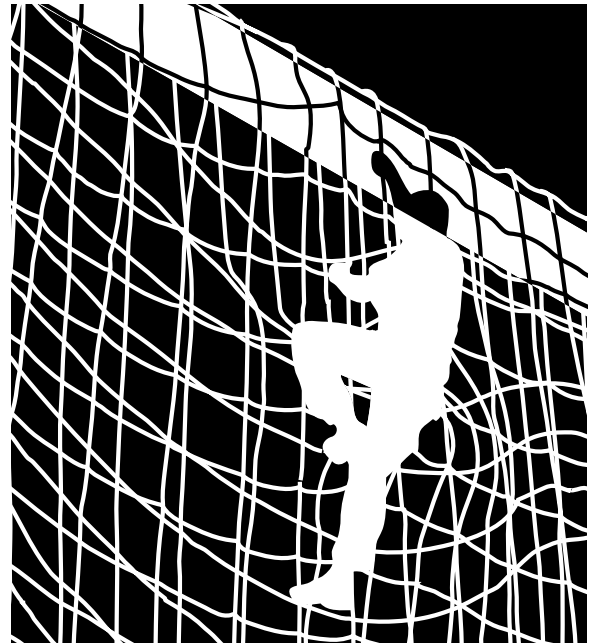


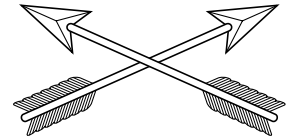
Special Warfare

The Professional Bulletin of the John F. Kennedy Special Warfare Center and School



Training
the Special
Operations
NCO

From the Commandant



Special Warfare

The overarching mission of the Special Warfare Center and School is to provide the doctrine, training, materiel and organization for special-operations forces. The most important ingredient in that whole process has always been, and will always be, the soldier we select and train to man the force. He symbolizes and embodies everything we stand for. He carries the heritage and legacy of the past, demonstrates our capability today, and holds our hope for the future. Selecting and training the right soldier requires a professional, dedicated and capable Special Forces NCO Corps. The NCO is the cornerstone to all our training efforts in the schoolhouse as well as in the operational units.

Special Forces Assessment and Selection is our selection process. It is a unique privilege afforded to us by the Army which gives us the prerogative of selecting those we consider to be the right men to wear the Green Beret. Our NCOs play a key role in this selection process. Their input is a necessary ingredient that ensures a quality soldier. NCOs must recognize the right skills, knowledge and attitude of a soldier in SFAS and know that each soldier can be influenced dramatically by proper NCO leadership and training. Since its inception two years ago, SFAS has had a direct impact on increasing the completion rate of the Special Forces Qualification Course. Special Forces NCOs have made the difference in SFAS because the emphasis has been on the product and not the process, which is basically a 21-day observation period.

When the soldier enters into Special Forces qualification training, it is again incumbent upon the NCO to provide the structure, guidance and atmosphere conducive to learning. Mere platform instruction and testing are not enough. NCOs must become mentors, advisers and role models to guide and motivate the student in order to maximize the value of training time. Although the Special Forces Qualification Course students are volunteers, many do not have a real understanding of Special Forces or special operations. Training-group NCOs play a critical role in shaping the attitudes and perceptions of students by offering professional advice and sharing their Special Forces experiences. The NCO instructor is the medium for relating operational experience to the material being taught and provides practical applications of current doctrine, tactics, techniques

and procedures. The instructor NCO is the initial link between the student and the operational unit to which he will one day be assigned. The NCOs must provide an accurate portrayal of the role of special operations in low-intensity conflict.

The special-operations soldier is not a finished product when he leaves the schoolhouse. Again, the burden falls to the experienced NCOs in the operational units to continue the education process.

The nature of special operations and our role in low-intensity conflict mean that our units are deployed right now in various places around the world. Because of our missions and the small size of our units, special-operations NCOs have to be depended upon to do the job on their own and do it right. They may be deployed on short notice and with little time to train before deployment. This calls for an NCO corps that is capable, motivated and conscientious in its pursuit of excellence, regardless of the environment. It calls for NCOs who have internalized SOF doctrine in our five basic missions, know their mission-essential task list and are capable of operating across the spectrum of conflict with little support or supervision.

NCOs are the most important asset we have — more important than hardware. Consequently, we must maintain and sustain a quality force. NCOs produce the product, and the product must be a quality one. We cannot mass produce special-operations forces, which is why the selection and training of the Special Forces soldier is critically important.

As an Army theme, "The NCO" has sought to emphasize the importance of the NCO to the Army. In the operational groups and at the Special Warfare Center and School, every year is the year of the NCO. They are truly the backbone of the force.

Brig. Gen. David J. Baratto

Commander & Commandant

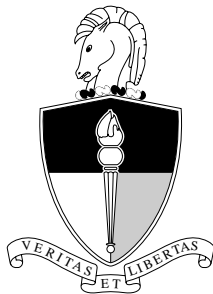
Brig. Gen. David J. Baratto

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Letters

Special Warfare

LIC study insightful

I would like to take this opportunity to compliment the authors of "Between Peace and War: Comprehending Low-Intensity Conflict." Their insightful study provides an outstanding basis for discussion among those of us concerned with the present and future challenges posed by low-intensity conflict. As a professor who is teaching and engaging in research related to low-intensity conflict, I must say that the article will be assigned reading in both my present and future seminars.

On a broader level, I would like to compliment your fine publication for providing a most meaningful vehicle by which both academics and practitioners can develop a greater appreciation of the complexities that surround special operations. Your bulletin does indeed enable us to have an outstanding way by which different views can be exchanged in an area which certainly will grow in significance in the years to come.

Stephen Sloan
Professor, Department of
Political Science
University of Oklahoma

Solving SF Branch problems

I read with great interest the article by Capt. Charles King on the SF Branch (Summer 1989). As one of those medical-corps officers not allowed to transfer to the branch, I have a few comments. Behind Infantry and Military Intelligence, the Army Medical Department has the third-largest number of SF-qualified (5G) officers. They are, for the most part, not continu-

ing players in SF, having reached higher rank or other interests.

We currently have a problem obtaining enough medical officers for SF. Many of them have encountered continuing obstacles to reaching, returning or continuing in SF. New medical officers to SF encounter AMEDD pressure to only stay one or two years and then continue their postgraduate medical education. Most of these never return. The one thing that SF always did to show that their medical officers were full players on the team, (making them attend) the "Q course," is no longer done. This was a powerful recruiting tool. This continual problem of junior physicians who do not stay and never return, combined with no training that would make them more likely to return, has dire consequences.

Capt. King's challenge to the other branches is at the crux of this problem. "What are the other branches ... doing to fulfill their obligations to support Army SOF?" My unofficial opinion concerning the AMEDD's answer is: nothing. The AMEDD has its hands full ensuring that medically competent physicians are sent to support the troops. This they will always do, but that is the limit of their support. Any training beyond medical competence and a very few basic soldier skills will not be provided due to preciousness of time to train physicians versus the demands of using a physician's time to provide patient care in an extremely busy health-care system.

This then leaves us in SF with militarily untrained physicians, no course to train them (a staff-officer course will not do — docs deploy), no way to track trained officers,

and no way to ensure their continued association and/or return to SF.

No one wants to see physicians come to SF, stay in various courses (airborne, flight surgeon, dive med., etc.) most of their time and then leave in two years when they are just finally getting up to speed. But it will continue like this unless thought is given to branch-qualifying some, thus giving them the skills, and encouraging their return, fully trained, for a later assignment as group surgeon.

Having gone through SF training and AMEDD officer basic and advanced courses, I can emphatically state that if we in SF do not train our medical officers, then they will not be trained for our needs.

Maj. Warner D. Farr, MC/SFS
AMEDD Student Detachment
Fort Sam Houston, Texas

(Under DA Pamphlet 600-3, Paragraph 18-3, officers who are accessed into the Special Forces Branch receive branch code "18" when they complete the Special Forces Qualification Course, according to Maj. Jan Murawsky, chief of SF proponenty in the SWCS Special Operations Proponenty Office. As far back as Dec. 9, 1987, however, an SWCS policy letter allowed officers assigned to the professional branches — JAG, Chaplain and Medical Corps — to attend the training without receiving the SF Tab.

Officers from professional and support branches who are necessary to support SF-group needs attend the Q-Course as space permits, Murawsky said. Priority for attendance is given to officers needed to fill SF detachment-commander slots.

Under a current SWCS proposal, all SFQC graduates would be awarded SF tabs. Officers assigned to professional branches would also be exempt from completion of SFAS. If the proposal is adopted, Murawsky said, those officers who previously attended the Q-Course and were not awarded a tab would be eligible to apply for one. — Editor)

UW's political aspect

Maj. Brady has written a timely and important article on unconventional warfare doctrine (Summer 1989: "Mass Strategy: A Different Approach to Unconventional Warfare"). He has correctly argued that FM 31-20 does not provide enough guidance on the political aspects of supporting insurgencies.

In LIC, an insurgency is a political struggle which must be won on political terms. The struggles of the Contras and the Afghanistan resistance fighters are examples of the need to properly mix, as Maj. Brady states, the military strategy with the political organization. The communist followers of Lenin, Mao, or the Cuban school have spent a great deal of time studying these issues, and so must we if we are to compete successfully.

Now is the time to take another look at the doctrine. However, as Maj. Brady points out, proper doctrine is not the only answer. The school house must include these

ideas in its formal instruction, and the unit must require continuing professional education as part of its METL (mission-essential task list). Only through exercises and continuing education can these ideas bring fruit.

The long-term success or failure of an insurgent movement can depend on the capability of the operational special-operations unit that is advising and assisting it. That unit needs to be provided with the most sophisticated thinking in the area of insurgency, and Maj. Brady's article is an excellent example.

Lt. Col. William Flavin, SF
Office of the Assistant Secretary
of Defense for Special Operations
and Low Intensity
Conflict

Non-partisan caption

I was really enjoying the (Summer 1989 issue) ... when suddenly I reached page 42. The caption on the photo (soldier holding UNPFK banner) was so far off-base that I just had to write. My first reaction was "Is this a test?" Then I thought, wistfully, "Maybe they're trying for a reunion and want to know if there's any of us still out there."

Anyway, be advised that the soldier holding the banner is not a member of any "peacekeeping forces." He is most definitely from

the second Yun-dae (regiment) of the 8240th Army Unit. The initials stand for United Nations Partisan Forces Korea.

I can't remember the guy, but I bet a bottle of San Miguel the picture was taken in late 1952 or very early 1953, I would guess at Kangwha-do. Your historians can fill you in on the rest.

Thomas T. Jones
Indianapolis, Ind.

