum side of the film should be placed face down in the box with the

black side bearing the impression free from any type of contact. A piece of tape should be placed along the top and bottom of the film to keep it from moving while inside the box.

The investigator should then place the time, date and his initials along the corner of the film away from the impression. The lift (with a scale) should then be photographed using oblique lighting in the manner previously described.

The top portion of the box should be placed over the bottom portion and taped shut to avoid contaminating the film. The investigator must ensure that



View of dust impression using low-level side lighting.

the side of the film bearing the impression does not come into contact with the top portion of the box.

After being properly packaged the dust impression should be forwarded, along with the questioned shoe, to the laboratory for examination. All dust lifts, regardless of how faint they appear, should be forwarded to the crime laboratory for examination. The laboratory will use laser and other strong light sources to attempt to enhance the impression.

Although there have been significant advancements in crime-scene processing equipment, responsibility for locating and preserving evidence at the crime scenes still belongs to the investigators. The investigator should always bear in mind the lessons of testimony of *Harry vs. U.S.*:

“Wherever the criminal steps, whatever he touches, whatever he leaves, even unconsciously, will serve as a silent witness to the crime. Not only fingerprints or footprints but hair; the fibers from clothes; glass broken; tool marks left; the paint scratched; the blood or semen deposited or collected—all of these and more bear mute witness

against the criminal.

“The evidence does not forget it. It is not confused by the excitement of the moment. It is not absent because human witnesses are. It cannot perjure itself; it cannot be wholly absent. Only its interpretation can err. Only human failure to find it, study and understand it can diminish its value.”



CW3 Randy F. Upton was a Special Agent, Latent Print Division, U.S. Army Criminal Investigation Laboratory-CONUS, Fort Gilliam, GA at the time this article was written. He is a graduate of the Metropolitan Police (Scotland Yard) Advanced Detective Inspector Course, Metropolitan Police Academy, Hendon, England.

Guard Units Assist in War on Drugs

Tom Joyce

The pace of DOD's contributions to the war on drugs increased when congress appropriated \$40 million for use by National Guard units to support drug interdiction and eradication efforts of local law-enforcement agencies.

Under the guidelines set by congress each state and U.S. territory could submit an individual plan on how it would use the money to support drug interdiction. So far forty-eight of the fifty-four states and territories have had their plans approved and will receive shares of the \$40 million.

Although drugs and the crime associated with them have devastating effects wherever they are, Washington D.C. has been particularly hard hit. Drugs are suspected of being responsible in some way for as many as 75 percent of all murders there.

The D.C. National Guard received the third largest allocation—\$2.6 million—to assist the metropolitan police department in drug interdiction. The D.C. National Guard's program is indicative of programs in the other states and territories.

The D.C. National Guard's drug operation support plan makes no provision for members to be placed on the streets arresting citizens or any face-to-face confrontation with drug dealers.

However, the plan does include a wide range of missions, all in the category of assistance to local law-enforcement agencies in the interdiction and eradication of illegal drugs in the nation's capital.

The tasks and missions include the use of specialized equipment such as night-vision devices, helicopters, special communications equipment, trained military personnel from both the Army and Air Guard units and operations such as air-to-ground communications, processing illegal drug activity information and augmenting local law-enforcement personnel.

The D.C. National Guard's first mis-

sion involved the use of nearly one hundred Army and Air Guard troops who directed traffic and assisted in crowd control during a 10-kilometer road race and parade.

National Guard support released metropolitan police from these duties and allowed officers to intensify drug-enforcement efforts. However, National Guard assistance is not restricted to crowd control. Assistance in other areas includes the following:

- Detecting and monitoring aircraft,
- Aerial photography and imaging,
- Long-range reconnaissance,
- Searching shipping containers,
- Transporting law-enforcement personnel and seized drugs,
- Expanding the training of law-enforcement personnel, and
- Increasing loans of military equipment.



Tom Joyce was a writer assigned to the American Forces Information Service, Department of Defense, Alexandria, VA at the time this article was written.

Squad Competition in Korea

Specialist Four Jack Siemieniec

The MPs were out in the trees, up in the air and down in the dirt on and around Camp Carroll for their quarterly squad competition.

The contest is regular training for the 728th Military Police Battalion, Camp Henry, Korea. The competition pits one squad from each of the battalion's five companies against each other over one long grueling day of group and individual tasks.

Four times a year the battalion commander picks one squad from one platoon to compete. The companies travel to Waegwan for the contest; the hills there were the scene of heavy fighting during the Korean War. Training there reminded the troops that it could happen again, and they should be ready for it.

If a war starts, it doesn't wait for soldiers to get ready—they need to *be* ready.

For the squad competition the 552nd Military Police Company flew up from Pusan, the 249th and 557th flew down from Camp Humphreys, and the 188th drove up from Taegu. The 260th from Camp Carroll just sat and waited for the competition to arrive.



The 260th completes prisoner-of-war processing as one phase of the competition.

Airlift Training

Beginning at 0630 the five squads worked their way around five portions of the contest. While one conducted a raid, another set up a retrograde defense, withdrawing to a defensive position and setting up a 360-degree perimeter.

A third squad completed enemy-prisoner-of-war processing that included searching, tagging, segregating and guarding their prisoners.

A new twist to the competition awaited the ten members of the fourth squad. They were airlifted from the heavy-lift helipad at Camp Carroll by a CH-47 helicopter and dropped on a sandbar alongside the Nakdong River.



Sprinting aboard the CH-47.



The squad from the 260th gets a briefing from its team leader before taking off in the CH-47 helicopter.

The evaluation for this portion was based on how well the team leader briefed his people on boarding and exiting the Chinook and how well they secured the pickup and landing zones.

A physically demanding part of the day was the fifth event, in which the soldiers made their way around a series of nine individual tasks that included everything from performing cardiopulmonary resuscitation to setting out and retrieving a Claymore mine.

One station of the tasks, which had the MPs spitting dirt by the time it was over, was a 490-meter low crawl through the dry grass and rutted dust of the countryside just outside the gates of Camp Carroll. The soldiers had to make the distance in under two minutes to get maximum points.

Added to the difficulty of the nine stations, the individual portion was timed, so all day long the soldiers had to double-time it between the tasks.

After riding, running and flying all day the 260th and 552d were dropped back at the helipad about 1830, and the competitors had a short break for some hot chow.



Soldiers from the 260th secure the landing zone.

Night Operations

By 1900 they were at it again for the sixth and final portion of the contest. Starting from different points the five squads and another from battalion headquarters conducted night operations.

The groups made their way through the darkness, guided by their map, compass and the light of a September half-moon. Keeping noise and light discipline, three squads independently traveled about five thousand meters before being ambushed by the other three.

By the time the white parachute and green star-cluster flares had died down and the MPs were back at Camp Carroll for the night, it was 0200. An awards ceremony was held at 0800 the next morning.

The competition is designed to foster self-confidence and motivation; it demanded stamina and strength, the ability to go all day and still keep running. During the competition soldiers must be able to double-time in late in the day with their M-16 slung across their shoulders and, although dragging, still give it everything they had left and keep reaching for that higher plane.



A dog handler with the 260th MP Company's kennel gives a demonstration during the 728th MP Battalion's Organization Day celebration at Camp Carroll in Waegwan, Korea.

Specialist Four Jack Siemieniec was a writer assigned to the Public Affairs Office, U.S. Army Military Support Command, Camp Carroll, Korea, at the time this article was written.

Command and Control in Air Base Ground Defense

Captain Robert W. Kenyon

Command and control of external air base ground defense (ABGD) units has been the subject of much debate since the original memorandum of agreement (MOA) of May 1984 was signed.

Pursuant to the agreement was the understanding that the Army and Air Force were to develop joint service agreements for the operational control of Army units performing the ABGD mission. During the absence of any definitive doctrine to the field, operational control of the Army units was widely debated. While the controversy abates, external defense involving military police is fairly easy to picture.

Air base ground defense is a task under the military police mission of area security and is discussed in FM 19-1, *Military Police Support for the AirLand Battle*. In the absence of a dedicated force for the external defense of an air base, military police provide security as part of counterincursion and base response force operations. This type of security is provided on an area basis.

Military police under the operational control of an air base commander is security on a dedicated basis. Area and dedicated command and control of MP units conducting the external defense on U.S. air bases is the focus of this article.

Chief of Security Police

Pursuant to the MOA, Army units will be OPCON (operational control) to the appropriate air component commander. The air base commander is a logistician who supports the tactical fighter wings and is typically a colonel with little, if any, ground tactical fighting familiarity.

Consequently the air base commander normally delegates the responsibility for defending the air base to the chief of security police (CSP). The CSP can be a colonel to a first lieutenant (exercise BRIMFROST 88). Typically, however, the CSP would be a field-grade officer, most probably a lieutenant colonel.

Within the command structure of the security police the only course designed to prepare SP officers for the responsibilities inherent with ABGD is a two-week course at Camp Bullis, Texas. The focus of the course is generic by Army standards, concentrating on how to read an SOI (signal operations instructions), map reading, limited tactical operations, and how to organize and run a base defense operations center (BDOC).

For ABGD the SP convert from their normal peacetime law enforcement and physical security missions to a BDOC. The BDOC reports to the wing operations center (WOC),

keeping the air base commander informed of all ground defense operations.

The BDOC is organized into functional staffs responsible for personnel administration, combat intelligence, operations, and logistics. The BDOC provides the organizational structure for exercising operational control of Army units dedicated to the external defense of the air base.

The operations and ground intelligence sections of the BDOC are always collocated. The personnel and logisticians may be located in an adjacent facility if there are space constraints. As a minimum, Army units OPCON to an air base should establish liaison officers with the operations section of the BDOC. Additionally, liaison should be established on an as-needed basis to facilitate any logistical support or transfer of EPW (enemy prisoner of war) with the personnel officer.

The primary method of communication of the BDOC to dedicated Army units is wire. The Air Force has responsibility of running the wire to the external units that are providing support. Routine traffic can be sent by messenger as part of a normal distribution system.

Area Security

Military police battalions are assigned areas of operation (AOs) based upon a number of considerations: size of the area to be covered, number of units to be assisted or protected, the estimated logistical effort to be supported, the number of EPW that are expected, the commander's intent, risk, METT-T (mission, enemy, terrain, troops, and time available), installation property book (IPB), etc.

The battalion commanders similarly assign AOs for their subordinate companies based upon the same criteria. Battalion commanders having air bases within their AOs will have to decide how best to integrate the defense of such a high-priority target with the overall mission given to his unit. He has several options.

First, the battalion commander may choose to reduce in size the geographic AO of the MP company providing general support to that AO. This will allow the MP company commander latitude for support without dedicating it exclusively. The battalion commander still exercises complete control over his subordinates while establishing liaison with a high-priority target.

Second, the battalion commander may collocate his headquarters in the vicinity of, or on, the air base. This again facilitates liaison, but on a higher level.

Third, the battalion commander may take a risk because other missions have a higher priority. Because of the initial austerity of MP assets, rarely will military police be tasked to dedicate resources to the operational control to the base. As the theater matures, however, dedicated support may be more forthcoming. The cornerstone of ABGD becomes the efforts exercised by the MP commander conducting liaison with the CSP.

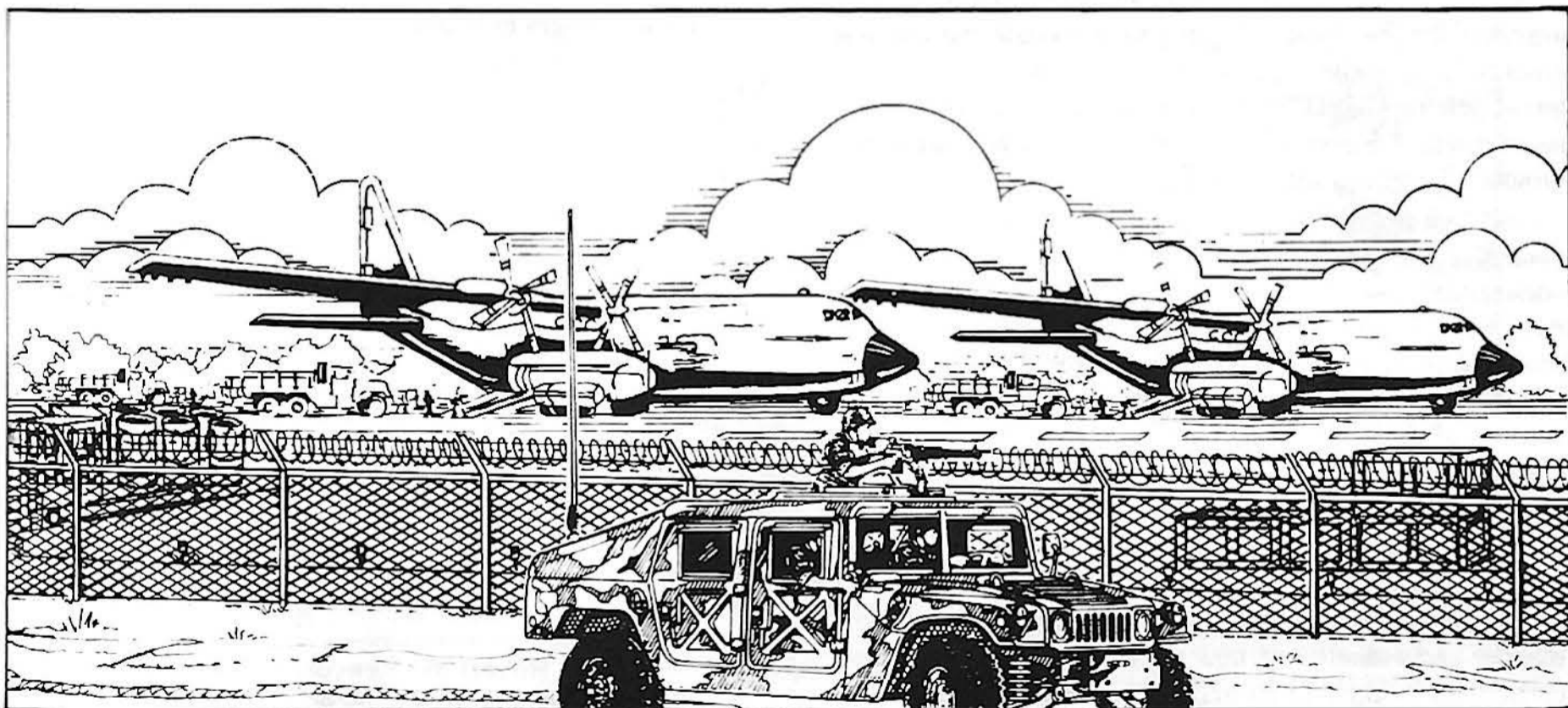
Security in depth is initially provided by MP units conducting counterincursion operations. As part of the area security mission, counterincursion operations attempt to deprive the threat the reconnaissance capability he depends upon for identifying critical targets.

Additional security is provided by air defense artillery units providing either direct support to the base or general support to the area. Logistical bases and base clusters also provide some degree of security as each serves as additional eyes and ears throughout the rear area.

While conducting the area security mission the military police also establish contact with all bases within their assigned AOs. The purpose of this contact is to exchange call signs and establish contingency plans in the event that the military police are tasked to respond to the base under attack.

Maneuver constraints, rally points, and shifting of fires are a particular interest, especially in order to avoid fratricide. The BDOC locates the threat and provides a base of fire while the military police maneuver to flank and defeat the threat.

Military police as a response force to the air base will be an exceptional event because the security police have ample organic personnel and firepower to defeat a sizeable threat force. The air base must channel a request through the tactical chain of command, ostensibly through the RAOC (rear area operation center) or rear command post. The rear operations commander must decide first to commit forces to the base under attack and secondly what type of forces to commit.



The priorities of the military police at the time of the threat attack may preclude them from responding. To respond and what level of response will be based on the commander's base assessment. If the air base is critical to current or future operations, a force may be assigned to assist the air base.

Additionally, a ground attack on an air base will seldom be an event in isolation, but rather a part of a larger threat effort. The rear operations commander knows this and will commit forces accordingly. Air bases, however, will typically be accorded a high priority; and response forces of some type will be detailed to assist the CSP, though perhaps not the type or quantity the CSP personally feels is required to defeat the threat.

The Dedicated Force

The dedication of forces to the external defense of air bases has been the source of consternation.

In the MOA the Army was made responsible for identifying ABGD requirements that exceeded Army capabilities. Upon identification, the Air Force was to transfer Air Force Reserve Component manpower spaces to the Army to fill the void. These spaces in turn would be given to the Army Reserve Component and then be dedicated to ABGD.

Many Army Reserve units leaped at this prospect as many were battling inactivation because of a lack of mission orientation. This reprieve was short-lived as a rush to transfer the

responsibility of ABGD to a host-nation responsibility began to dispel this Army Reserve option. The consequence of this is that no ABGD requirements have to date resulted in the transfer of Air Force Reserve Component spaces to the Army.

Nevertheless, externally defending air bases is an Army mission. The rear operations commander can respond with dedicated forces based upon a request through the echelon commander.

Again, the likelihood of a dedicated force would be an extraordinary event precipitated upon intelligence that the base is the focus of a direct threat attack. This attack must be of such magnitude as to validate a need for a large force deposited 360 degrees around the installation. Harassment tactics do not in isolation warrant a dedicated external force.

In fact, an area security effort makes better use of response forces available to the rear operations commander. The rear operations and air base commanders should resist the temptation to swat a fly with a sledge hammer.

In the event that the sledge hammer becomes a necessity, prior coordination is essential. Contingency plans must be available for the dedicated force to assimilate the mission quickly. The initiative for establishing the actual type of external defense should be left with the dedicated force commander, who understands best how to employ his unit on the ground adjacent to the air base.

Although the Army commander is under the operational control of the CSP, the CSP should not dictate to the Army commander how to conduct the fight. The responsibility of the CSP is to integrate the external efforts with his own to provide a coordinated defense. A coordinated defense is contingent upon early identification of threat capabilities and avenues of approach.

High-priority targets within the air base need to be identified to the dedicated force commander so that he can automatically integrate his forces with those of the CSP. This coordination will reduce any miscalculations between the CSP and dedicated force commander. The dedicated force commander understands best how to employ his unit in accordance with its capabilities and will probably have more experience in conducting traditional defensive operations than his CSP counterpart.

The dedicated Army commander will want to facilitate the control of the battle by an exchange of information critical to the defense. As a minimum this information includes:

- Call signs and frequencies,
- Signs and countersigns,
- Signals to shift fires,
- Current intelligence summary,
- Air base assets available to augment the ABGD effort,
- Air defense artillery assets,
- Area damage control procedures,
- Engineer assets, and
- Rally points, coordination points, assembly areas and command post locations.

Air base assets that might be available for ABGD might include close air support, platoon early-warning systems, ground surveillance radar, mortars, and mobile reserve forces.

Command post locations can be either within the air base itself or located outside the air base. Advantages to locating the dedicated force command post on the air base include proximity to the CSP (thus facilitating coordination), central location with respect to all external defense units, greater security against ground attack, and more secure communications between headquarters.

Disadvantages to locating the dedicated command post on the air base include susceptibility to the same aerial attack as the base, difficult coordination with subordinate units, CP location on terrain it does not control, limited number of hardened defensive positions available, and the current Air Force lack of resources for an alternate BDOC.

Conclusion

Regardless of the type of support to air bases, whether it be dedicated or area oriented, prior coordination is paramount.

Without prior coordination effective ABGD operations will be difficult and the likelihood of fratricide increases. Prior coordination will enhance both the type of response received and the time for it to be effective.



Captain Robert W. Kenyon was assigned as a Physical Security Staff Officer, Office of the Provost Marshal, USAREUR and Seventh Army, Mannheim, Germany at the time this article was written. He has served as a Team Chief, Officer Advanced Leadership Development Branch, U.S. Army Military Police School, Fort McClellan, AL.

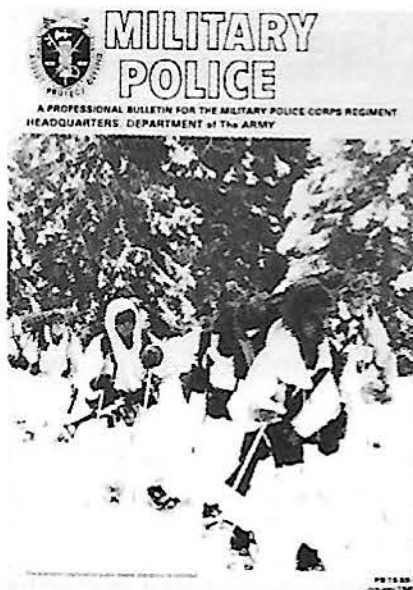
• Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and success of liberty.

John F. Kennedy
Inaugural Address, 1961)

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- The New NCO-ER Is a Winner—MG John M. Shalikashvili, April 1989, page 26
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- Year of the NCO—Secretary of the Army John O. Marsh, Jr., Army Chief of Staff General Carl E. Vuono, and Sergeant Major of the Army Julius W. Gates; November 1989; page 40
- The Officer and the NCO: Who Does What?—MG Donald R. Infante and MSG Norman J. Oliver, November 1989, page 40



TRAINING

- REFORGER 87: Military Police Support to the Phantom Mobile Corps—CPT Michael S. Galloucis and CPT Rodney L. Johnson, January 1989, page 12
- Military Police Training in the Tactical Operations Tournament—SP4 Glen S. Wolf, January 1989, page 26
- Ancient Art of Prisoner Quizzing—Mr. Joseph Owen, January 1989, page 32
- Support to Joint Task Force Bravo—CPT Scott A. Fedorchak, April 1989, page 13
- Keeping the Peace in Honduras—CPT Ann S. Freed, April 1989, page 16
- Know the Enemy—A Training Challenge—LTC Howard E. O'Brien and CPT(P) Robert W. Gee, April 1989, page 21

- Combined Operations with German *Feldjaegers*—CPT Michael S. Galloucis, April 1989, page 23
- TEAM SPIRIT 89—CPT Brice A. Gyurisko, November 1989, Page 10
- Fit to Fight 88 (Squad Competition)—SGM Ronald R. Lacasse, November 1989, page 19
- Basic Principles of Staff Work—COL Arnold L. Seligman, November 1989, page 24
- Training the New Military Police Soldier—CPT Thomas H. Tatum, November 1989, page 34

EDITORIALS

- Military Police Support to Drug Interdiction—LTC Kenneth P. Lord, January 1989, page 19
- Terrorism: That's War—CPT John R. Kachenmeister, April 1989, page 30

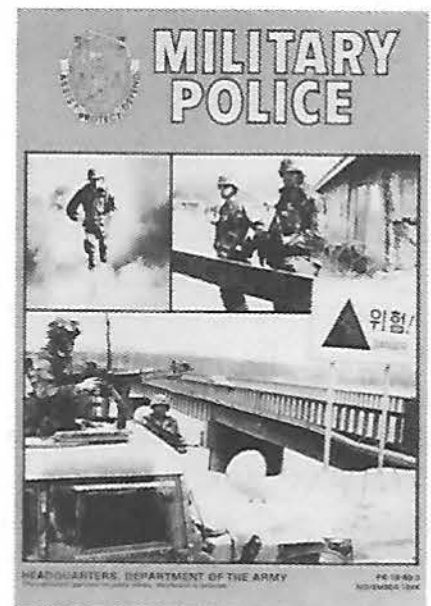
BATTLEFIELD OPERATIONS

- Air Base Ground Defense: Old Issues, New Resolve—MAJ James A. Kelley and MAJ Alan K. Huffman, January 1989, page 6
- Division on the Move—LTC Richard F. Wistner, January 1989, page 30
- Battle Support for the Commander—COL Richard G. Rose and COL Stanley L. Dulin, April 1989, page 6
- Air Base Ground Defense Revisited—LTC Bob Baker and MAJ Mike Sullenger, April 1989, page 18
- AirLand Battle (Future)—CPT Gary Holt and LTC Robert Baker, November 1989, page 6
- Enemy Prisoner of War Operations—MAJ William A. Doyle, November 1989, page 22
- Rear Tactical Command Post to V Corps Command Post Concept—SGM Ronald R. Lacasse, November 1989, page 29