(Mr. Jones' comment refers to a photo of a soldier holding a banner with the initials "UNPFK," which we identified as U.N. Peacekeeping Forces Korea. As Mr. Jones and a few other sharp-eyed readers pointed out, the caption should have credited the banner to the UN Partisan Forces Korea, a unit which supported North Korean anti-communist guerrillas during the Korean War. — Editor)



Special Warfare welcomes letters from its readers but may have to edit them for length. Please include your full name, rank, address and phone number (Autovon, if possible). Address letters to Editor, Special Warfare; USAJFKSWCS; Fort Bragg, NC 28307-5000.

The Special Forces

Q-Course

by Maj. James R. Fricke



Four young NCOs in dress uniforms sit with their classmates at the graduation exercise for the Special Forces Qualification Course. As background music plays and ushers escort visitors to their seats, the anticipation and elation of the four NCOs rises, and each reflects on the challenges he had to overcome to arrive at this milestone in his military career.

Their challenges actually began prior to the 24-week SFQC. They and all other current volunteers for SF must first complete the three-week Special Forces Assessment and Selection Program. SFAS is structured to assess volunteers' motivation, mental and physical condition and ability to work as members of a team. Soldiers do not pass or fail SFAS; based on their performance, they are either selected or not selected to attend the SFQC. Currently 40-50 percent are not selected.

Soldiers who are selected return to their units to await permanent-

change-of-station orders to attend the qualification course. In the meantime, they are advised to maintain a high level of physical fitness and to complete programmed text materials prior to their return, usually within 6-9 months, for the SFQC.

When they return for training, candidates receive briefings and instruction on upcoming events and complete an extensive in-processing which includes airborne refresher training. Then they are ready to start the 24-week SFQC (training for SF medics is longer, as will be explained later). The course begins with 80 hours of common-leader training, required by the Army Sergeants Major Academy as the core instruction for all basic NCO courses, for those students who have not completed the Basic NCO Course in their previous MOS. This block of instruction, together with SF common-task and MOS-specific instruction in the SFQC, meets the requirements for BNCOC in the Army's NCO education system.

After CLT come four weeks of advanced individual field training (Phase I), 13 weeks of MOS-specific training for tasks required on an operational A-detachment (Phase II), and finally the unconventional-warfare training (Phase III) which tests all the skills the students have learned in the first two phases.

Phase I

Following CLT, students move to the James "Nick" Rowe Special Operations Training Facility at Camp Mackall, located approximately 40 miles west of Fort Bragg. Newly renovated, the training facility can house up to 750 students at one time and is a dramatic change from the tar-paper buildings of only two years ago.

During the first day at Camp Mackall, students are introduced to their Special Forces trainer, who serves as instructor, mentor and adviser. He will be responsible for their training for the next 28 days and will provide instruction and assistance in all practical exercises. He is available at any time throughout training to give individual feedback or remedial instruction. His role is not that of a drill instructor — he does not get the students up in the morning; he tells them to meet him at a specific location at a certain time. The student's own chain of command fills those housekeeping roles, and students receive treatment appropriate to their rank during training.

The first training event in Phase I is an airborne operation which ends with a cadre-led terrain walk. The objective is to identify students weak in land navigation so that they can receive additional training to help them improve. The additional training places the student in a series of situations in which he must navigate over varying terrain.

The first week of Phase I gives soldiers training in air operations, small-boat operations and basic survival classes designed to teach them to live off the land. At the end of this survival training, soldiers

complete a graded field training exercise to evaluate the field-survival skills they have learned. During the FTX students are required to build a fire without matches, start a smokeless fire, describe various survival-food sources and construct expedient traps and snares. They must cook fish and game, select a shelter site and construct a shelter appropriate to the environment and tactical situation.

During the second week, students take the most comprehensive land-navigation program taught by any Army school. The program teaches the soldier to identify terrain features, find his position on a map, measure ground distance, orient his map and navigate cross-country using a map and compass. Initially, each student takes a land-navigation diagnostic exam which evaluates his abilities. Students who show weak areas on the diagnostic exam will be monitored closely by the instructors and may receive additional training, as necessary. The final exam is a go/no-go practical exercise over varying terrain in which the student must navigate a course 18 kilometers long and find four points in nine hours. The

course begins at 2 a.m., forcing the student to navigate part of the course in darkness. Students who fail the exam will take remedial training and re-test 15 days later.

The objective of the third and fourth weeks of instruction, small-unit tactics and patrolling, is to enable the student to develop and implement techniques for conducting successful combat patrols and operations. Students learn basic light-infantry tactics and operations, and this block establishes the foundation for all follow-on tactical training. Instruction is presented in small groups, and trainers guide students through practical field exercises. Students learn the basics of raids, ambushes and reconnaissance patrols from squad through platoon-size elements. They cover many of the techniques listed in FM 7-70, Light Infantry Squad/Platoon, and the Ranger Handbook is used as a ready reference. Instructors also evaluate students' performance in leadership positions during the patrolling FTX. This exercise is flexible enough to repeat actions on the objectives or any portions of the patrol if students' performance is

Special Forces Qualification Course

Phase I

WEEK 1	WEEK 2	WEEK 3	WEEK 4
AIR OPS SURVIVAL SMALL BOAT OPS	ADV LAND NAV	SMALL UNIT TACTICS	ADV PATROLLING

Phase II

<div> <div></div> 13 WEEKS <div></div> </div>			
MOS SPECIFIC TRAINING(18B) WEAPONS SERGEANT (18C) ENGINEER SERGEANT (18D) MEDICAL SERGEANT (18E) COMMUNICATIONS SERGEANT			

Phase III

WEEK 1	WEEK 2	WEEKS 3-4
SPECIAL OPS AIR OPS	DET CROSS-TNG ISOL/MSN PREP	UW FTX "ROBIN SAGE"

incorrect. The rule is to train to the standard, not to time, and the common-skills training program is progressive and sequential.

Phase II

After successfully completing Phase I, the students attend their respective individual specialty-training phase. In this phase, each soldier will be introduced to his chosen specialty and taught those skills necessary in his role as the junior NCO on an A-detachment.

Weapons sergeant

The Weapons Sergeant Course (18B), emphasizes the weapons systems most commonly found throughout the world. The training plan is conducted in related blocks of instruction and ends with live-fire practical exercises. In addition, the weapons sergeant learns light-infantry tactics.

Lessons learned from the war in Afghanistan have re-emphasized the importance of hand-held air-

defense-artillery weapons, and students receive 33 hours of instruction, from emplacement and operation to identification and engagement of targets. They learn the characteristics and capabilities of U.S. and foreign air-defense systems. A majority of the training is spent on practical exercises in which the student tracks aircraft in a simulator.

Weapons NCOs also learn the characteristics and capabilities of U.S. and foreign anti-tank weapons and threat vehicles. They study the operation, crew duties, target engagement and maintenance of selected free-world and opposing-force anti-tank weapons. After 50 hours of instruction, the students take a comprehensive examination which includes written and hands-on testing.

The next major block of instruction (and sometimes the most difficult for the student) is indirect-fire weapons. The future weapons sergeant learns all aspects, from

forward-observer procedures and mechanical training to fire-direction-center procedures. FDC procedures are still taught on the M-16 plotting board, a purely mechanical system, to give students a basic understanding of the procedures. Students perform maintenance, crew drills and section training on both U.S. and foreign mortars and fire-control instruments. The indirect-fire weapons block consists of 134 hours of classes, with a majority of these hours being practical exercise.

The 18B is also the team's small-arms weapons specialist who must be capable of picking up any system from machine gun to shotgun and teaching the basics. He is capable of teaching basic marksmanship to indigenous personnel or sniper techniques to soldiers whose marksmanship is more advanced. He receives 124 hours of instruction on small arms and is capable of describing the cycle of operation, type of cartridge, feed mechanism, locking system, operating system and sights used on all of the most common weapons systems. He is given extensive training on clearing procedures, disassembly and re-assembly procedures, functions check, and immediate-action and remedial-action procedures on weapons. The final exam for this block of instruction is both written and hands-on. The hands-on portion is known as the "pile test" — five weapons are disassembled and placed in a pile. To receive a "go," the student must reassemble the weapons and perform a functions check on four of the five weapons within 30 minutes.

Engineer sergeant

The Engineer Sergeant Course (18C) teaches soldiers to plan, construct and destroy buildings and bridges. The training program is more than just a demolitions course; it encompasses all the duties of an engineer sergeant. The engineer sergeant learns to read blueprints; to rig lifting devices for

Students in the Weapons Sergeant Course learn clearing procedures, assembly and disassembly of the most common weapons systems found throughout the world.



U.S. Army photo



U.S. Army photo

Although students in the Engineer Sergeant Course concentrate on demolitions, they also learn construction techniques necessary in base-camp and civic-action projects.

construction projects; to prepare a bill of materials; to prepare site and building layouts; and to construct a theater-of-operations building. This instruction includes estimating required materials and mixing, placing, finishing and curing concrete to design specifications. Field-fortifications subjects provide instruction on the construction of wire obstacles, fighting positions, bunkers and shelters. Both field fortifications and TO construction are the basic components needed for the construction of base camps or civic-action projects.

Students next receive 37 hours of instruction on land-mine warfare which teaches them the skills they need to support combat operations. They learn to describe the nomenclature, characteristics and functions of selected anti-personnel and anti-tank mines; to perform minefield installation, reporting and recording; and to perform minefield detecting and breaching with and without mine detectors. One of the practical exercises the student must complete is to have his team install a minefield with practice mines and record them on a minefield-recording form. Another team

must then clear the minefield, using the minefield-recording form. Through this exercise the students gain an appreciation for attention to detail.

Bridging subjects teach the stu-

“After successfully completing Phase I, the students attend their respective individual specialty-training phase. In this phase, each soldier will be introduced to his chosen specialty and taught those skills necessary in his role as the junior NCO on an A-detachment.”

dent the skills necessary to design, construct and classify selected bridges. All students are involved in the design of a non-standard, semipermanent, fixed bridge, and they construct the superstructure

and substructure of a timber-trestle bridge.

The majority of the engineer training is in demolitions. The engineer sergeant must have extensive knowledge of demolitions and the capability to use explosives in many different ways. He learns to construct electric, non-electric and detonating-cord firing systems, to calculate and place charges, and to employ substitutes for standard-issue items of ammunition and explosives.

In a block of classified instruction on improvised munitions, the engineer student learns to make his own booby traps, incendiaries, blasting caps and assorted protection devices. He also learns to recover and reuse explosives which may be commonly found on the battlefield.

The last major engineer subject is target analysis and interdiction. In the final practical exercise, students must conduct a demolition reconnaissance, prepare a demolitions folder and present a briefing on the target. Final examinations are comprehensive and consist of written and hands-on portions.