LAW ENFORCEMENT

- Victims' Rights in the Military Criminal Justice System—LTC (Ret.) John P. Bordenet, April 1989, page 10 (Part I) and November 1989, page 16 (Part II)
- Biometrics: Taking the Byte Out of Unauthorized Computer Access—LTC Richard Cardinali, April 1989, page 27
- Juvenile Offenders—CPT Charles Dietrick, November 1989, page 8
- 40 Years of Challenge—Mr. Robert Szostek, November 1989, page 12



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- Robotics in Army Physical Security—LTC Randall M. Richardson, January 1989, page 9
- Challenge of the 90s—Mrs. Bonnie J. Cory, with LTC Patricia M. Sudnik and SGM Marcelino Malavet, Jr., January 1989, page 17
- MILITARY POLICE Index of Articles in 1988—January 1989, page 22
- A Multidisciplinary Approach—MAJ Hugh J. Turcotte, January 1989, page 24
- Back to the Future—Lawrence J. Fox, Ph.D., January 1989, page 29
- You and the Reserve Component—MAJ Paul Thompson II, April 1989, page 12
- A Reserve Component Military Police Brigade-Level List—April 1989, inside back cover
- New USAMPS Commandant—November 1989, page 2
- Lineage and Battle Honors, 324th Military Police Battalion—MSG Crosby E. Berry, November 1989, page 15
- K-9 Section Shepherds Depot Security—Ms. Mickie Eichmeier, November 1989, page 27
- Military Police Brigade and Battalion Level Command List—November 1989, inside back cover



Try to simulate as little of the action around the targets as possible. (Photo by LTC J. F. Bierly)

Planning a Counterterrorist Exercise

Lieutenant Colonel J. F. Bierly

Military police serving in the Republic of Korea have a mission with responsibilities for counterterrorist planning and operations. Although written as a country-level exercise from a military perspective, the following points regarding counterterrorist exercises can be applied in virtually any similar crisis-management exercise.

Three types of counterterrorist exercises are available: a roundtable exercise, a command post exercise and a field training exercise. Each has a specific purpose:

A roundtable exercise is conducted in a classroom using a prepared scenario. The exercise coordinator presents a scenario to the group (usually in several parts) and solicits answers to specific questions.

A command post exercise is conducted using your command post and organic communications. Instead of actual events driving player actions, use an MSEL (master scenario events list) to provide input. (In other words, a "paper war.")

A field training exercise simulates actual conditions as much as possible. Rather than an MSEL to drive actions, players respond to actual events as they occur. A field training exercise requires "actors" to role play terrorists and hostages.

All three types of exercises require an exercise control group (your terminology may vary) to run the exercise, to ensure that it meets your objectives and to portray units or agencies not actually participating.

Roundtable Exercise

These exercises have been very effective as training for crisis-action teams and as orientation for interested parties such as local officials. Keep the scenario realistic and develop challenging discussion questions to hold interest.

As an introduction, ask participants to identify who the points of contact are and the actions they will take when they arrive at the crisis site. It's an opportunity for the team members to learn

what each other does.

Increase the impact of your scenario by using videotapes, slides, etc. (We even had a simulated newscast for one.) You are limited only by your imagination.

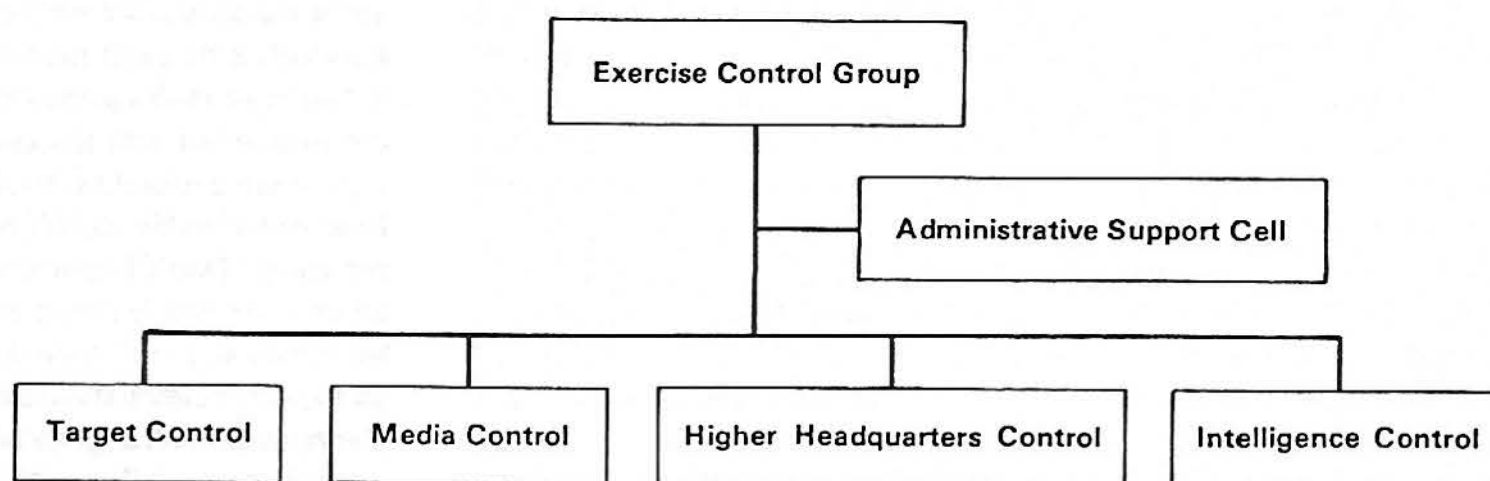
Ensure your classroom holds everyone comfortably. Because you may have more personnel (both shifts) at an exercise than during an actual incident, your command post may not be adequate.

Command Post Exercise

The MSEL is the most important document in keeping the exercise on track. Unlike a conventional exercise, however, controllers will have to closely monitor MSEL input and modify response to player actions. The "reality" of the MSEL is very important.

To develop the MSEL, first assemble representatives from key agencies who will participate in the exercise. Those people then become your controllers during the actual exercise.

Counterterrorism Planning Organization



Field Training Exercise

Postulate the basic scenario outline of how things will go from start to finish, then have agency representatives develop MSEL items to support that flow. Each should focus on their area of expertise. Because you need much more detail, a command post exercise can be harder to develop than a field training exercise.

You will need a large exercise control group because the controllers will actually be playing the roles of the terrorists, police, negotiators as well as higher headquarters.

Does the scenario that you intend to use support the response that you want to exercise? The exercise must run long enough to get the counterterrorist forces to the target, rehearse and execute the strike.

Who will play the roles of the terrorists and hostages? We have had the best success using law enforcement personnel to play the hostages; counterterrorist units provide the terrorists. Remember that the role players will also learn from the experience.

You need to have a control cell at the target sites with the ability to talk to your exercise control group and to the terrorists inside the building, airplane or ship.

Higher headquarters must be played in some fashion either simulated by the exercise control group or included as actual participants. We have successfully done it both ways. If you chose to simulate, ensure that the people playing the roles of higher headquarters are either from that organization or very familiar with the type of action (queries, orders, etc.) you can expect.

The following milestones apply to most exercises:

- Step 1.** Develop the concept.
- Step 2.** Obtain concept approval (from your boss).
- Step 3.** Coordinate the concept (with the police of the intended assault force and higher headquarters).
- Step 4.** Announce an initial planning conference to all participants.
- Step 5.** Prepare for and conduct the initial planning conference.
- Step 6.** Draft an exercise planning directive (based on the decisions made at the initial planning conference). Final approval of the directive will be made at the final planning conference.
- Step 7.** Announce a final planning conference to all participants.

- Step 8.** Prepare for and conduct the final planning conference.
- Step 9.** Publish the exercise planning directive.
- Step 10.** Prepare for and conduct the controller conference.
- Step 11.** Prepare for and conduct the communications exercise.
- Step 12.** Conduct the crisis management exercise.
- Step 13.** Conduct a "hot wash" (critique conducted immediately following the exercise with all participants).
- Step 14.** Receive input for after-action report.
- Step 15.** Write and distribute an after-action report to all participants.
- Step 16.** Based on the lessons learned, correct any problems.
- Step 17.** Start over at step one.

Logistics support must be carefully planned, or it can be a problem. Anticipate a variety of player transportation requirements.

Try to simulate as little of the action around the targets as possible. The reconnaissance and surveillance teams should report what they see and hear, and that should be the source of most of the intelligence. You will need the intelligence planners to prepare background on the "terrorist" group in advance, using a real group. Let the photos be of your actors in the place of actual terrorists. This package should include pictures of the terrorists (some, not all), the hostages, and related information such as hostage health problems.

When the players identify a particular terrorist, for example, your intelligence personnel can request national agency information, and your exercise control

group (simulating a variety of intelligence sources) can respond with material already prepared. Ensure that the "intelligence" response is in real time. (If it would take six hours to get the material, then give it back to the players in six hours, not fifteen minutes.)

Additional Considerations

The amount of media attention that a terrorist incident attracts is hard for most of us to envision. Although dif-

ficult, you must make an effort to simulate media play. You may want to enlist the assistance of your public affairs office or local media personnel.

You must evaluate the exercise if you are to improve and not continue making the same mistakes. Evaluators must be knowledgeable and objective in their reporting. Don't forget that evaluating an exercise is a learning experience in itself. Not all terrorist incidents end with an assault; neither should all exercises. Experiment with negotiated surrenders and other possibilities.



Lieutenant Colonel Bierly was responsible for planning counterterrorist exercises while assigned to U.S. Forces, Korea at the time this article was written. He has attended the Command and Staff College (USMC), the Defense Intelligence Agency Counterterrorism Analysis Course, the Federal Bureau of Investigation Hostage Negotiation Course and the Unconventional Warfare School.

Joint Strategic Deployment Training Center An Invitation for Movement Training

Lieutenant Colonel Kenneth S. Nadrah

The Joint Strategic Deployment Training Center was provisionally activated October 1, 1987 at Fort Eustis, Virginia as the outgrowth of a study on strategic deployment training conducted by the U.S. Army Transportation School at Fort Eustis, Virginia.

The center's mission is to develop and present resident and nonresident deployment training to selected officers, civilians and noncommissioned officers. The focus ranges from simple unit tasks to detailed strategic movement planning.

Three courses are initially planned to be taught at the center. The Air Deployment Planning Course (ADPC) and Surface Deployment Planning Course (SDPC) began late in 1988. The final course, the Strategic Deployment Planning Course, is programmed to come on line early in 1990.

The SDPC is a two-week resident course. It is designed in building-block fashion to bring the unit movement officer or NCO from the home station to

the port of embarkation and from the port of debarkation to the marshaling area in the theater of operations.



With an emphasis on planning, coordinating and executing unit movement plans, the course is built around four annexes: movement planning, CONUS highway operations, rail deployment operations and marine terminal operations.

The course is highlighted by extensive practical exercises. These include the following:

- COMPASS/AUEL (computer movement planning and status system/automated unit equipment list) problems,
- A loadout exercise of organizational cargo using containers and cargo vehicles,
- CONUS convoy planning,
- Rail deployment planning with an all-day rail loadout conducted at Fort Eustis' rail training site, and
- A port of embarkation exercise.

The latter is conducted at Lambert's Point docks in Norfolk, Virginia, using the fast sealift ship training berth.

Unlike the highway and rail annexes,



which stress the unit movement officer's direct involvement in planning and conducting those operations, the marine terminal annex focuses on the port activities and the support provided both to and from the unit deploying through the port.

The ADPC is a three-week course that produces qualified air-load planners. This course is designed for company-grade unit movement officers and unit movement NCOs from all services as well as DoD civilians involved the movement planning process.

The ADPC uses various instructional methods, including multimedia, with emphasis on hands-on practical exercises to instruct the students on considerations for hazardous cargo, preparation of unit equipment and personnel for movement and coordination with the Civil Reserve Air Fleet.