Medical sergeant

After completing Phase I, the medical sergeant currently attends the Phase IIA Course at the Academy of Health Sciences, Fort Sam Houston, Texas. The 31-week Phase IIA includes an initial 26 weeks of classroom instruction on basic aid-man skills, anatomy and physiology, pharmacology, infectious diseases and introduction to care of a trauma patient.

Following an intense week-long trauma-management field training exercise, the medical sergeants are sent to various Army and Public Health Service hospitals for a four-week period of “on-the-job” training. There they rotate through a variety of clinical services to gain practical experience before returning to Fort Bragg for the final phase of medical training.

The Fort Bragg instruction is predominantly hands-on. Students



U.S. Army photo

Students in the Medical Sergeant's Course learn to administer anesthesia and to perform limited surgical procedures under the close supervision of their instructors.

put the theory they learned at the Academy of Health Sciences to practical use. Initial classes are in veterinary medicine, which has proven invaluable in Third World countries, where the health of the family water buffalo may be more important than personal health.

The student receives advanced cardiac-life-support training to familiarize him with the operation of various types of support equipment and the procedures necessary to treat a variety of cardiac problems. He also learns to recognize key trouble signs, explain emergency cardiac procedures and use emergency cardiac drugs.

The future medical sergeant receives 91 hours of trauma management. During this instruction he learns to perform a primary and secondary survey; manage trauma of the pneumothorax and hemothorax, manage trauma of eye, ear, nose and throat; treat non-penetrating and penetrating injuries of the chest, treat penetrating injuries of the abdomen, fractures, contusions, abrasions and wounds to extremities; and perform proper airway management.

The medical sergeant expands

on the basic laboratory procedures he learned at the Academy of Health Sciences. He learns to interpret slides, cultures and specimens and to define their general characteristics. He studies bacteriology, serology, parasitology, hematology, mycology and blood-type cross-match procedures, all of which he will use when conducting patient examinations.

The medical sergeant is trained

in surgical procedures and has extensive graded and ungraded practical exercises. He performs the duties of an anesthesiologist during surgical procedures and monitors the patient's signs for the surgeon. During surgery the student is required to perform management of intravenous fluids, set up surgical fields, perform venous cut-downs and delayed primary closures, and debride, or remove contaminated tissue from, different types of wounds. This instruction is conducted under the close supervision of his instructor/mentor.

The phase ends with an FTX that tests the student's skills in a simulated combat situation. The entire program gives the soldier the skills and knowledge he may need to provide appropriate medical care to indigenous personnel and team members.

Communications sergeant

An A-detachment's only contact with the outside world is through the skills of the communications sergeant, and his training must be thorough. All communications on the team use Morse code, and one of the prerequisites for the course is that a soldier be a graduate of the eight-week Advanced International

Special Forces Qualification Course

	CLT	Phase I	Phase II	Phase III
FY 90	2 WEEKS	4 WEEKS	13 WEEKS	5 WEEKS
	MOS Phase	CLT	Branch Training	
FY 91	13 WEEKS	2 WEEKS	5 WEEKS	

Morse Code Course, usually taken just before Phase I, or capable of passing a verification test at 13 send and 13 receive word groups per minute. There are no exceptions to this prerequisite.

The Communications Sergeant Course teaches related material in progressive blocks. First the student receives additional international-Morse-code training to improve his code speed to 15 send and 15 receive groups per minute or higher. Then he learns cryptographic systems and reinforces his Morse-code skills with unclassified homework. The course introduces students to the common radio systems used in Special Forces groups, but it concentrates on the burst out-station equipment, which compresses message data into a short burst transmission which is hard to trace. Students also study antenna theory and radio-wave propagation in detail, learning the basic principles of vertical, horizontal and long-wire antennas, characteristics of selected antennas and calculation of the most effective antenna length.

The course ends with a field performance examination conducted 1,500 nautical miles from Fort Bragg at Camp Bullis, Texas. The student's final grade is based on his ability to send and receive 32 messages, 20 of which are graded. This evaluation measures the student's ability to use Special Forces communication-operation instructions, proper cryptographic procedures and his communications equipment in an extended field problem.

All students in Phase II are taught various methods of instruction, since one of their main functions will be to teach other soldiers. This basic block of instruction is reinforced in Phase III when the students teach classes to their guerrilla forces.

Phase III

The final phase of the qualification course combines all of those skills learned in the previous 19

weeks. The phase begins with five days of special-operations classes for the enlisted students. During this instruction, students learn the fundamentals of unconventional warfare, the complexities of guerrilla organizations, how to operate in the joint special-operations arena, and the techniques and procedures for air operations in support of UW. These air-operation skills will be used during field practical evaluation Robin Sage, where each detachment is required to set up either a resupply drop zone and a message pickup or a landing zone for a short takeoff and landing aircraft.

Following these classes, the student detachments cross-train, and each student instructs his team members in the MOS skills he has learned. After pre-mission training, the team begins five days of isolation, during which the team plans its mission and each team member prepares his portion of a briefback

to explain the team's plan to several field-grade officers from both the Special Warfare Center and School and the 1st Special Operations Command.

Robin Sage begins with a night combat-equipment jump into remote drop zones in the Uwharrie National Forest in central North Carolina. During the exercise, students perform individual and group tasks as part of a special-operations mission. The exercise lasts for 11 days and is conducted with a realistic guerrilla force and a well-trained, well-equipped and well-motivated counterinsurgency force manned by members of the 82nd Airborne Division. Students are evaluated on their abilities to lead, function as members of a detachment, plan and conduct missions, and train the guerrilla force.

Upcoming changes

Effective Oct. 1, 1990, the SF Qualification Course will be



A student in the Communications Sergeant Course practices using a code key in the field. In addition to Morse code, students learn antenna theory and must be able to successfully transmit messages thousands of miles.

U.S. Army photo



U.S. Army photo

Three Special Forces students and a member of their guerrilla force (right) discuss a mission during the Robin Sage field training exercise.

revised. The major revision will be made in combining the current Phases I and III into one nine-week field phase. Even though the field phase will teach, for the most part, the same subjects now taught in Phases I and III, changes will be made in the sequence and techniques of instruction. Instruction will still be sequential and progressive, beginning with individual skills and progressing to collective skills.

The new qualification course will begin with the MOS phase, the current Phase II training which concentrates on the occupational skills required for each individual specialty. The MOS phase will change very little from the way it is currently taught, but by taking this phase at the beginning, students will have a chance to learn their MOS-specific tasks before they attend the field phase.

This change in the Q-Course will produce a number of advantages. It will aid the Communications Sergeant Course by eliminating the break between the Advanced International Morse Code Course and the MOS-specific training. Since Morse code is a perishable skill, the student will benefit by being able to

continue his code training immediately after graduation from AIMC. This should allow students to become more proficient and attain higher code speeds.

Under the current program, medical sergeants are required to attend Phase I on temporary duty while en route to the Academy of

“One of the most progressive changes of the new course will be the manning of the team-sergeant position on student A-detachments. Previously filled by a student, the position will now be held by a cadre member who will be responsible for training and advising the students through their 58 days of field instruction.”

Health Sciences. Under the new program, students will report to the AHS for 31 weeks of training, then make a permanent-change-of-station move to Fort Bragg. In addition to maintaining the continuity of medical training from AHS to the medical training facility at Fort Bragg, the change will eliminate the need for students to wait 46 weeks after Phase I (training time at AHS plus Phase II training at Fort Bragg) before applying their SF basic skills in Phase III.

Students will be organized into operational detachments at the beginning of the field phase. Each MOS will be represented on the teams, and team members will perform the specialties for which they have been trained. One of the most progressive changes of the new course will be the manning of the team-sergeant position on these student A-detachments. Previously filled by a student, the position will now be held by a cadre member who will be responsible for training and advising the students through their 58 days of field instruction. (See box, next page.)

The first three weeks of the field phase will cover map reading, special operations and survival. The instruction will teach theory, as now, but will allow more time for practical exercises to reinforce that theory. In the fourth week of the field phase, the detachment commander will link up with his team, and collective training will begin. During the next two weeks, the teams will be able to develop their internal operating procedures and bond as a team. Their training will include small-unit tactics, patrolling and Special Forces operational techniques. The teams will have an extensive isolation practical exercise, guided by their cadre team sergeant. During this exercise each member will practice his detachment role and learn his responsibilities in accordance with SF doctrine.

At the conclusion of the practical exercise, the operational detach-

Team sergeant important in student development

Placing the student detachment under the eye of an experienced SF team sergeant may be the most important change in the new Q-Course, according to course architects.

The new arrangement is intended to give students a role-model as well as an introduction to the way an A-detachment functions. "The student detachment officer will have command of the detachment, but not the SF background," said Sgt. Maj. Joseph Murray, school sergeant major for the SWCS. "The team sergeant will have several years of detachment experience and will be O&I-qualified; he will know all the MOSs. He will take students just out of their MOS-training phase and teach them to perform as a cohesive unit."

The new team sergeant will have an important role in the formation of future Special Forces soldiers, Murray said. "The team sergeant will be assisted by other cadre members, but the main responsibility of introducing students to the 'family nature' of Special Forces will be his. He will be training the soldiers that he and other SF NCOs will later work with in the field."

All NCO instructors fill a critical role in Special Forces training, Murray said, and the SWCS is looking for qualified applicants. NCOs should have at least five years' experience on A-detachments; they may not have served in SWCS previously or be promotable to 18Z (senior sergeant). NCOs interested in applying should submit a request to the SF Enlisted Branch on a DA Form 4187. Address responses to Commander; USTAPC; Attn: TAPC-EPK-S; 2461 Eisenhower Ave.; Alexandria, VA 22331-0452.

ments will receive their mission briefings for the unconventional-warfare exercise Robin Sage. Students will be placed into a week-

long isolation and will prepare a formal briefback to explain their plan to a senior field-grade officer. Robin Sage will still begin with a

night airborne infiltration into the Uwharrie National Forest. The exercise will be lengthened to 17 days to allow students to perform those mission-essential tasks from infiltration to demobilization.

Following Robin Sage, students return to Fort Bragg. Those who have passed the Q-Course will prepare for graduation and a Special Forces assignment. As each new Special Forces NCO crosses the stage to receive his diploma, he enters into a new vocation, trained to meet the challenges of today's Special Forces. ✕

Maj. James R. Fricke is currently the commander of F Co., 1st Bn., 1st Special Warfare Training Group, which is responsible for Phase I and Phase II training in the SF Qualification Course. His previous assignments at the Special Warfare Center and School include serving as the operations officer and chief of the Communications Branch, Special Forces Department. He has also served tours in the 82nd Airborne Division and the 3rd Battalion, 5th Special Forces Group. He is a graduate of the Command and General Staff College and the Infantry Officer Advanced Course.

Special Forces Assessment and Selection



sfas

by Maj. James L. Velky

Less than two years ago, the Army adopted a new approach in selecting soldiers to attend Special Forces training: Special Forces Assessment and Selection.

To gain a better perspective of why the Special Forces assessment and selection process was established, a look back at the history of special-mission units is in order.

From the time of the American Revolution, men have volunteered to serve in units that had different and inherently more dangerous missions than those of other units. In most cases, the only requirements for acceptance in these special units were physical toughness and a willingness to join.

During the Second World War, the U.S. had such special-mission units as the Marine Corps raider battalions, Navy underwater demolition detachments, Army Ranger and airborne units, the 1st Special Service Force and the Office of Strategic Services. With the exception of the OSS, however, at no time during or after the war did any of

the special units develop or use an assessment-and-selection process that was separate from training.

The OSS, due largely to the unconventional nature of its assigned missions, developed an assessment program for the selection of its personnel. OSS strategic missions required agents to be able to work individually as well as with others in remote sites, under adverse conditions and without any direct command guidance. The OSS felt it necessary to assess its volunteers against set and measurable variables (relative human requirements needed to succeed) and select those most suited for the mission.

Variables the OSS thought necessary for successful service were: motivation; energy and initiative; effective intelligence; emotional stability; ability to get along with others; leadership; ability to keep secrets; physical ability; observing and reporting; and ability to devise subversive tactics.¹

To set the stage for assessing these variables, the OSS included

in its program situational tests in which candidates were required to function under adverse and stressful conditions.² As the OSS saw it, candidates had to be assessed in relation to the common level of stress to which they would eventually be exposed.³

Beginning in the 1950s, the British, who had formed special-missions units, the Special Air Services Regiments, during the Second World War, institutionalized their selection methods for entry into the SAS. With the exception of the first postwar selection course (a simple week-long stamina and map-reading ability check), the SAS selection process used assessment variables similar to that of the OSS. It has not changed significantly to this day. However, the SAS organized its selection program into phases of mentally and physically stressful activities to better assess and select the "right cut of cloth."⁴ In the 1960s, Australian and Rhodesian SAS regiments institutionalized selection programs

patterned mostly on the British SAS selection model.

Although the particulars of the British SAS selection process are classified, their general concept of assessment remains much like that of the OSS: testing men's bodies and minds to determine if they can operate effectively, both as individuals and as team members, while under prolonged periods of stress.

Also during the 1950s, the U.S. Army began organizing special-mission units known as Special Forces. During those early years and later, volunteers for Special Forces underwent challenging and stressful training. However, Special Forces did not have a selection program separate from the training course.

In the mid-1980s, Brig. Gen. James A. Guest and Col. Richard Potter realized a need for a program to select volunteers to attend Special Forces training. While assigned as deputy commander of the JFK Special Warfare Center and School, Potter initiated Army-staff-level interest in establishing the program. Using a platform that underlined rising costs in material, personnel and training resources to man, retain and operate combat-ready Special Forces units, Potter convinced the Army staff that a selection course could save valuable training resources and provide highly suitable soldiers for Special Forces.

Early in 1987, Potter assigned Maj. James L. Velky and MSgt. John A. Heimberger as project officers to develop the concept for a Special Forces selection program. The first step they took was to define personality traits consistent with successful completion of Special Forces training and effective duty as a Special Forces soldier.

Through coordination with the Army Research Institute and analysis of a two-year study (1985-87) of successful soldier traits, the project officers formulated a basis for identifying desirable personality traits. Next they conducted a study to

determine ways to assess human behavior against reasonable standards of suitability. Using data from the Army Research Institute and first-hand experience gained from participation in the Australian SAS Selection Course, they established methods and measures to identify qualities and evaluate potential for completing Special Forces training.

Overall, the research involved in developing the plan took approximately 14 months and consisted of planning and coordination with Department of the Army, Army Training and Doctrine Command and the Army Research Institute. Developers also made coordination visits to Navy and Air Force SOF training centers and the British SAS Selection Course.

In the spring of 1988, with the Army Chief of Staff and TRADOC approval, the project officer and seven Special Forces senior NCOs formed a provisional cadre and

received assessment training from subject-matter experts at TRA-DOC's Cadet Command. The cadre then validated the planned assessment-and-selection program by going through the entire course themselves. The Army Research Institute provided behavioral psychologists to assist the validation by observing the cadre as they conducted the program.

The validation was valuable in identifying and certifying procedures for assessing certain physical, mental and behavioral traits. Validation also helped to determine the program's operational and logistical requirements. Shortly after the validation, in April 1988, the assessment program was designated Special Forces Orientation and Training and administered to a test group of out-of-session Special Forces students for additional refinement of the procedures.

The results from the test-group's SFOT confirmed the validity of the



Photo by Kirk Wyckoff

An SFAS candidate takes a break during a field activity. Activities during the first 10 days assess students as individuals; during the last 11 days, they assess students as members of a team.

assessment program, and the cadre prepared to run the program on a regular basis. Cadre strength increased to 48, including a sergeant major and an executive officer, and the project officer was designated the program's first officer-in-charge.

In June 1988, the cadre conducted the first assessment and selection course; from then until June 1989, the assessment program conducted nine courses, with an average of 190 candidates in each class. Also in June 1989, the assessment program was redesignated the Special Forces Assessment and Selection Course.

The nature of SFAS is not complex nor difficult to understand. It was founded to identify soldiers who can be trained to perform effectively in unpredictable, adverse and hostile environments and be dedicated to their profession.

The SFAS mission is to assess and select all Army active and reserve-component Special Forces volunteers for Special Forces training. It assesses soldiers' potential for being independent, yet team players and leaders. To do this, SFAS looks at the level at which volunteers demonstrate the following basic traits:

- physical fitness
- motivation
- intelligence
- responsibility
- stability
- trustworthiness
- sociability
- leadership

All good soldiers in the Army possess these attributes to some degree. But the level at which they demonstrate these traits and their degree of potential for being trained to perform in an adverse environment is not normally observed nor tested within their everyday workplace. In most Army career fields, soldiers are not put into situations that require them to operate in uncertainty with little guidance, withstand irregular mental and physical demands and work alone, deprived of rest.



Photo by Kirk Wyckoff

The hardships of the field-assessment activities of SFAS test candidates' endurance as well as their ability to function as part of a team.

SFAS attempts to capture a soldier's profile by first administering a series of mental, learning and personality tests, and secondly by processing the soldier through a series of field-related assessment activities. The mental, learning and personality tests consist of the following:

- Defense Language Aptitude Battery
- Audio Perception Battery
- Wonderlic Personnel (intelligence)
- Jackson Personality
- Minnesota Multifacet Personality Inventory (in-depth personality battery)

The field-related assessment activities are in areas of:

- physical fitness and swimming tests
- short, medium and long-distance runs
- obstacle course
- short, medium and long-range movements (with weapon and field equipment)
- military orienteering (with weapon and field equipment)
- log drills
- problem-solving events

The field-assessment activities are conducted over 21 days. SFAS,

itself, is only 21 days long. After the 10th day, candidates may voluntarily withdraw from the program. This allowance was built into the program with much consideration. Generally speaking, most young soldiers today have grown up in an environment in which hardship, rejection and uncertainty are much less common than they were several generations ago. Thus, they may become prematurely demoralized. Forcing attendance until the 10th day allows soldiers time to become accustomed to adversity and to learn that they can cope with it.

SFAS activities during the first 10 days assess how soldiers perform on their own. The last 11 days' activities assess leadership and how soldiers function as members of a team.

An initial selection board is held at Day 10 to determine whether candidates will continue in the program, and a final selection board is held at Day 21 to determine candidates' suitability for selection to Special Forces training.

Soldiers attend SFAS on a temporary-duty-and-return basis; they return to their units after SFAS. If selected, soldiers will return to Fort

Bragg later to attend the SF Qualification Course. When soldiers are not selected (by either board), they are counselled on their performance and advised on how to overcome deficiencies or develop their traits if they wish to return to SFAS later.

The unique nature of SFAS is twofold. In addition to selecting the right soldiers for Special Forces, it screens soldiers who lack, either temporarily or permanently, the qualities and potential necessary to complete training. This screening aspect of SFAS saves training resources and indirectly frees field units from having to expend additional resources on personnel not suited or conditioned for Special Forces service.

In the final analysis, programs that attempt to assess for required qualities and to train at the same time end up doing neither very well. The allied SAS organizations know this all too well. They know that a remote site and a sensitive mission are not the place or time to discover that a member or leader of a team is unsuitable because of a deficiency in character or mental makeup. They also realize that after spending thousands of dollars, hundreds of training man-hours and other training resources is not the time to find out that the soldier being trained is untrainable or unsuitable to conduct special-operations missions.

The Special Forces Assessment and Selection program is unique in what it accomplishes for the Special Forces training base and the Special Forces community in general. Coupled with changes in Special Forces recruiting and training, SFAS is part of the most thorough training Special Forces has ever had to offer. ✕

Maj. James L. Velky is currently a student at the Army Command and General Staff College. A former infantry NCO who served two tours in Vietnam, he

Prerequisites for SFAS

All applicants for the Special Forces Selection and Assessment Program must meet the following criteria.

- Must be a male soldier in grades sergeant to sergeant first class.
- Must have a high-school diploma or GED.
- Must have a GT score of 110 or higher (Linguists need a GT score of 100).
- Must be airborne-qualified or volunteer for airborne training. (Candidates not already airborne-qualified will be scheduled for airborne training after completing SFAS.)
- Must be able to swim 50 meters wearing boots and fatigues.
- Must be able to meet the standards of the Special Forces physical, as outlined in AR 40-501.
- Must score a minimum of 206 points on the Army Physical Fitness Test with no less than 60 points on any event, scored for the 17-21 age group.
- Must not be within 120 days of a permanent change of station or attending a school that will ultimately require a PCS. (Soldiers completing an MOS-producing school must serve in that MOS for one year.)
- Must not be a prior airborne or Special Forces voluntary terminee.
- Must not be under suspension of favorable personnel action.
- Must not have 30 days or more lost time under Title 10, U.S. Code 972 within current or preceding enlistment.
- Must not have been convicted by court-martial during the current term of service.
- Must not be barred to re-enlistment.

Completion of SFAS and selection for Special Forces training is valid for one year. For further information or application, soldiers should contact the Special Forces Recruiting Office; USAJFKSWCS; Fort Bragg, NC 28307-5000. Phone Autovon 239-1818, commercial (919) 432-1818.

was commissioned in Infantry in 1975 and rebranched to Special Forces in 1987. Maj. Velky was the project officer assigned to develop SFAS and served as the first officer in charge of the program.

Notes:

¹ OSS Assessment Staff, Assessment Of Men – Selection Of Personnel For The Office Of Strategic Services, (New York: Rinehart & Company, Inc., 1948), pp. 30-31.

² Assessment Of Men, p. 38.