Students learn to use the appropriate references and regulations to plan unit

moves; aircraft characteristics and limitations; preparation and loading of 463L pallets; and securing of vehicles and pallets on the CH-47 helicopter and C-130, C141 and C-5 aircraft.

Extensive practical exercises are used to teach detailed load planning, cargo and passenger manifest preparation, cargo loading and CH-47 slingloading. Graduates of this course are able to plan all aspects of unit strategic air deployment worldwide.

SDPC and ADPC are joint courses open to unit movement personnel, sergeant and above, of all services and all Army branches including the National Guard and Reserve. Eleven SDPC and eight ADPC courses were scheduled for 1989. Each of the ADPCs follows and SDPC. Students may enroll through their training offices to TRADOC (U.S. Army Training and Doctrine Command) by telephoning AV 280-2161 or commercial 804-727-2161.



Lieutenant Colonel Kenneth Nadrah was the Assistant Commandant, Joint Strategic Deployment Training Center, Fort Eustis, VA at the time this article was written. He is a graduate of the Armed Forces Staff College.



Use of Polygraph in Economic Crime Cases

Chief Warrant Officer Richard E. Widup, Jr.

For several decades USACIDC (U.S. Army Criminal Investigation Command) has been at the forefront of polygraph use within the Department of Defense.

In 1945 Leonard Keeler, also known as the father of polygraph, was hired by the U.S. Army to conduct polygraph examinations during the investigation of the theft of the Hess crown jewels from the Kroenberg Castle in Allied occupied Germany. Through the use of the polygraph Keeler was able to identify two officers and a noncommissioned officer responsible for the theft of the jewels, which were subsequently recovered.

The Army continued use of the polygraph subsequent to Keeler's examinations. In fact, in 1948 Keeler trained twelve students for the Army. In 1951 the Army developed the U.S. Army Polygraph School and collocated it with the Provost Marshal General's School at Fort Gordon, Georgia. Today this school is known as the Defense Polygraph Institute and is located at Fort McClellan, Alabama.

Mission Priority

In 1985 the CID reoriented its mission to increase its investigative efforts in economic crime cases. This reorientation was necessary to stem the flow of fraud, waste and abuse occurring within the U.S. Army.

These investigations include such acts of malfeasance as contract fraud, industrial espionage, improper billing, product substitution and noncompliance. Because of the mission reorientation, fraud investigations have become a USACIDC priority.

During a recent two-year period 283 procurement fraud investigations were completed. These economic crime cases represented \$42.2 million in losses to the government. The investigations resulted in a recovery value of 67 percent or \$28.3 million recovered from the

organizations or companies defrauding the government.

However, these results are not without complications—the investigations averaged three years. This reflects the vast resources expended in investigating economic crimes.

As USACIDC's efforts in the economic crime arena have increased, so too has the demand for polygraph support for these investigations. The use of polygraph has saved considerable investigative effort, produced valuable testimonial evidence, verified investigative information, and portrayed a need for continued emphasis for polygraph use for economic crime cases.

Polygraph Applications

Economic crime cases are often complex in scope and nature and the investigative approach is different from approaches used for routine criminal

cases. The use of the polygraph can be molded to fit the demands of economic crime cases.

One area promoted for the application of the polygraph technique involves complainants. Often these individuals have seen or heard of illegal or improper activities pertaining to a company or some element of an organization. Compelled by reasons such as self-pride, moral values or loyalty to the organization, these individuals will report information to the authorities.

Interestingly enough, these individuals may often be selective in the information they provide, especially when criminal misconduct and acts of misfeasance may have occurred for an extended period of time. The two reasons complainants may only report knowledge of limited criminal activity include avoiding detailed information incriminating themselves and an attempt to cast dispersion on someone else.



Students in training at the Defense Polygraph Institute learn firsthand about the equipment and examination techniques by undergoing a polygraph test themselves. For training purposes, questions are discussed prior to examination.



An examiner makes notes on the chart as examination progresses. Mirror on right is a window on the other side, enabling an observer to watch as examination progresses.

Hand in hand with reports by complainants are those made by whistle-blowers. These complaints have flourished since the inception of the Department of Defense Inspector General hotline. Whistle-blower complaints may be made to spite someone and are sometimes invalid; but in numerous instances whistle-blower complaints have validity. These individuals, whether self-identified or identified through the process of investigative elimination, may be able to substantiate major improprieties. They may be recruited as sources of information (covert or overt) who can provide valuable information throughout the course of the investigation.

Numerous criminal cases within the white-collar arena are initiated as a result of information supplied from sources. A periodic testing of sources may develop credible long-term information that can be compiled into a legally defensible case. Polygraph testing of sources will verify their credibility, and can save hours of work by validating information while conserving resources.

Somewhat different from polygraph examinations of sources are those collected from witnesses. Testing witnesses

normally occurs after confirmation of criminality has been established. Testing may include personnel who have been party to a criminal act such as being directed to commit improprieties, those who have seen or who have been told of wrongdoings, and those who have been part of a conspiracy that has never achieved fruition.

Suspects are prime candidates for polygraph testing. A problem to be considered in this type of investigation is that most suspects are owners or co-owners of the organization under investigation, or they are integral

dividual has consented. This procedure requires extensive coordination between the examiner and case agent; however, it is necessary when weighed against the value of an opportunity which would otherwise be lost.

Recent experiences with the use of the polygraph in connection with economic crime cases have proven invaluable in resolving complex issues. Because experience is sometimes the best teacher, the following example is given to highlight the successful application of the polygraph technique in an economic crime case.

Substitution of Inferior Materials

An investigation in which the polygraph tested both a complainant and a suspect occurred recently. A firm was awarded a \$9 million contract to rebuild dikes and levies in a southern state.

The firm subcontracted portions of the work. This individual alleged he was present when the contractor and subcontractor discussed submitting false survey results, test certificates and substitution of inferior building materials. An excavation of the work site by disinterested officials disclosed that the building materials were indeed substandard.

During the course of the investigation the complainant was offered a polygraph examination to verify the allegations made. That examination determined the individual to be truthful regarding the allegations.

Economic crimes are often complex and the investigation isn't routine....

members of the company's hierarchy. Therefore these individuals are often aware of the nature and course of the investigation prior to an interview or a polygraph examination.

In this case there is justification to obtain telephonic approval to conduct the examination, interview the suspect, offer a polygraph examination, and conduct the examination soon after the in-

Based on the results of this examination, the investigation was narrowed to the improprieties of the subcontractor. Another polygraph examination was administered to the owner of the subcontracting firm to determine if she was coconspirator in this matter. That examination determined that the owner was not truthful when she denied involvement in this matter.

Subsequent to that examination the owner admitted that a conspiracy was involved to falsify test results and identified another coconspirator. That individual was immediately interviewed and admitted to conspiring to cheat on site reports and substitute inferior building materials.

Special Training

To better prepare USACIDC examiners to meet the demands of the expanding nature of criminal investigations in economic crime cases, supervisors have taken certain measures to train examiners to become more familiar with the nature of these investigations.

Some examiners have attended the advanced fraud investigation course at Fort McClellan to enhance their knowledge of the procedures employed in the functional areas of these investigations. Further, a block of instruction is now provided to familiarize agents with versatility and viability of polygraph use during such investigations.

Other Considerations

The complexity of economic crime cases mandates that examiners become familiar with all aspects of the investigation. This requires the case agent and the examiner to simultaneously review and discuss the investigation to formulate the test questions. This is important because failure to properly understand and weigh the facts in a case may cause inconclusive results. Often these investigations will involve more testable issues than can be resolved in a single polygraph test series. This requires the examiner to consolidate issues where practical, or to conduct multiple test series.

Also important and necessary is for the case agent and polygraph examiner to know the length of time the examinee has served with the current organization or with subsidiary elements of that organization. In some instances, the in-



Photo shows view an observer would have from the adjacent room, as seen through mirror/window.

dividual could have perpetuated frauds over an extensive period of time and this criminal activity may interfere with the testing process. If the examiner is aware of the individual's work history, he or she can better prepare for that examination.

Coordination between the examiner and case agent must also be maximized so that the examiner is able to discuss intelligently the case facts with the examinee during and subsequent to the examination. Often the examinee will provide information during the pre-instrument portion which was either previously unknown or which significantly alters the case facts. In these instances the examiner must have com-

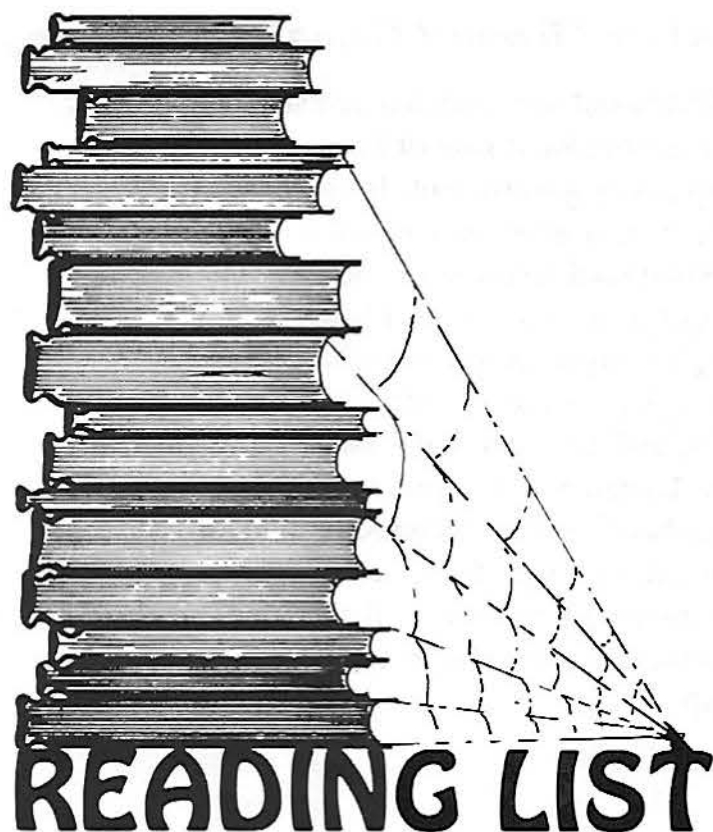
prehensive knowledge of the case to determine what the proper test questions should be and when to conduct an interrogation.

Although economic crime examinations require a somewhat different approach concerning the use of polygraph, it is here that the polygraph can, dollar for dollar, have the greatest impact on the investigations. Agents and examiners are encouraged to continuously interact to explore and expand areas where the use of polygraph is timely, cost productive and viable. The work hours saved, as well as the leads verified and the confessions obtained, from these examinations will certainly be an asset to an agency's investigative effort.



Chief Warrant Officer Richard E. Widup, Jr. was a Quality Control Review Officer, Polygraph Division, U.S. Army Crime Records Center, U.S. Army Criminal Investigation Command, Baltimore, MD at the time this article was written. He holds a bachelor's degree in criminal justice management and a master's degree in public administration.

Reading List



MILITARY POLICE often prints synopses of books that we believe to be of interest to the military police community that comprises our readership.

The Superintendent of Documents maintains an inventory of more than sixteen thousand books and currently fills approximately two million orders each year. An element of the U.S. Government Printing Office, the Superintendent of Documents has been the official sales agent for U.S. government publications since 1895.

Payment must accompany orders and may be in the form of a check, money order, VISA or MasterCard (furnish expiration date). Ensure that the stock number and title are included with your order and then send to:

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402.

A free catalog of books and other items available can be obtained by sending a request to Free Catalog, Box 37000, Washington, D.C. 20013.

Significant Incidents of Political Violence Against Americans

Published by the Bureau of Diplomatic Security's Threat Analysis Division, this book provides a comprehensive picture of the broad spectrum of political violence that Americans encountered abroad during 1988.

In addition to examining recorded terrorism-related deaths, assassinations, and attempted assassinations of Americans, this study also includes nonlethal bombings, attempted bombings, demonstrations, and other actions that the division's analysis felt were noteworthy. A section is also devoted to the status of Americans being held hostage. SN: 004-000-02259-1; 48 pp; \$2.50.

Toward a Drug-Free America

Putting an end to illegal drug use has been a high priority since the earliest days of the Reagan administration and continues in the Bush administration. The pace of progress toward the goal of a drug-free America steadily increased.