³ Assessment Of Men, p. 452.

⁴ Tony Geraghty, Inside The Special Air Service, (Nashville, Tenn.: Battery Press, Inc., 1981), pp. 193-206.

Operations & Intelligence

Keeping pace with Special Forces missions

by Maj. Rex H. McTyeire



Designed for experienced NCOs from all 18-series MOSs, this intense program prepares NCOs to become assistant operations-and-intelligence sergeants and to assume staff positions at all levels.

If carefully selected, highly motivated and well-trained soldiers are a definition of Special Forces, then the Special Forces Operations and Intelligence Course defines the operational capabilities of those soldiers and their units.

Special Forces demands excellence from its soldiers in all aspects of their jobs. Often, their responsibilities far exceed the skills of a single career field or military occupational specialty. Special Forces personnel-selection procedures and training programs reflect this fact. Only proven soldiers are selected for Special Forces training, then their qualification-course training, continuous unit training and additional specialized schooling builds on this professional base to create the scope of capabilities for which Special Forces is known.

Originally an entry-level course during the 1960s, on par with the other four basic Special Forces MOS-producing courses (18B - weapons, 18C - engineer, 18D - medic and 18E - communications), O&I has evolved over the past 27 years to provide Special Forces A-detachments with the personnel and skills necessary to train, plan, operate and succeed in their missions. Now taught by the Special Warfare Center and School's Company A, 2nd Battalion, 1st Special Warfare Training Group, O&I has become the definitive mid-career challenge to Special Forces NCOs.

Much more than just another Special Forces skill, O&I "ties it all together" — just as the basic SF courses build on the previous military experience of their students, O&I builds on the mid-career experience of SF soldiers. It refines, focuses and extends their experience and adds new skills critical to the operational capability of SF units.

O&I specifically trains SF NCOs to fill assistant-operations-and-intel-

ligence-sergeant slots on operational detachments; however, the instruction goes much further. Generally, training covers general and special subjects, clandestine-operations subjects, tactical-intelligence subjects, and operations-related subjects. Key elements of the training define special-operations command-and-staff relationships and detail staff functions and responsibilities at all echelons, preparing NCOs to fill staff positions up to and including joint-level assignments.

Operational A-detachments are much more than well-led groups of expert medics, engineers, communicators and weapons men. They must be prepared to deploy and fight as an independent organization, manage much of their own training, prepare for deployment on a wide range of missions, function as a planning cell, perform their own staff responsibilities, and coordinate with a variety of external contacts from all services and at all echelons. As a team, members of the ODA must manage an array of intelligence functions that else-

where in the Army would require several staff offices with many personnel and different MOSs.

The demands of training and planning are complex, but when teams deploy on missions, their responsibilities increase significantly. On a foreign-internal-defense mission, for example, the detachment may be responsible for its own security, staff and management functions while training a host-country staff to support the forces which the same detachment is teaching basic military skills. In an unconventional-warfare mission, the detachment may have a similar function in an even more isolated area, with communication and support from higher headquarters limited to periodic radio contact. The requirements for survival, combat effectiveness and mission success in such a situation demand that soldiers receive intense training which cuts across a variety of military specialties and propensity areas.

O&I is also a prerequisite for some advanced and selective Special Forces training programs such as the 180A Special Forces Warrant Officer Program. Graduates of O&I qualify for MOS 18F, but they must request the MOS change from their basic 18-series MOS. (Currently, 18Ds and 18Es are in a critical shortage, and conversion from those MOSs may be difficult, but soldiers who request it will be considered on a case-by-case basis.) Regardless of the Special Forces career path a soldier chooses, O&I is an essential career-development step. Falling between the Advanced NCO Course and the Sergeants Major Course in the Army NCO education plan, O&I neatly fills the gap in required Special Forces operational training.

Referring to O&I as an intelligence course could be a larger error than referring to an A-detachment as an infantry squad (and depending on the audience, will generate an equally emotional response). Intelligence skills and subjects are part of the training, but they are

integrated into the course with operational planning and conduct portions to support the full scope of SF and special-operations missions.

“Originally an entry-level course during the 1960s, on par with the other four basic Special Forces MOS-producing courses, O&I has evolved over the past 27 years to provide Special Forces A-detachments with the personnel and skills necessary to train, plan, operate and succeed in their missions.”

Early classes sent students to Fort Holabird, Md., for intelligence training, and later to Fort Huachuca, Ariz., after the Intelligence School moved there.

Now, the entire O&I course is conducted at Fort Bragg, which allows better management of the course flow, and the tailoring of intelligence subjects by the Special Forces cadre ensures that the subject matter will be appropriate to special operations. The primarily 18F cadre is augmented by selected NCOs from the intelligence MOS who improve O&I training by providing experience in fields such as interrogation, intelligence analysis and order of battle. They also serve as liaisons with intelligence proponents to ensure the currency and doctrinal accuracy of the tactical-intelligence blocks of instruction.

As Special Forces has evolved over the years, the O&I course length and content have also changed. After growing to 16 weeks at one point, in 1988 O&I lost four weeks to the emerging 18-series Advanced NCO Course. The CMF-18 common-skills subjects in these four training weeks, now a part of SF ANCOC, are building blocks to O&I. ANCOC completion is therefore important to provide the best possible academic preparation for O&I. Subsequent course modifica-



U.S. Army photo

Students in the O&I Course work as a group during an operational planning practical exercise. Such exercises evaluate individual and group abilities to plan and conduct Special Forces operations.

O&I Course Prerequisites

- SSG/E6 or above and 18-series MOS qualified.¹
- 3 years experience (AC or RC) in 18-series MOS in operational Special Forces unit.¹
- Minimum of 12 months' service remaining upon completion of the course.
- Final SECRET security clearance, with hard-copy documentation.
- Airborne-qualified male on current jump status, with a minimum of one static-line jump completed within the 3 months prior to start date.
- Command verification of APFT passed within 30 days prior to start date.
- Graduation from Advanced Noncommissioned Officer Course (ANCOC).^{1, 2}

1. May be waived for sister-service special-operations personnel with equivalent qualifications and experience in their respective SO units.

2. Special Forces ANCOC scheduled to become a prerequisite effective Oct. 1, 1990.

tions have brought O&I back to 13 weeks.

The course curriculum is one of the most academically intense and demanding in the U.S. Army. To meet the multi-disciplined requirements of Special Forces operations and the standards of the O&I course, soldiers are expected to be proficient in the critical components of many different intelligence, operational, and technical MOSs, as well as having significant SF professional knowledge and experience.

Many of the projects, command-post exercises and practical exercises require the application of SF skills not taught or refreshed because of the course's fast pace. Tailored external-proponency material such as intelligence, photography and some operations-related subjects are supplemented by general Special Forces- and special-operations-oriented blocks that link the puzzle pieces together and adapt them to the special-operations environment.

The external-proponency subjects alone, if taken as they are taught

elsewhere in U.S. Army school systems, would require approximately one full year of continuous schooling. The tight O&I classroom schedule is further intensified by student

research projects and home-study requirements.

O&I academic standards are high, strict and consistently applied. A minimum score of 75 percent is required for each graded area, and students with two failing scores will be recommended for academic relief. The course attrition rate exceeds 20 percent — a significant figure, since this is not an entry-level course, but an advanced school for selected SF career NCOs. Since the adoption of the current standards and grading scheme, only one class has defeated the 20-percent attrition statistics: SFO&I Class 1-90 suffered only a 13-percent academic loss. Cadre members challenge each class to be the first to graduate 100 percent.

Resident students consistently have their favorite subject areas: the blocks on Special Forces photography and clandestine operations usually head the popularity list. Although intense and academically tough, these blocks involve hands-on application and interesting practical exercises, and each student easily identifies the value of the training to ODA operational



U.S. Army photo

A student team deploys during the O&I field training exercise. The FTX is a week-long performance-oriented exercise to evaluate what students have learned in O&I.

requirements. The week-long end-of-course field training exercise is also very popular and gives the students opportunities to apply much of what they have learned throughout the course. The FTX consists of an isolation phase, an airborne infiltration of the exercise area, and student field projects, including a message pick-up; link-up with indigenous assets; and receiving, identifying and exfiltrating an evader.

Among the more controversial blocks of instruction, both with students and proponent reviewers at all levels, are the order-of-battle blocks and the intense training on Soviet order of battle, organization and structure. These subjects, however, are critical to many related O&I blocks. O&I students are trained to tie their specific intelligence preparation of the battlefield, or IPB, and order-of-battle knowledge and the balance of their tactical-intelligence training into the

“Among the more controversial blocks of instruction, both with students and proponent reviewers ... are the order-of-battle blocks and the intense training on Soviet order of battle, organization and structure. These subjects ... are critical to many related O&I blocks.”

existing operational scenario. Soviet order-of-battle subjects provide the illustration necessary for students to develop a thorough understanding of intelligence operations and specific ODA mission activities and support requirements.

Soviet order of battle is the best-documented and the most current of what is available in the Army and Department of Defense systems, and it is maintained in readily available student references. Overall, in spite of its depth and complexity, Soviet order of battle presents the best possible student training model. Creating an artificial order of battle for training or using a simpler Third World model would result in significant lost training value, with few gains.

Students need to understand and be able to apply conventional intelligence-analysis systems in order to train host-country conventional forces in a FID environment. In many of the possible UW scenarios and other SF mission contingencies, opposing forces will apply elements of Soviet doctrine, equipment and organization.

In mid- to high-intensity conflict scenarios, SF or special-operations deployments may be conducted to

O & I Course Synopsis

General and Special Subjects—

- SF Photography and Filmless Camera System
- JSOA and SOF Mission Planning
- Fingerprint Identification Systems
- Maps and Overlays w/Foreign Maps and Symbols
- Target Interdiction, Analysis and Systems
- SOF Case Studies and Research
- SOF NBC Doctrine

Tactical Intelligence Subjects—

- Intro. to Intelligence; Order of Battle and IPB
- Collection, Processing, Dissemination and the Intelligence Estimate
- Imagery and Infrared Map Interpretation
- Soviet Forces, Organization, Equipment and Capabilities
- Soviet Military History, Doctrine and Power Projection
- Soviet Electronic Warfare and NBC Threat
- World Threat and NBC Updates

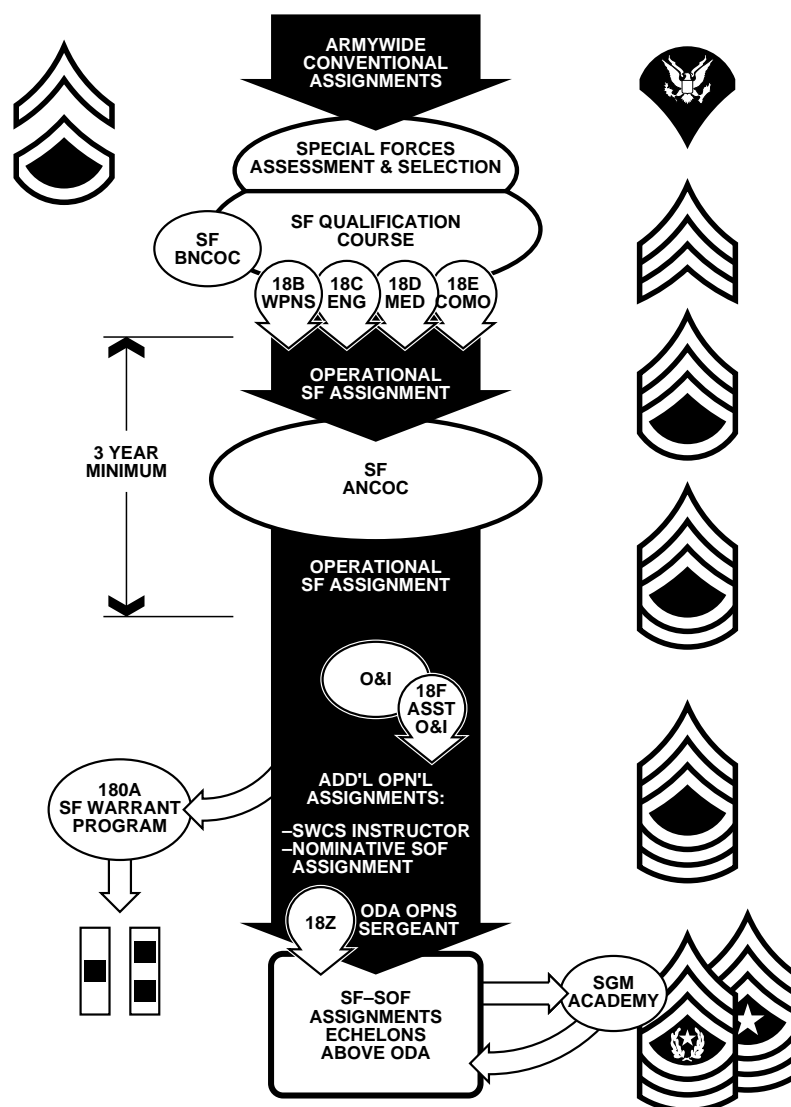
Clandestine Operations Subjects—

- Introduction, Security, Operational Skills and Techniques
- Non-technical Communications: Applied Techniques and Procedures
- Intelligence Limitations and Constraints
- Elicitation, Interrogation and Interviews

Operations Related Subjects—

- Introduction, OPSEC and Classified Document Control
- Training Management
- Assisted E & E and Detachment Evasion Planning
- Tactical Deception Operations
- Combat Orders: Battalion, Brigade and Higher
- SOF Command and Control
- SOF Staff Roles, Responsibilities, Planning and Estimates
- Aircraft Capabilities and Conduct of Airborne Operations

O&I in CMF18 Career Progression



support larger conventional operations, and a clear comprehension of the intelligence systems and doctrine applied at higher echelons will enable SF ODAs and B- and C-detachments to make a more valuable contribution to theater tactical or strategic objectives. O&I graduates, with their skill in IPB, as well as Soviet order of battle and doctrine, will be critical to this effort in SF operational and staff positions.

Another debated aspect of the course involves a recent significant change to the program of instruc-

tion. Area studies, for years a standard student-production effort in the curriculum, have been deleted as a graded student project.

Current SWCS philosophy maintains that ODAs will not produce detailed area studies, but will have them provided as part of the intelligence support to SF operations. The ODA will then apply the area study to unit and pre-deployment training and supplement it with specific mission-related area research, since mission-area analysis and area assessment remain team missions.

Area studies are still taught in

O&I, but now as a planning tool rather than as a product of the ODA. Each student receives a completed area study and is assigned a related research project. The area study and research project are then applied in the training-management and operational-planning phases of the course. Students develop mission-essential task lists and graded programs of instruction from their area study, individual research and mission scenarios.

The area-study and mission-planning changes tie in to other course changes. Targeting-analysis and targeting-systems blocks have also been brought on-line to fit into a comprehensive SF team-level mission-planning sequence called the Combined Area Study Mission Analysis Program. Developed in the field by the 10th Special Forces Group to fill an operational planning gap, CASMAP was expanded by the 5th Special Forces Group and has been integrated into O&I.

The program is a set of comprehensive operational-preparation procedures which outline support and staff-management functions from A-detachment through SF-group levels in support of team training, preparation and deployment needs. CASMAP guides team and support actions from garrison training through operational preparations, isolation, deployment, area assessment, exfiltration and after-action procedures to ensure continuity between operational and support elements.

Advances and changes in special operations and SF have accelerated in recent years, with each step forward generating doctrinal and training changes in the O&I course. Special Forces, as an Army unit and as a career field, is improved every time an SF NCO steps to the podium to receive his O&I diploma, prepared to take his knowledge back to the field. Every O&I graduate knows that he has done far more than punch a career ticket: by completing O&I, he has identified himself as a member of the pool of

Upcoming changes to O&I

Soldiers considering O&I or scheduled for attendance should be aware of two changes which will become effective Oct. 1.

Students who report for O&I training after that date will have the 18F MOS posted to their records upon graduation from the course. O&I graduates currently receive an additional skill identifier upon graduation and may apply for the 18F MOS after they return to their units. SF units have shown shortages of soldiers in 18F because O&I graduates' records were not being updated, according to Sgt. Maj. Robert Gron, SF enlisted manager in the SWCS Special Operations Proponency Office. The new procedure will allow the Army to keep better track of 18Fs. Soldiers' units will still determine whether the MOS will be their primary or secondary.

Also effective Oct. 1 will be the requirement that soldiers attend the Advanced NCO Course before being eligible for O&I. Active-component soldiers will have to attend the SF ANCOC, given at the SWCS NCO Academy. Reserve-component SF soldiers may use any ANCOC to qualify until the SF ANCOC-RC comes on-line, scheduled for August 1991.

leadership from which will be drawn future SF warrant officers, SF team sergeants and special-operations sergeants major and command sergeants major. He is a senior professional among a group

of exceptional professionals: Special Forces noncommissioned officers.



Maj. Rex H. McTyeire currently commands Co. A, 2nd Bn., of the

Special Warfare Center and School's 1st Special Warfare Training Group. He served more than nine years enlisted time on A-detachments in both engineer- and assistant-operations-and-intelligence-sergeant slots before attending Officer Candidate School. His assignments have included duty with the 3rd, 5th, 7th and 10th Special Forces Groups as well as 46th Company, S.F., Thailand. His overseas experience includes serving on a mobile training team to Somalia, varied national-intelligence assignments for U.S. Army Operations Group, and other nominative special-operations assignments. Ranger- and scuba-qualified, Maj. McTyeire is a charter member of the Special Forces Branch and holds degrees from New York State University at Albany.

NCOs Training NCOs

The mission of the SWCS NCO Academy is to train NCOs to lead and train their soldiers to fight and win.

Established in August 1987, the NCO Academy has its origins in the creation of the Special Forces career-management field 18 in 1985, according to 1st Sgt. Peter Van Borkulo, the NCO academy's deputy commandant. With its own CMF, Special Forces also had the requirement to professionally develop its enlisted soldiers.

The Army's Noncommissioned Officer Education System provided the regulatory requirement to develop skill-level-three (basic NCO course) and skill-level-four (advanced NCO course) training for each MOS within the CMF. As a result, the Special Warfare Center and School began to look for effective ways to conduct BNCOC and ANCOC using existing courses. This approach was further expanded to include the newly formed PSYOP MOS under the proponentcy of the SWCS.

SF BNCOC was the first requirement tackled. The lowest rank on an A-detachment is staff sergeant. Armywide, staff-sergeant duties are designated as skill-level-three. The SFQC is the entry-level course for Special Forces which provides trained soldiers to fill positions on A-detachments; therefore, the SFQC was determined to be skill-level-three.

Of the three requirements for all NCOES courses — common-leader training, MOS-specific training and CMF common-task training — all but a one-week block of common-leader training was already contained in the SF Qualification Course, Van Borkulo said. The one-week block, developed and furnished by the Army Sergeants Major Academy, was added to the Q-Course in July 1986 and administered by the 1st Special Warfare Training Battalion, at that time responsible for all student training. With the addition of CLT, the qualification course also became the approved BNCOC for Special

Forces soldiers.

Advanced NCO training for SF was a different matter, not as easily fixed, because there were no SF skill-level-four tasks identified. SF NCOs continued to attend the ANCOC of their previous conventional MOS, and though the common-leader-training portion was standard, the MOS and CMF common-task training did not meet the unique needs of SF NCOs. "SF NCOs who attended the Infantry ANCOC, for instance, learned mechanized tactics," Van Borkulo said. The SWCS had to begin development of a separate SF ANCOC.

Before the course could be developed, however, a distinction had to be made between skill-level-three tasks of junior-level NCOs and skill-level-four tasks of more senior NCOs. Generally, experienced senior NCOs serve in more supervisory roles. The SWCS focused on identifying those tasks that separated the new SF NCOs from the more capable, seasoned A-detachment soldiers.

At first the SWCS considered converting the Special Forces Operations and Intelligence Course into the SF ANCOC, since it covered advanced operational techniques, Van Borkulo said, but not all senior SF NCOs would need the intelligence subjects which the course covered.

"In January 1988, the Center and School took the 'O' (operations) from O&I to form the CMF 18 skill-level-four common-task portion of the SF ANCOC," Van Borkulo said. The ANCOC common-leader training was already developed by the Sergeants Major Academy. All that remained was to define MOS training necessary at skill-level four.

"SWCS made the separation between the junior- and senior-level NCOs' tasks," Van Borkulo said. "The junior NCO is more hands-on, while the senior NCO has more to do with supervision, analysis and planning — for example, the junior weapons NCO takes weapons apart and puts them back together; the senior weapons NCO plans the ranges, employment, training, resupply and security."

Corresponding to the development of the programs of instruction was the establishment of an NCO academy to teach them. In August 1987, SWCS selected CSM Henry Bone to be the first commandant of the academy. "There was no manpower, no budget and no buildings," Van Borkulo said. "There was only a need for the CMF to have a centralized activity for NCO professional-development training. The Center and School gave Command Sergeant Major Bone the authority to hand-pick the cadre he needed."

In December 1988, the academy was subject to accreditation by the Army Training and Doctrine Command. "Normally, accreditation would come after two years," Van Borkulo said, "but since the requirement to establish CMF-18 professional-development training actually began in 1986 with the creation of the career field, we were due, even though the academy had

been operating for less than a year." Despite the short time for preparation, the academy was fully accredited by TRADOC.