The vision of a future without drug abuse is not some naive or utopian hope for the years ahead, but a challenge to government and citizen alike to overcome the drug problem that so severely threatens our nation. The challenge brings into sharp focus the awful truth: illegal drugs and the tragic consequences of drug abuse have reached every community.

Drugs have touched every American family—either directly or through association with colleagues, friends, neighbors and relatives. Drugs threaten our society as surely as has any enemy abroad in the past. Drug use jeopardizes America's strength at home and abroad: it undermines the achievements of past generations, and threatens our future. SN: 027-000-01314-7; 68 pp; \$3.25.

Postwar Indochina: Old Enemies and New Allies

Dramatic changes have taken place in relations among Vietnam, Cambodia and Laos since the communist seizure of power in 1975. Vietnam smoothly confirmed its role as master over its apprentice revolutionaries in Laos, the Pathet Lao; but Vietnam's revolutionary partners in Cambodia, the Khmer Rouge, turned hostile.

Sharing the traditional Cambodian fear of being swallowed by their bigger neighbor, the Khmer Rouge expressed their hostility with a series of anti-Vietnamese measures, including provocative attacks against Vietnamese territory. Vietnam was aroused by these threats to its security and believed that the Khmer Rouge were being manipulated by China.

In December 1979 Vietnam invaded Cambodia, overthrowing Pol Pot and establishing a puppet regime in Phnom Penh. In retaliation, in February 1980 China initiated a military incursion into Vietnam aimed at teaching Vietnam a lesson. SN: 044-000-02225-7; 316 pp; \$9.00.

Panama — A Country Study

This study is a compact and objective treatment of the dominant social, political, economic and military systems of contemporary Panama. It examines the interrelationships of those systems and the way they are shaped by cultural factors.

Particular attention is devoted to the people who make up the society, their origins, dominant beliefs and values, their common interests and the issues on which they are divided, and their involvement with national institutions. It also discusses their attitudes toward each other and toward their social and political order. SN: 008-020-01170-3; 384 pp; \$17.00.

German Armored Traffic Control During the Russian Campaign

In World War II the German Army doctrine on march and traffic control was firmly established and set forth in a field manual. The manual treated the subject in the broadest terms and was supplemented from time to time by pamphlets based on more current wartime experience.

Although in the course of the war German armored and motorized infantry divisions frequently had to be employed as ordinary infantry divisions, the tactical examples described are not concerned with the standard infantry division or foot soldier as such. Instead this study confines itself to traffic control of armor and the armored division. SN: 008-029-00175-6; 52 pp; \$2.00.

Moral Obligation and the Military

Released by the National Defense University, this book contains a collection of thirteen papers on professional ethics and the military.

This book is divided into three parts: Part I, "Moral Integrity," examines military tactics and strategy and their connection to morality, the use of terror tactics to effect social or political change, and the concept of strategy and tactics from an amoral point of view.

Part II, "The Clash of Ethical Systems," includes essays on domestic law and terrorism, the Marxist-Leninist view of strategy and tactics, and the moral and religious bases of war and peace. Part III, "Military Appointments," addresses ethics in everyday practice as well as in exceptional situations.

This book also discusses such issues as torture, leadership and ethics, schisms in ethics education in service academies and other military schools, and other issues dealing with moral integrity. SN: 008-020-01134-7; 261 pp; \$9.50.

Terrorist Group Profiles

International terrorism has become an increasing challenge to the international rule of law and a major concern of the United States government. In order to combat terrorism effectively, it is necessary to know the enemy.

International terrorism is not a monolithic phenomenon. Terrorist groups differ significantly in terms of their aims, strategies, organization, capabilities, and a host of other attributes. They represent many disparate and often antagonistic causes, and they cover the ideological spectrum.

The United States represents a prime target for terrorist groups because of our commitment to political reform and constructive change. To terrorists, reform is anathema because it represents continuation of the system they abhor and coopts the revolution they hope to lead. SN: 008-000-00512-5; 140 pp; \$8.00.

Legitimate Use of Military Force Against State-Sponsored International Terrorism

A military response has been a viable option for combating international terrorism in the past and will continue to be an option in the future. Possible military actions range from rescuing hostages to neutralizing terrorist camps and striking targets verified as the infrastructure for state-sponsored training and support complexes of terrorist groups.

The military response is part of a larger strategy that seeks to maximize the risk of punishment for terrorists and their sponsors while minimizing their potential rewards. In this context military action must be consistent with international law. If states decide that all means are justified, they will become indistinguishable from the evil they seek to undo. SN: 008-070-00631-6; 280 pp; \$10.00.

Reserve Component Training Packages

These training packages consist of lesson plans, instructor guides, student guides, programs of instruction and course management plans. They are taught by U.S. Army Reserve Schools from materials distributed by the Nonresident Training Division, Directorate of Training and Doctrine, the U.S. Army Military Police School (USAMPS), Fort McClellan, Alabama, AV 865-5744.

NUMBER	TITLE	DATE PUBLISHED
91-95B10-RC	Basic Military Police Course—Reserve Component	September 1989
830-95C20	Basic Corrections Course—Reserve Component	September 1988
191-95B/C/D30-RC	Military Police Basic Noncommissioned Officer Course—Reserve Component	October 1989
191-95B/C/D40-RC	Military Police Advanced Noncommissioned Officer Course—Reserve Component	September 1987
191-BR-31-RC	Military Police Officer Advanced Course—Reserve Component	March 1989

Soldier Training Publications

NUMBER	TITLE	DATE PUBLISHED
STP 19-95B1-SM	Military Police Soldier's Manual, Skill Level 1	March 11, 1986
STP 19-95B23-SM-TG	Military Police Soldier's Manual and Trainer's Guide, Skill Levels 2 and 3	March 11, 1986
STP 19-95B45-SM	Military Police Soldier's Manual, Skill Levels 4 and 5	March 11, 1986
STP 19-95B-JB	Military Police Job Book, Skill Levels 1 and 2	March 11, 1986
STP 19-95C2-SM	Corrections NCO Soldier's Manual, Skill Level 2	November 7, 1986
STP 19-95C35-SM-TG	Corrections NCO Soldier's Manual and Trainer's Guide, Skill Levels 3, 4, and 5	November 7, 1986
STP 19-95C-JB	Corrections NCO Job Book, Skill Levels 1 and 2	November 7, 1986
STP 19-95D15-SM-TG	Special Agent Soldier's Manual and Trainer's Guide, Skill Levels 1 through 5	November 7, 1986
STP 19-95D-JB	Special Agent Job Book, Skill Levels 1 and 2	November 7, 1986

Mission Training Plans

The ARTEPs (Army training and evaluation programs) listed have been converted to MTPs (mission training plans) and are available for field use. Units must use the Army's pinpoint distribution system to request this material. The procedures are outlined in DA Pamphlet 25-33, *The Standard Army Publication System (STARPUBS)*.

NUMBER	TITLE	DATE PUBLISHED
ARTEP 19-17-10-MTP	Division Military Police Platoon ARTEP Mission Training Plan	April 1987
ARTEP 19-17-30-MTP	Mission Training Plan for the Division Military Police Company, Provost Marshal Staff	October 1988
ARTEP 19-77-10-MTP	Mission Training Plan for the Corps Military Police Platoon	September 1987
ARTEP 19-77-30-MTP	Mission Training Plan for the Military Police Company (Combat Support)	February 1989
ARTEP 19-476-MTP	Mission Training Plan for the HHD, Military Police Battalion	March 1990

The following ARTEP mission training plans are under development:

NUMBER	TITLE
ARTEP 19-283-MTP	Military Police Detachment (Criminal Investigation Division-Division Support Element)
ARTEP 19-472-MTP	Headquarters, and Headquarters Company Military Police Brigade
ARTEP 19-698-10-MTP	Military Police Security Platoon
ARTEP 19-698-30-MTP	Military Police Security Company

Service School's Mission Is to Train for War

Command Sergeant Major Bill Waninger

The primary mission of USAMPS (U.S. Army Military Police School) is the same as every other service school—to train soldiers for war. The training strategy at USAMPS is and always will be to train military police soldiers, not just to survive, but to excel in combat on an increasingly complicated, highly technical, lethal and contaminated battlefield and to make sure the enemy does not survive.

I often receive feedback from the CIDC (Criminal Investigation Division Command) agent graduates of the basic and advanced noncommissioned officers' courses objecting to the combat training they receive during the first eleven weeks of the course. Many agents feel this training is strictly oriented towards soldiers in the military police job specialty and is not relevant to their own specialties.

Being in a small corps with a huge combat support mission, all military police soldiers must be trained, flexible and innovative in order to accomplish that mission. Although each job specialty does have specific law-enforcement duties during the AirLand Battle, each military police soldier, regardless of the duty position or job, must be competent in basic and advanced tactical skills to accomplish the basic combat soldier mission. This will be especially true during the initial phases of the conflict. One of the facts of combat is that there are never enough troops to cover all actions, and nothing goes according to plan.

Another fact is that the enemy automatically considers all members of the forces as combat troops. Since its mission is to destroy enemy troops as quickly as possible, facing a 95B, C or D means little to enemy infantry on the attack. This is where combat training, flexibility and innovation carry the day.

It is conceivable that a CIDC team may be laying a minefield, while a military police patrol performs a reconnaissance mission and a confinement team sets up an ambush.

If you think this is farfetched, read up on the World War II Battle of the Bulge, the Tet offensive or the battle for Saigon in Vietnam. Talk to World War II or Vietnam veterans. Especially in World War II, soldiers who considered themselves rear-echelon troops found themselves facing battle-hardened enemy combat troops intent on destroying them. A lot of those soldiers died. History shows us that a badge, brassard or a Folger Adams key has little effect on the perceptions of enemy soldiers.

We all depend on each other for our lives and eventual victory. With luck, war may never come to us again, but if it does, no military police soldier should ever have to tell any soldier needing assistance in combat, "I don't know how to do that; we didn't cover it in school."

It is our responsibility as trainers to ensure that each soldier can perform proficiently in his or her role when called upon.

The attitude our agents have toward combat training has a direct relation to how well our agents do in the basic and advanced courses and how much they retain after graduation. It also contributes directly to the attitudes of soldiers entering the courses after talking to these recent graduates.

Training must be understood and it must be supported. When the real thing comes along there will be no time for training. (*Shield, Volume 12, Number 5, August 1989*)



Command Sergeant Major Waninger was assigned to Headquarters, U.S. Army Criminal Investigation Command, Falls Church, VA at the time this article was written.



New MOUT Training Course

Military police soldiers are now able to practice city fighting tactics at Fort McClellan's new \$2.5 million MOUT (military operations on urban terrain) training course.

Construction began in May and ended in September 1989. The training course, designed to resemble a European town, replaces the old MOUT course located behind the fort's drill sergeants school.

The new training course offers many improvements. It is a company-size complex consisting of seventeen intact or rubble concrete block buildings instead of only the three wooden buildings at the old course. The buildings have up to three stories with flat or sloped roofs and contain special features such as mouse holes, loop holes, reinforced window ledges for rappel anchor points, stairs and attics.

The new buildings have partial basements, an obstacle missing from the old course. The new course also has a 700-yard underground drainage tunnel



Clearing a sewer system. (U.S. Army photo by Manny Herrera)

complete with street sewer plates, connected to a building. During training soldiers must secure this sewer system.

The new course will be used primarily by military police soldiers in training on how to enter an enemy-run city

and clear specific points or buildings within it. The surrounding area supports unit raid operations, movement to contact operations, offensive or defensive operations and hasty or deliberate attacks in and around an urbanized area.

Training is conducted with platoon-size elements. The elements are broken down into four squad elements. One cadre instructor is assigned as a squad leader for each squad for the duration of training.

Each squad rotates (round robins) through eight MOUT stations. The stations are as follows:

- Station 1.* Clear floor to floor.
- Station 2.* Clear room to room.
- Station 3.* Use grappling hook and rope.
- Station 4.* Perform lift techniques.
- Station 5.* Perform subterranean movement.
- Station 6.* Perform movement techniques during MOUT.
- Station 7.* Prepare positions for individual- and crew-served weapons.
- Station 8.* Perform movement techniques.