The academy teaches its courses using the small-group instruction method. The cadre assigned to the NCO Academy are called small-group leaders — they must teach and demonstrate to students the standards of leadership, training, technical and tactical competence and overall professionalism, Van Borkulo said. Their function is to be mentors, role models and counselors for the students.

Most classes are led and conducted by the students themselves. There is no lecture; students learn by discussion. The small-group leader is present, but only to monitor the process, to occasionally interject training objectives and to make sure that those objectives are covered. Small-group instruction places the responsibility for learning on students themselves, both through group participation and assignment as student-discussion leaders. It teaches students how to

think more than what to think and encourages them to share their experiences.

Small-group instruction is not unique to the SWCS NCO Academy. "Small-group instruction is used in most other NCO academies, too," Van Borkulo said, "but it works particularly well for us (SOF), because each small group functions in a manner similar to an A-team." Group discussion allows students, all of them experienced NCOs, to share information and evaluate the course content in light of their own experiences. A critique of the course also goes back to the SWCS Directorate of Training and Doctrine with student comments. One of the best things about the academy's training is its flexibility, Van Borkulo said. As soon as a doctrinal change is approved, it can be included in the instruction for the next class.

The cadre emphasize that they are there to help students. Currently the SF ANCOC, for example, has about a 1-2 percent attrition rate, mostly for administrative reasons.



SSgt. Donny H. Boles, an instructor at the NCO Academy, inspects one of the Academy's students.

Photo by Kirk Wyckoff

Disciplinary dismissals are unusual.

"When you look at all the courses SF soldiers can go to, SFQC and ANCOC are the only ones they have to go to," Van Borkulo said. "They have to go to the Q-Course to obtain an 18-series MOS, and they have to get ANCOC if they want to be promoted to master sergeant and stay in the Army." Other courses such as Military Free Fall; Underwater Operations; Survival, Evasion, Resistance and Escape; and Operations and Intelligence are important, he says, "but those are for mission enhancement, depending on the unit and team you're assigned to. After the Q-Course, everyone has to attend ANCOC. ... ANCOC takes an NCO out of the A-team mindset and lets him see how the team fits throughout the entire spectrum of conflict."

SF ANCOC

To attend the SF ANCOC, soldiers must first be active or reserve-component enlisted soldiers in the rank of staff sergeant or sergeant first class. They must be qualified in a CMF 18 MOS, be BNCOC graduates and be on jump status. Active soldiers are selected

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by PERSCOM; reserve-component soldiers are recommended by their unit commanders.

The 12-week course is divided into three phases. In Phase One, soldiers spend five weeks on common-leader training, which includes advanced leadership techniques, counseling, training management, a live-fire exercise and light-infantry tactics.

Phase One ends with a four-day light-infantry field training exercise that includes a tactical airborne operation followed by movement to a defensive position. During the FTX, each class is organized into three light-infantry platoons, and each small group becomes a squad. Squads receive missions in which they must perform reconnaissance patrols, set up ambushes, and construct and remove wire obstacles and protective mine fields. The FTX tests soldiers' land-navigation skills and ensures that they are familiar with conventional tactics. It also allows the small-group leader to evaluate each soldier's leadership capabilities in a simulated combat situation.

The three-week Phase Two is devoted to training in the technical aspects of the different Special Forces MOSs, mostly in a supervisory role. There are actually four different programs of instruction, one for each MOS. The medical sergeant receives training in preventive medicine and in setting up a dental program, a pharmacy, an aid station and civic-action programs. Weapons sergeants learn the employment of various weapons systems, including indirect fire, air-defense and anti-tank weapons.

Engineer sergeants receive supervisory training in target analysis and interdiction, the breaching of obstacles and barriers, explosive ordnance and the planning and construction of a base camp.

Communications sergeants receive training on establishing communications from base camps to local patrols and to a Special Forces operations base, which could be thousands of miles away. They also learn supervisory duties in acquiring supplies of communications equipment and supplies for maintenance and minor repair of communications equipment. Soldiers who already have the 18F MOS, assistant operations and intelligence sergeant, attend the MOS training of their secondary SF MOS.

The four-week Phase Three is



Photo by Kirk Wyckoff

SSgt. Donny H. Boles, an instructor, briefs NCO Academy students on the small-group instruction method on which the Academy's training is based.

The SF NCO: A Self-Portrait

How do SF NCOs see themselves? Members of ANCOC Class 3-89 wrote essays on the importance of the NCO to Special Forces. Here are a few of their comments:

NCOs are the primary, small-scale, resource managers of Special Forces. They ensure that the maintenance and accountability of team equipment are kept up-to-date and up to standards. Although officers run the staff and command operations, it is SF NCOs who handle most of the planning, coordinating, preparing, and conduct of SF missions — they are the lifeblood of Special Forces.

SFC George M. Walker, Co. C, 1st Bn., 1st SF Group

Physically, there are few jobs as demanding as being an SF NCO. The SF team member must maintain a level of physical fitness that allows him to accomplish many different missions. A detachment member might be tasked to hump a rucksack one day and participate in a scout swim the next.

SFC James E. Sparks, 160th Special Operations Avn. Regt.

It is the nature of Special Forces soldiers to be leaders, not followers. However, you will find them, leaders all, working together as one cohesive team, understanding the role and the necessity of being followers to meet one single purpose — mission accomplishment.

SFC Kenneth E. Harris, JFKSWCS

While an officer's career quickly progresses to higher levels of command, the NCO spends most of his career at the detachment level. The combined military time among the NCOs on an A-detachment can easily total over a century of experience. It is this experienced, highly trained NCO that makes Special Forces a unique organization.

SFC Jerry T. Griffin, JFKSWCS

The NCO is the heart and soul of Special Forces. He is the soldier who serves on the ODA the longest. The most important thing he can do is to train and assist the new detachment commander. This commander needs all the support he can get; he spends the least amount of time on the ODA and, therefore, must learn as much as he can as quickly as he can. Any competent detachment commander will seek the knowledge and advice of his most experienced team members when confronted with situations he is uncertain about.

SFC James K. Cashion, Co. C, 3rd Bn., 5th SF Group

Most SF NCOs, when they're together, bring up the little things that are wrong with SF. However, when these same individuals are with people outside of SF, by the way they talk, you would swear that they were Special Forces recruiters.

SFC Randy M. Imbrescia, JFKSWCS

The type of NCO who is attracted to SF is a professional soldier. ... He is not the type of person who came to get a little tab for his shoulder or a piece of felt to wear on his head. You could take away the SF tab and the Green Beret and you still would have the SF NCO.

SFC Michael E. Bacon, Co. C, 1st Bn., 1st SF Group

dedicated to Special Forces common-task subjects at skill-level four and covers intelligence-gathering techniques, detachment isolation, organizational operations and base-camp selection. This phase includes a tour of a selected historical battlefield which allows students to compare the curriculum and nine principles of war (objective, offensive, mass, economy of force, maneuver, unity of command, security, surprise and simplicity) to the actual conduct of the battle.

The third phase ends with a four-day foreign-internal-defense command-post exercise. During the CPX, each small group is organized as an A-detachment. Given an operations plan, the group must prepare annexes for weapons, medical, engineer and communications plans and give a detachment briefback.

An important aspect of ANCOC is the Leadership Assessment Development Program. LADP is TRADOC-dictated and is conducted Armywide as part of NCOES, Van Borkulo said. LADP complements the small-group-instruction concept already used in ANCOC because it takes advantage of the attention students receive from their small-group leader. Throughout the course, students are assigned to as many different leadership duties as possible. Small-group leaders assess students' leadership traits and counsel them to point out weak and strong areas. The assessment is done to help the students develop as leaders, not to eliminate them from the course.

Another aid to student development are the diagnostic exams given early in the ANCOC program, before students begin their MOS training. Diagnostic exams are administered by instructors from the 1st Special Warfare Training Group, which conducts the MOS training. Since ANCOC is designed to teach students skill-level-four tasks, the exams verify that they have the prerequisite skill-level-three knowledge.

Because of various problems, some students cannot pass the diagnostic exams. "It doesn't mean that a soldier didn't learn what he should have in the Q-Course," Van Borkulo said. "He may have a 'high decay' skill, or he may not have been able to sustain his training level. Sometimes new systems come on line and his unit might have had limited amounts of the new equipment. Or the soldier may have been in staff assignments and need a refresher."

Soldiers whose scores on the diagnostic exam are unsatisfactory receive remedial instruction from 1st Special Warfare Training Group instructors during "non-academic hours" (their free time at night) to bring them up to skill-level three so that they will be ready to enter the MOS phase.

Upcoming changes

One of the challenges to the course curriculum is to stay current with changes in SF doctrine, and CSM Reginald Salinas, commandant of the SWCS NCO Academy, is directing the integration of Special Forces joint planning and operations into SF ANCOC.

"Special Forces is moving more and more into the joint arena. Both FM 31-20 (Special Forces Operations) and FM 100-25 (Doctrine for Army Special Operations Forces) reflect this increased emphasis on joint operations," Salinas said.

A curriculum review board held at the SWCS in January 1990 approved a milestone in the evolution of SF ANCOC: In fiscal year 1991, instruction in CMF 18 skill-level-four common tasks will place more emphasis on the relationship between Army SOF and conventional forces and on the role of Special Forces in joint operations.

Other courses

The academy also teaches two other courses: the five-week, three-day PSYOP Basic NCO Course, which trains soldiers in common-leader skills, intelligence-related

topics and MOS-specific subjects needed to plan and develop a PSYOP campaign, and the two-week common-leader-training portion of the SFQC.

Prerequisites for PSYOP BNCOC are that active and reserve PSYOP enlisted personnel be sergeants or promotable specialists or corporals who have completed the Primary Leadership Development Course and have served at least six months between PLDC and BNCOC. They must have passed their skill-qualification test within 12 months and meet the fitness and weight standards in Army Regulations 350-15 and 600-19. Active soldiers are selected by PERSCOM; reserve soldiers are recommended by their unit commanders. The course currently runs one class per year because of the low number of soldiers in the career field.

PSYOP BNCOC, also based on the principle of small-group instruction, is taught in three phases. Phase I, 11 days, consists of common-leader training, as prescribed by the Army Sergeants Major Academy, and NCO-development instruction. The four-day Phase II covers intelligence-related subjects such as classification and marking of documents, agencies available to support the intelligence-collection effort, and intelligence preparation of the battlefield. Phase III, 13 days, covers PSYOP-specific subjects such as target analysis, printed propaganda, analysis of enemy propaganda and PSYOP in support of special operations.

Phase III includes the four-day field-training exercise "Sierra Region." During the exercise, students enter a fictitious host country within the Sierra Region by parachute. Once in the area, they perform a variety of exercises, including loudspeaker operations and leaflet drops, which demonstrate their ability to function in support of a special-operations mission.