Clearing from one floor to another by way of stairway during floor-to-floor techniques. (U.S. Army photo by Manny Herrera)

During a daylight exercise platoon elements are given a task to defend certain buildings and a task to assault or clear an urban town section. A night exercise is being considered for future training. The multiple integrated laser engagement system (MILES), blank ammunition (5.56mm and 7.62mm), hand-held flares and various pyrotechnics are used to enhance training.

The site is equipped with a 2-way intercom system with speakers located throughout the "city." This enables the instructors to maintain better communications with the range office and personnel.

(U.S. Army photo by Manny Herrera)



Clearing a room during room-to-room techniques.

Didn't They Teach You That in MP School?

Sergeant First Class Jerry O. Moody

On numerous occasions around the world soldiers ask the question, "Didn't they teach you that in MP School?" For example, a recent graduate reporting to a new assignment directly from USAMPS is given a task to perform. The supervisor is sure the task must be included in the USAMPS curriculum.

To everyone's amazement, however, the supervisor finds that the new assignee has no earthly idea what the supervisor is talking about. Insight into the USAMPS training development process would be helpful to explain what tasks are taught and why.

Input from the field describing their needs is an important consideration at USAMPS when making a decision as to what to teach military police at all skill levels. This input helps the School determine if it should create new tasks or if it should strengthen instruction in certain areas.

The DOES (Directorate of Evaluation and Standardization) receives this information for USAMPS. Recently, however, DOES was asked for information to determine what USAMPS might include in a new program that Headquarters, U.S. Army Training and Doctrine Command directed the school to implement. Unfortunately, the School doesn't receive an overwhelming amount of feedback from the field. DOES had very little information they could provide.

The most current military police skill level 1 soldier's manual is dated March 1986. This is the one that you should be using in your unit. Many people think that if the task is in the soldier's manual and the School is the proponent for the manual, then the School must teach the task. Therefore, soldiers should know it or they couldn't possibly graduate. Right? Wrong.

A new critical task list was compiled in 1989 and is pending approval by USAMPS for instruction. It will also be included in the next military police skill level 1 soldier's manual scheduled for fielding in June 1990. With projections needed so far in advance to get into the next soldier's manual, you can conclude that by the time it is out, USAMPS will teach tasks never mentioned in the new soldier's manual.

In 1988 the School instructed 81 percent of military police soldier's manual skill level 1 tasks. In April 1989 the School was down to 71 percent, but was instructing 89 percent of its new critical task list. This change occurred because some soldier's manual tasks were either dropped from the critical task list or changed to a higher skill level.

Changing and upgrading training to meet needs and requirements is a fast-moving train at USAMPS; however, the process to get a soldier's manual published takes four years or longer. So as the School's role in the Army changes, it must change the training even if that means leaving the soldier training publications behind.

This does not solve your problem dealing with what is and is not taught, but USAMPS will keep a current list of tasks taught. Commanders may request this list from Commandant, USAMPS, ATTN: DBMPT (Course Manager), Fort McClellan, Alabama, 36205, AV 865-3262.



Sergeant First Class Jerry O. Moody was assigned as Program of Instruction Manager, Individual Training Course Development Division, USAMPS, Fort McClellan, Alabama at the time this article was written.

HEADS UP, NONCOMMISSIONED OFFICERS!

Many of you may have read or heard about the proposed self-development test currently being developed to replace the skill qualification test.

While it is still only in the development stages, it looks like a sure thing. Although Training and Doctrine Command hasn't yet told the service schools how the test will be constructed or scored, current plans call for test sections on leadership, training and maintenance.

These questions will probably be developed by agencies other than USAMPS and will be common to all career fields. The answers to most of the questions will probably not come out of soldier's manuals, but will come out of

references such as field manuals and Army regulations.

At the least, unit training NCOs should have copies of FM 25-100, *Training the Force*, and the leadership manuals on hand. Much of the information necessary in these areas was probably taught in the basic or advanced NCO courses. Careful review of notes taken during these courses and reading the required references will be essential to get ready for a big change in upcoming tests.

Additional information will be provided as it becomes available.

Leader Development Task Force

In a move that will affect the Army and Noncommissioned Officer Corps well into the twenty-first century, Army Chief of Staff General Carl E. Vuono approved eighteen recommendations of the NCO Leader Development Task Force.

The task force reaffirmed that the Army has an NCO corps that is intelligent, proficient and filled with pride and *esprit de corps*.

The changes they recommended, therefore, were not revolutionary in the sense that the system was broken; instead the changes were recommended to make a strong NCO corps even stronger.

Among the proposals the task force recommended General Vuono approved the establishment of a set of skills, knowledge and attitudes for each NCO grade; changes in the times NCOs attend NCOES (Noncommissioned Officer Education System) training and functional courses; improvements in the NCO Development Program, Individual Training Evaluation Program; the establishment of a tenth-grade reading level as a standard for NCOs; and the publication of a professional journal for NCOs.



This was NCOs looking at their own system. They looked at institutional training and unit training to see how it could be improved, indicating that the process will change when change is needed.

The task force included fourteen senior NCOs, three officers and civilians from the Sergeants Major Academy, the Army's Logistics Center, the Total Army Personnel Command, the Soldier Support Center, the Reserve Components, the Health Services Command, and the Training and Doctrine Command.

The mission specified in the task force charter was to develop a strategy and action plan for improving the Army's NCO leader development system, which ensures the continued professional growth of the NCO Corps.

The task force reviewed current and evolving doctrine and previous studies, they conducted individual and group surveys in the field and they obtained input from both the senior advisory group and agencies responsible for NCO leadership development.

From these sources they examined issues in terms of institutional training, operational assignments, self-development, and support systems to determine the degree to which they supported or inhibited NCO leader development.

Leader Competency and Skill

The group found that the nine leader competencies in FM 22-100, *Military Leadership*, provide the framework for leader development and assessment. These are communication, supervision,

teaching and counseling, soldier-team development, technical and tactical proficiency, decision-making, planning, use of available systems, and professional ethics.

Using common leader training taught in NCOES, training doctrine contained in FM 25-100, *Training the Force*, leadership doctrine in the FM 22-series, and warfighting doctrine in FM 100-5, *Operations*, the task force compiled lists of specific skills for each of the leader competencies at each NCO grade level.

At the staff sergeant level, for example, an NCO must demonstrate his or her competency in soldier-team development by developing squad or section cohesion, fostering loyalty and commitment, building morale and confidence, instilling discipline, taking care of subordinates, leading squads and sections in physical training, and developing and mentoring subordinates.

To perform each designated skill the NCO must have the knowledge to support it. Again the knowledge requirements grow with rank responsibility. In support of developing squad cohesion, for example, the NCO should be familiar with the concepts of team-building found in FM 22-102, *Soldier-Team Development*.

To develop the skills, knowledge and attitudes the task force outlined in its report, the study concluded that evolutionary adjustments to NCOES, unit training and self-development programs are needed in the current NCO leader development system.

Recommendations

Other recommendations made in the task force report include the following:

- Completing the alignment of NCOES and unit leadership levels in both the active and reserve components. The Primary Leadership Development Course would train junior leaders to become sergeants; the Basic NCO Course, staff sergeants; the Advanced NCO Course, sergeants first class; and the Sergeants Major Course, sergeants major.

- Combining the operations and intelligence course and the personnel and logistics course into a battle-staff NCO course.

- Increasing the course load at the Sergeants Major Academy in an attempt to provide training in the First Sergeants Course to all newly assigned first sergeants.

- Making common-task testing progressive by grade level. Sergeants first class currently take the same test as privates, with no differentiation as to duties and responsibilities at higher leadership levels. The task force recommended that NCOs test on common tasks at their appropriate skill level.

- Establishing clear guidelines for obtaining self-development goals.

- Starting a progressive set of leadership courses for independent study.

- Publishing a document on leader development that provides a clear road map for professional growth.

Despite the number of recommendations made by the task force and verified by the field, today's NCO Corps is the best-trained and best-educated the U.S. Army ever fielded. The changes involving NCO leader development over recent years have created an NCO Corps that is strong and getting stronger. (*Army News Service*)

BNCOC Requirement for Promotion

Beginning with the October 1990 selection board, most soldiers must graduate from BNCOC (Basic Non-commissioned Officer Course) to be eligible for promotion to sergeant first

class or attendance at the Advanced Noncommissioned Officer Course.

Soldiers who still need BNCOC will get to attend by October 1990. However, updating graduates' records will be

tougher. Total Army Personnel Command now annotates soldiers' records as they complete BNCOC, but many files do not reflect BNCOC for soldiers who completed the course earlier.

Leadership Course Promotion Requirement

Soldiers must have a PLDC (Primary Leadership Development Course) diploma in their pocket before they pin sergeants' stripes on their sleeves during fiscal year 90.

The PLDC rule, part of the Army's effort to link schooling to advancement, will likely highlight an otherwise stable year of promotions to sergeant and staff sergeant according to Army personnel officials.

40,000 Promotions

Promotion levels during fiscal year 1989 should continue through 1990, but without the month-to-month ups and downs of recent years. The Army will promote more than 40,000 soldiers to sergeant and staff sergeant during fiscal year 1990, about 3,000 fewer than during 1989. However, about 1,700 sergeant promotions originally programmed for 1990 were moved up into 1989, accounting for most of the difference.

The promotion totals fell slightly in October and will stay at that level for the rest of the fiscal year. Compared to fourth quarter 1989, promotions for the first quarter of this year will seem to drop. However, there will actually be more than the Army had during this same time last year, and they should stay pretty constant.

Once the PLDC requirement took effect October 1, 1989, corporals and specialists had to graduate from the first-level noncommissioned officer education system school before becoming sergeants. Despite the Army's initial concerns about making enough PLDC classroom seats available to promote deserving soldiers, the transition to the new policy should be a smooth one.

When the cutoff scores are announced, personnel offices will check to see if the soldiers meeting the cutoff have graduated from PLDC. If they have not, they will not be promoted until they do.

Commanders may continue to recommend soldiers who have not completed the course for promotion. While waiting to attend PLDC, soldiers will continue to compete for promotion based on announced monthly cutoff scores. If they meet the cutoff score for their specialty before they graduate from PLDC, the promotion will be held until they complete the course.

The soldiers' date of rank would then be the first day of the month after they graduate from the course. There will be no back-dating of rank or back pay because they did not meet the requirement for promotion until graduation from PLDC.

Few promotions will be delayed pending PLDC graduation because 50,000 soldiers complete the course annually. Promotions to sergeant have averaged about 31,000 annually since 1984; 28,561 new sergeants are projected for 1990.

Commanders should monitor monthly cutoff scores and send people to PLDC who have the best chance of qualifying for promotion soon. If they do that, few promotions will be delayed.

Waivers

The Total Army Personnel Command may waive the PLDC requirement for individual soldiers at the request of their commanders, but few waivers should be requested.

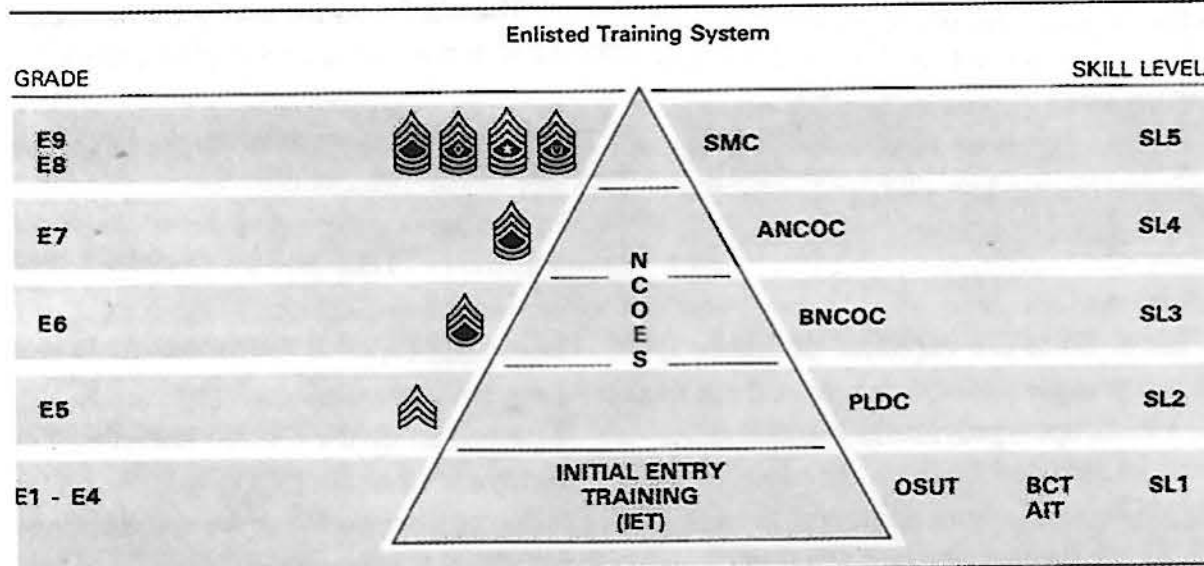
There are situations that place soldiers in a temporary state of ineligibility to attend PLDC—extended medical profiles, for example. But the Army only wants waivers to be requested when it's justified by extreme situations—when soldiers, through no fault of their own, just can't go to the school.

Merit Promotions

In addition, merit promotions to sergeant and staff sergeant, begun in 1989, are here to stay. Merit promotions are awarded to the top promotion-point scorers in specialties without promotions for extended periods.

The number of merit promotions awarded depends on the number of soldiers on the recommended list for the specialty and on the number of months since the last soldier was promoted in that field.

The Army has averaged about fifteen merit promotions each month since the program started, and there are not many specialties waiting for promotions for extended periods. (*Army News Service*)



Evolution of the Military Qualification Standards Program

Ron Powell

What is the military qualification standards program? Many have heard the name or the acronym MQS, but few seem to truly understand exactly what the program is, how it works, or what it is designed to do. This article will attempt to answer all of these questions—and more.

To fully appreciate the MQS system you should understand its origin, its current status, and its future.

The MQS program was a direct result of the RETO (review of education and training for officers) study. The study was conducted in 1977 and 1978 at the direction of the Chief of Staff of the Army. The purpose of the study was to conduct an in-depth review of the Army's policies pertaining to officer education and training.

The final report of the RETO study was published in 1979 in a five-volume document that proposed in excess of 380 modifications to existing officer training philosophies. One of the major recommendations of the study was the establishment of the MQS program.

The MQS manuals will be an unambiguous guide for officer professional development and training. The MQS philosophy supports the notion that professional development is a shared responsibility: individual officers are ultimately responsible for their own professional development; the Army service school system is responsible for clearly articulating the requirements; and commanders are responsible for creating an environment conducive to learning.

Additionally, the commanders have an inherent responsibility to serve as coaches, trainers, and counselors for their subordinates.

Precommissioning Level

The original RETO study recommendation called for three levels of MQS. Level I, the precommissioning program, covers the period prior to commissioning and serves as the base curriculum

for all commissioning sources—officer candidate schools, Reserve Officer Training Corps, and each of the state National Guard academies.

MQS I is comprised entirely of subjects that address basic soldiering skills, leadership, and a compilation of subjects commonly referred to as officership. MQS I is written in a generic, branch immaterial format, and serves as the foundation for follow-up training conducted at branch schools.

Successful completion of MQS I culminates in an officer being commissioned. MQS I was initially published and fielded in the precommissioning sources in 1984.

Lieutenant Level

Level II, the lieutenants' phase, begins with the officer basic course. Branch-specific training is first introduced at the MQS II level. MQS II builds upon the skills and knowledge learned during MQS I and further prepares junior officers for their first assignment.

The MQS II manual is a two-part program: It consists of a branch manual that articulates branch-specific requirements (written in task, condition, and standard format) and a common manual (written in the same format) that addresses those requirements common to all lieutenants regardless of branch.

The MQS II program is designed to provide the newly commissioned officer with the requisite skills, knowledge, and attitudes required during his or her tenure as a lieutenant. MQS II manuals for each branch were published and distributed during late 1986 and early 1987.

Captain Level

Level III is the captains' component of the program. MQS III, as did MQS II, builds upon previously learned skills and knowledge gained through both MQS I and II. It is designed to cover the fourth through the tenth year of com-

missioned service and to prepare the individual officer for increased responsibility and more complex duties. Each level of the MQS program was designed by branch proponents to satisfy the needs of both the active and reserve components.

MQS III manuals are currently under development and should be fielded in the near future; however, as you will see later, their design may differ slightly in form from that of their predecessors.

Professional Development

The preceding describes the goal and philosophy as espoused in the original RETO study that serves as the foundation for all that has followed. The next significant action affecting the MQS program was the PDOS (professional development of officers study), which was conducted in 1983 and 1984. This study was also chartered by the Chief of Staff of the Army and its primary function was to provide a system of checks and balances for the initiatives borne out of the RETO study recommendations.

Of those recommendations approved and implemented, were they serving their intended purpose; of those approved and still under development, were the programs and products still viable? While reviewing the recommendations pertaining to the MQS program, the PDOS fully supported the concept of being a soldier's manual for officers.

The study additionally recommended to the Army leadership that the MQS program be expanded to levels IV and V to accommodate field-grade officer needs for professional development.

The next major event that occurred was the LDS (leader development study) conducted in 1987 and 1988 by the Command and General Staff College at Fort Leavenworth, Kansas. This study was singled out by the Chief of Staff of the Army as "the most important action the Army is working" in his remarks to major field commanders.

The LDS was primarily focused on the methods used throughout the Army to develop leaders at all levels. Several recommendations were provided to the Army leadership concerning leader development; however, the significance of the MQS program was reinforced by then Commander, Command and General Staff College, Major General Sullivan's proposal to use the MQS system as the vehicle to implement the recommendations resulting from his study group.

Some ten years after the original RETO study, Army leadership reaffirmed its commitment to provide its officer corps with an individual professional development program that will support both personal and professional growth.

In March 1989 the Center for Army Leadership at Fort Leavenworth proposed reducing the number of manuals required to support the complete MQS system from five to three. This proposal has been approved. It combines the previous MQS II and MQS III into a single company-grade officer's manual. Additionally, MQS IV and MQS V will be combined into a single field-grade officer's manual. MQS I, the precommissioning program, remains unchanged.

In summary, the military qualification standards program may have changed in format and scope over the past few years, but the goal and philosophy behind the program have remained steadfast and true.

Professional development and leader development responsibilities must be shared and supported at all levels if we are to field a technically and tactically competent fighting force capable of executing AirLand Battle doctrine on the battlefield of the future.



Ron Powell was assigned to the Officer Training Branch, Directorate of Training and Doctrine, U.S. Army Military Police School, Fort McClellan, AL at the time this article was written.

Manpower Personnel Integration (MANPRINT) Training

The current MANPRINT (manpower personnel integration) staff officer course (MSOC) and MANPRINT senior training course (MSTC) have openings for students. Their purpose is to train military and civilian personnel to integrate manpower, personnel, training, human-factors engineering, health hazards and system safety considerations throughout the materiel development and acquisition process.

Participants are recruited from AMC (Army Materiel Command), TRADOC (U.S. Army Training and Doctrine Command), other services and industry.

The MSOC is a three-week course conducted at Fort Belvoir, Virginia. It is designed for action officers who are active duty Army officers (03 and 04), warrant officers (CW2 through CW4), noncommissioned officers (E7 through E9), civilians (GS-09 through GS-12) or industry representatives.

Typical attendees are assigned to or on orders to combat development, training development, materiel development, or materiel acquisition staff positions or industrial assignments in a MANPRINT functional area.

The MSOC schedule for 1990 is as follows:

22 Jan 90 to 9 Feb 90,
5 Mar 90 to 23 Mar 90,
2 Apr 90 to 20 Apr 90,
30 Apr 90 to 18 May 90,
4 Jun 90 to 22 Jun 90,

9 Jul 90 to 27 Jul 90,
6 Aug 90 to 24 Aug 90,
10 Sep 90 to 28 Sep 90.

The MSTC is a one-week course for individuals who manage the acquisition process. It is designed for TRADOC and AMC senior leadership, senior managers of industry, active Army officers (04 through 06) and civilians (GS-13 through GM-15) assigned to a combat development, training development, or materiel development positions.

The MSTC schedule and location for 1990 is as follows:

9 Jan 90 to 11 Jan 90 at Fort Belvoir, Virginia;
12 Feb 90 to 16 Feb 90 at Fort Leonard Wood, Missouri;
19 Mar 90 to 23 Mar 90 at Picatinny Arsenal, New Jersey;
16 Apr 90 to 20 Apr 90 at Fort Huachuca, Arizona;
14 May 90 to 18 May 90 at Fort Monmouth, New Jersey;
18 Jun 90 to 22 Jun 90 at Fort Lee, Virginia;
23 Jul 90 to 27 Jul 90 at Natick, Massachusetts;
20 Aug 90 to 24 Aug 90 at Aberdeen Proving Ground, Maryland; and
24 Sep 90 to 28 Sep 90 at Warren, Michigan.

For additional information contact the MANPRINT Training Office at the U.S. Army Soldier Support Center, National Capital Region, 200 Stovall Street, Alexandria, VA 22332. Telephone numbers are AUTOVON 221-3707/3709 or commercial (202) 325-3707/3709.

Answers to Career Questions for Captains

Promotion to captain marks the end of roughly four years of an Army officer's branch development as a lieutenant and the beginning of a new phase of career growth, including advanced course attendance, command opportunities, and functional area selection.

Congressionally mandated budget and workforce level reductions are prompting concerns about career opportunities among company-grade officers, according to U.S. Total Army Personnel Command officer managers.

The following questions were asked of BG Gerald H. Putman, director of the Officer Personnel Management Directorate at the personnel command. General Putman has traveled extensively and spoken with officers in every corps and division in the Army. These commonly asked questions from the field concern officer selections for promotion, schooling and officer professional development issues.

Q. After graduation from the advanced course where should I expect to be assigned?

A. Normally upon advanced course competition officers are assigned to troops so they can get the opportunity to command. This may vary depending on whether the officers have commanded before and what those opportunities are for their specific branch.

However, I think it is important that young captains realize their performance as a company commander is considered the most important measure of their potential.

Q. What is a functional area?

A. A functional area is a grouping by career field, other than basic branch, that an officer is awarded. This designation represents field of expertise that usually requires education, training, and experience. An officer can expect to serve almost a third of his or her career working in their functional area.

Q. When should I expect to get my functional area designation?

A. Officers will receive a preference statement at about their fifth year of service. The preference statement, undergraduate discipline, grade-point average and manner of performance are the most heavily weighed variables in the selection process.

It is important that officers review DA Pamphlet 600-3, *Commissioned Officer Professional Development and Utilization*, before submitting preferences for a functional area. Not all officers will be required to have a functional area; officers should check with their career managers.

Q. What should I do if I want to branch transfer?

A. The first step in this process is to call the career manager or branch representative of the branch you want to transfer into. The ideal time to request a branch transfer is after thirty-six months of active duty.

However, a number of factors will impact on this decision. First, if you are currently in an understrength branch and have no specific skills or education that support your request, it is unlikely that you will be transferred. However, if you are in a balanced branch and want to transfer, then your skills, experience and education will be important factors.

The losing branch also has a vote in your release. The needs of the Army, will of course, be the deciding factor.

Q. If I am a reserve officer, when can I expect to be integrated into the active Army?

A. Since the enactment of the Defense Officer Professional Management Act this process has undergone dramatic changes. During the seventh year of service reserve officers are considered for voluntary indefinite status; if selected, they remain on active duty until promoted to major, at which time they are integrated into the active Army.

Q. What is CVI and VI status, and do I need to apply?

A. Normally, during an OTRA (other than Regular Army) officers' first tour of duty, and at the same time they are considered for promotion to captain, they are considered for conditional voluntary indefinite status. OTRA officers are then to submit applications for voluntary indefinite status following their eighty-first month of active federal commissioned service unless active integration has occurred prior to that point.

Q. When should I begin to prepare for CAS³?

A. When officers complete their advanced course, they will receive phase I of CAS³ (Combined Arms and Service Staff School). This 140-hour correspondence phase must be completed prior to attending the 9-week resident course at Fort Leavenworth, Kansas.

It is the individual officer's responsibility to complete phase I as early as possible. Resident-phase attendance at CAS³ is scheduled for officers by their field command before their ninth year of active federal commissioned service.

Q. How does an officer resign his or her commission?

A. A reserve officer may volunteer to leave active-duty after his or her active duty service obligation is completed. The officer will normally retain a reserve commission through the remainder of their eight-year service obligation.

Even if officers have CVI or VI status they may still request release from active duty; however, this release may not always be automatic. Officers with a Regular Army commission may also resign their commission once they have completed their initial active duty service obligation.

If officers have incurred an additional active duty service obligation as a result of either schooling or reassignment, their release from active duty must be reviewed on an individual basis.

We are in a time when budget constraints and workforce levels are being evaluated by congressional committees and the Army's junior officers are faced with serious decisions affecting their careers. With a better understanding of officer personnel policies and programs, officers can make quality decisions about their careers. (*Army News Service*)

Lieutenant's Assignment Book

What patch do I wear? Who meets me at the airport? What additional duties can I expect? What kind of housing is available? These are the typical questions of lieutenants *en route* to their first duty station.

Now lieutenants heading for their first duty position have a means to learn what is in store for them at their gaining unit. It is part of a lieutenant networking plan called the *Lieutenants' Assignment Book*. The book is designed to answer those first assignment questions typically posed by new officers; it is written by lieutenants for lieutenants.

The book was created from information from approximately forty lieu-

tenants. It continues to grow based on new input from recent basic course graduates. Officers may submit information in any format. The only request is that the information be candid and directed toward the newly arrived officer.

The book is available to all lieutenants at a basic course. Additionally, officers providing input for the book will receive their own copy for future personal reference.

Lieutenants interested in providing information to the book should write to Commander, PERSCOM, ATTN: TAPC-OPF-L, 200 Stovall Street, Alexandria, VA 22332-0415.

Graduate Education Opportunity at West Point

The Department of Social Sciences at the United States Military Academy West Point, New York is looking for highly qualified company-grade Reserve Officer Training Corps or Officer Candidate School officers from basic year groups 1982 to 1989 who are interested in civilian graduate study followed by a teaching assignment at West Point.

The department educates cadets in the academic disciplines of political science (American and international), economics and management. The department's selection process is competitive and requires officers to express their interest early—it is never too early to begin the application process.

Under consideration now are applica-

tions from officers who might be available to start graduate study in the summer of 1991 or later. Officers available must complete their applications, including graduate record examination or graduate management aptitude test scores.

Selection criteria include branch qualification before beginning graduate school, demonstration of strong long-term military potential and undergraduate or graduate records that indicate the ability to gain admission and to successfully complete graduate study at a top American university.

For more information write the United States Military Academy, ATTN: Department of Social Sciences, West Point, NY 10996.

Update on CAS³ Requirements

Year group 81 officers who have not yet completed the 9-week phase II of the Combined Arms and Services Staff School (CAS³) at Fort Leavenworth, Kansas must do so by the end of FY 90. Failure to attend may jeopardize promotion and staff college selection.

Fiscal year 90 classes are also open to captains in year groups 82 and later who have completed the advanced course and phase I. For report dates refer to the Army training requirement and resource system (ATRRS) computer network, or call the CAS³ operations office at AUTOVON 552-2113/2602.

Other questions can be directed to the senior military police representative on the CAS³ faculty, AUTOVON 552-5611, extension 176.

Captains must report to the Fort Leavenworth billeting office in Hoge Barracks by 1200 on their report date, one day before the class start date. Captains must bring a copy of their CAS³ phase I completion certificate.

The School of Corresponding Studies (SOCS) no longer accepts hand-delivered phase I material for scoring. Captains reporting for phase II without a phase I completion certificate in their possession will not be enrolled.

The Combined Arms Center Commander and Command and General Staff College Commandant (CAC Cdr & CGSC Cmdt) has initiated two changes that impact on planning for CAS³ completion. First, enrollment in phase I is now automatic upon graduation from the advanced course. Captains have two years following advanced course graduation to complete phase I, the nonresident phase.

Second, CAS³ graduation is a prerequisite to enrolling in the CGSC nonresident course. Watch for these and other changes in DA Pam 600-3, *Commissioned Officer Professional Development and Utilization*, as a mandatory CAS³ attendance becomes institutionalized in the officer professional development and selection policies.

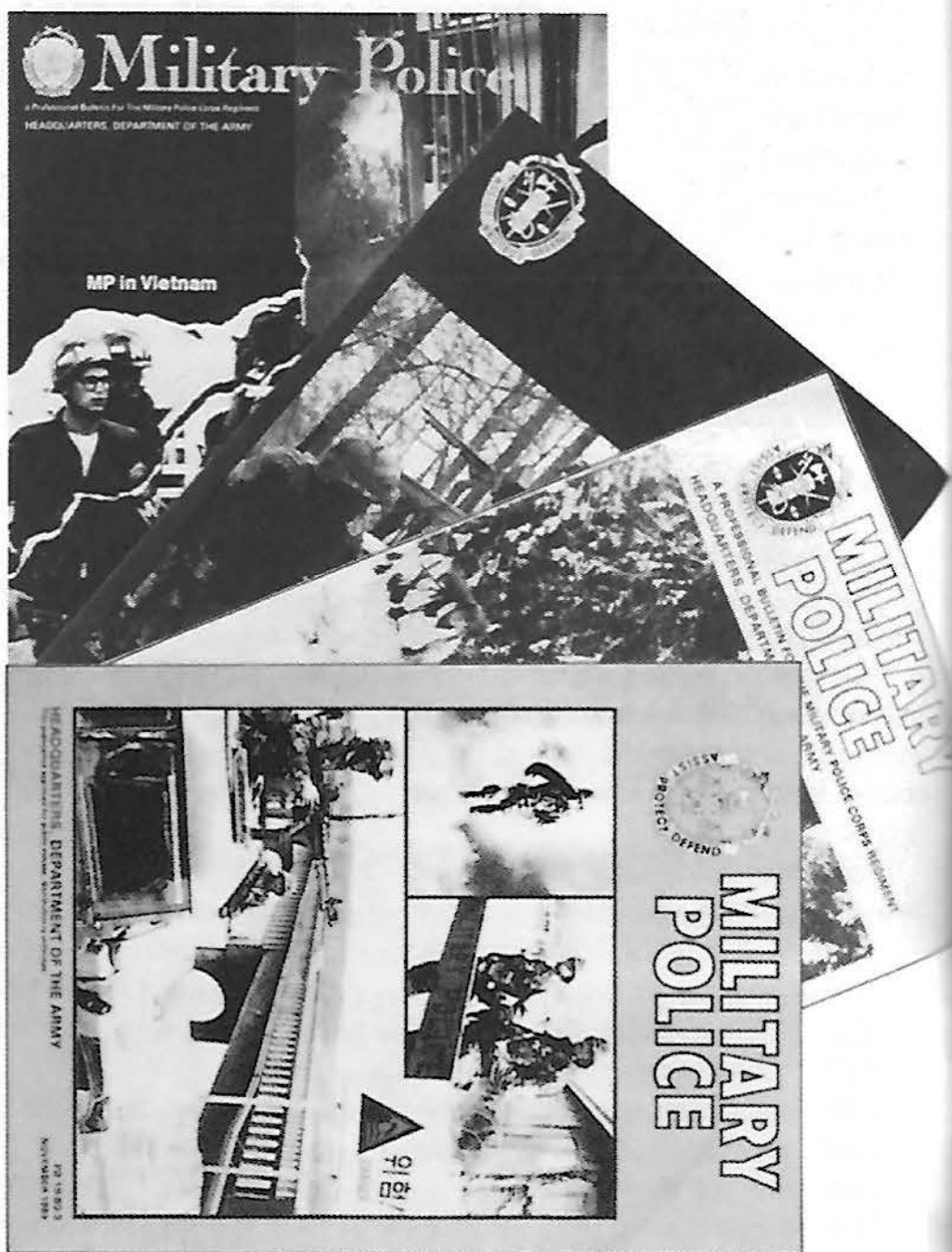
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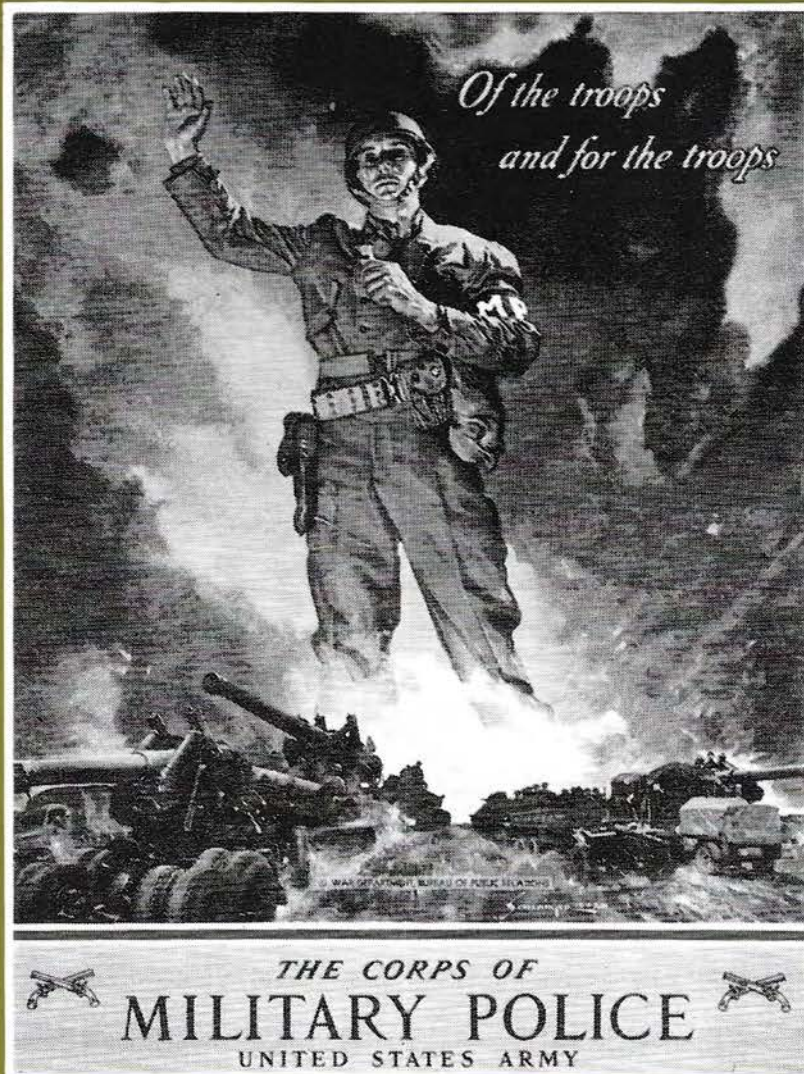
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As of 1 June 1990**

COMMANDER	CSM/SGM	UNIT	LOCATION
BG Richard J. Valante	CSM William McNaughton	43d MP Bde	Warwick, RI
BG Paul W. Husby	CSM Robert G. Rauscher	49th MP Bde	Alameda, CA
BG Gary J. Tellier	CSM Eugene R. Bowman	177th MP Bde	Detroit, MI
COL(P) George G. Kundahl	CSM Calvin A. Lightfoot	220th MP Bde	Gaithersburg, MD
BG Barton J. Gilbert	CSM Ralph M. Raetz	221st MP Bde	San Jose, CA
BG Stanley J. Haransky, Jr.	CSM Bryant J. Pegram	260th MP Bde	Washington, D.C.
BG James A. Pocock	CSM Carol R. Booth	300th MP PW Cmd	Inkster, MI
BG Joseph F. Conlon, III	CSM Bruce P. Jamison	800th MP Bde	Hempstead, NY
COL Theodore Morris	CSM Curtis Reed	8830th OSUT Bde, MP	Ft. George G. Meade, MD



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