Common-leader training in the

SF Qualification Course has been expanded from its original one week to a two-week block of instruction taught by NCO academy small-group leaders at the beginning of the course. It is required instruction for those SFQC students who did not complete BNCOC in their original MOS. Soldiers who attend the common-leader portion of SFQC receive two diplomas upon graduation — one for SFQC and one for BNCOC.

New courses

In the future, the SWCS NCO Academy plans to add two more courses to its curriculum: Resident Phase 2 of the reserve-component SF ANCOC, and the PSYOP ANCOC.

Phase 2 of the SF ANCOC-RC will be a resident MOS phase of the course for reserve-component soldiers who have already completed Phase I, U.S. Army Common Leader Training. Common-leader training is conducted at selected U.S. Army National Guard regional military academies and U.S. Army Reserve Forces schools. Soldiers enroll in those courses through their units. (Individual-mobilization-augmentee and Individual Ready Reserve soldiers must enroll through the Army Reserve Personnel Center.)

Resident Phase 2 will be 21 days long; it will contain the same skill-level-four MOS and SF common-task training covered in the active-component ANCOC, and a graded command-post exercise. Training will be conducted using the same small-group instruction as in other courses at the academy.

During the MOS portion, students will be grouped by MOS, but in the SF common-skills and CPX training, each group will mix soldiers with different specialties, regional orientations and experiences to get a better cross-section of team members' strengths and to promote the exchange of ideas.

To make up for the shortening of the course, the NCO academy will

send soldiers read-ahead lesson materials and doctrinal references dealing with SF common skills and certain NCO-development subjects. By completing the read-ahead packet before beginning Phase 2, soldiers will be prepared to enter the resident phase. Soldiers may complete the read-ahead materials before, during or after taking Phase I, but in any case, they must complete them within 15 months prior to Resident Phase 2.

The course will run once per year, with a maximum of 96 students. To be eligible, soldiers must be reserve-component (not AGR) enlisted members of CMF 18; sergeant first class, staff sergeant (promotable) or staff sergeant serving in an sergeant-first-class position; a graduate of BNCOC (any MOS); a graduate of Phase I, ANCOC-RC (U.S. Army Common Leader Training); have a secret clearance; and be selected by the

unit commander or sergeant major (IMA/IRR must be selected by ARPERCEN). The pilot course for SF ANCOC-RC is scheduled to run in August 1991.

The PSYOP ANCOC will be a nine-week, two-day course, also taught once per year, to train enlisted PSYOP specialists in advanced levels of MOS skills, common-leader techniques and intelligence-related subjects. Scheduled to begin in fiscal year 1993, the course will be open to BNCOC-qualified sergeants first class, staff sergeants (promotable) or staff sergeants serving in sergeant-first-class positions.

Training at the SWCS NCO Academy covers a variety of courses and subjects, and Van Borkulo points out that the academy is only part of the program — all elements of the Center and School contribute to a soldiers' training. "Every activity in the SWCS touches the soldier

while he's in the academy," he said.

There are also limits to what the academy can accomplish. "We manage students and mold them. ... We're not here to cleanse the force — we're not to be a discriminator as to who should be a master sergeant in Special Forces. ... We make sure we train the soldiers the unit has seen fit to train," Van Borkulo said. "We are an extension of the commanding general's training strategy for CMF 18. We are not doctrine writers; we don't write the lessons; we don't add, modify or delete what the commanding general says will be taught. We're NCOs training NCOs." ✂

This article was written by the staff of Special Warfare with the cooperation of the cadre of the SWCS NCO Academy.



Early Special Forces Medical Training 1952 – 1971

by Lt. Col. Louis T. Dorogi

From humble beginnings in 1952, SF medical training evolved into an extensive program to meet the demands of SF missions and the challenges of the war in Vietnam.

The origins of Special Forces medical training can be traced back to the experiences of the Office of Strategic Services in World War II.

Much of the strength of the OSS lay in its ability to tailor its forces to the specific exigencies of the mission. But from the small Jedburgh teams (three-man operational teams) to the larger 32-man teams, an inherent weakness remained: No medical support was routinely available within the organizational structure.

Col. Aaron Bank, who was largely responsible for the Special Forces concept, recalls that among his most vivid memories of the OSS was the absence of any organic medical capability, often resulting in needless death and suffering among OSS operatives. The need for medical support became a prime consideration when Bank had the subsequent opportunity to shape the future Special Forces tables of organization and equipment.¹

The formation of the initial Spe-

cial Forces group in the summer of 1952 was a logical outgrowth of the military planning of the Cold War era. In case of general or limited war, the captive nations of Eastern Europe, as well as other nations under Communist dominance, presented a fertile resistance potential for military exploitation.

The ongoing Korean War merely focused on the necessity to organize the required forces to accomplish long-range penetration of enemy territory and organize guerrilla resistance when possible. The planning carried out at Department of the Army-level reached fruition with the approval for the organization of unconventional-warfare capabilities under the aegis of the Office, Chief of Psychological Warfare, headed by Brig. Gen. Robert A. McClure.

Many of the assigned staff personnel had OSS experience as well as first-hand experience with resistance and guerrilla elements during World War II. Men such as Col.

(later Brig. Gen.) Russell W. Volkmann no doubt drew on vast experience with Filipino guerrilla groups in formulating global unconventional-warfare plans, while others, such as Bank, synthesized their OSS insight in reviewing the requirements for the force structure necessary to carry out the unconventional-warfare mission.

As a special staff section under the Department of the Army, OCPW directed the establishment of psychological-warfare training at the Army General School at Fort Riley, Kan. This was quickly followed by the transfer of the 1st Radio Broadcasting and Leaflet Group from Fort Riley to Fort Bragg to form the nucleus of the future Psychological Warfare Center.²

Bank arrived in April 1952 to take interim command of the first contingent of “psy-warriors” coming from Fort Riley and, by May 16, 1952, the Psychological Warfare Center became operational. Col. Charles H. Karlstad soon took over the command as Bank left to become the first commander of the initial Special Forces group, the 10th.³

Initial medical support

With a highly favorable response from a large number of volunteers, the newly activated SF unit was quickly able to select the best-qualified personnel. The medical portion of the 10th Group tables of organization and equipment listed no particular requirements for the single enlisted medic required for each detachment. With the authorized grade of E-7 in each operational detachment, medical-personnel input was to consist of only “damned good medics!” as expressed in the words of its first group commander.⁴

The importance of selecting the “effective” man for Special Forces duty was underscored by the psychological studies conducted soon after the formation of the 10th Special Forces Group. There was an acute need for selection criteria to

ascertain probable performance in an operational setting, well prior to actual deployment, to assure mission success. Once a team was deployed on an operation, it was too late to worry about its personnel composition.

Exhaustive studies combined standard psychological-measurement techniques with “effectiveness” criteria generated by Special Forces. The findings highlighted a need for older, mature personnel possessing the necessary physical stamina and showing a preference for non-routine, outdoor work, as

“The prevailing philosophy was that the enlisted personnel were, in essence, independent aidmen and physician substitutes in a general-warfare situation. The restrictions that applied to stateside medicine would not be valid in a guerrilla situation — especially when evacuation from behind enemy lines was out of the question.”

well as specific rejection of detailed busywork. Other indices developed by the studies showed that there was a higher probability of effectiveness among those with a past willingness to assume family and community responsibility and among those who didn’t ascribe any particular glamor or excitement to their occupation.⁵

The work for organizing the medical-support activities and future medical training and qualification of the enlisted volunteers fell to 1st Lt. Robert E. Elliott of the Medical Service Corps. Arriving on July 18,

1952, Elliott was the first Army Medical Department, or AMEDD, officer assigned. Within a brief but furiously paced period, he designed a training program to fit the needs of the Special Forces medic.

Through coordination with the Medical Field Service School at Fort Sam Houston, Texas, 28 personnel were sent in November of 1952 to attend the Chief Medical Aidman’s course, a course specifically designed for Special Forces. It was the prototype for what eventually became the mid-level course in the 1970s for the Special Forces medic — the 300F-1 Course. Later, selected personnel were sent to the Navy Corpsman School.⁶

Other AMEDD officers rapidly followed, with Capt. Dan Black, Medical Corps, becoming the first physician assigned. He was soon to receive a full complement of Medical Service Corps officers; 1st Lts. Valentine A. Larsen, Donald E. Bristow and Vernon H. Newgard. Initially, there were no requirements for the medical officers to be parachute-qualified. This, however, was quickly changed. Newgard became the first AMEDD officer to graduate from the Psychological Warfare Officer Course, despite being enrolled two weeks after the beginning of the course.⁷

Most of the Medical Service Corps officers were initially assigned to non-medical duties, with some assigned primary duties as Infantry (MOS 31542).

The enlisted medics participated in a continuous training program to upgrade their medical proficiency, in addition to performing their regular garrison medical duties. The prevailing philosophy was that the enlisted personnel were, in essence, independent aidmen and physician substitutes in a general-warfare situation. The restrictions that applied to stateside medicine would not be valid in a guerrilla situation — especially when evacuation from behind enemy lines was out of the question. The lives of team members would depend on

the enlisted medic who was on-site.

The training covered procedures, such as appendectomies, which were normally anathema to anyone other than physicians. The primary focus was on emergency medical training, with some obvious limitations — training had to be didactic rather than applicatory. Hence, procedures such as emergency appendectomies were explained exhaustively and re-emphasized to provide a preliminary basis for the medics, in case they were faced with the decision to operate.

The medical cadre of the 10th Group felt no hesitation in channeling the training towards these hitherto sacrosanct areas because of a firm conviction that operational necessity dictated the approach. Elliott realized that the initial reluctance on the part of physicians to provide this type of training would be quickly overcome once they were familiar with the operational concept of Special Forces units. Obviously, there were limits

to the training, but he felt the focus on progressively sophisticated medical training was fully justified.

Bad Tölz

By the late summer of 1953, the 10th Group was alerted for overseas movement. Commensurate with the activation of the 77th Special Forces Group at Fort Bragg in September 1953, the 10th departed to Bad Tölz, Germany, Nov. 10, 1953.⁸ Its relocation closer to anticipated operational areas no doubt heightened the feeling of necessity for increased medical proficiency.

Accompanying the 10th as its surgeon was 1st Lt. Bill E. Freeland, Medical Corps. He was a bear of a man, nearly 300 pounds,⁹ and thoroughly dedicated to ensuring the medical preparedness of Special Forces. Freeland implemented an effective program of on-the-job training to establish and maintain medical proficiency: At selected U.S. military hospitals and dispensaries in Germany, Spe-

cial Forces medics received a variety of experiences.

Training programs in locations such as Munich, Ansbach, Hohenfels and Grafenwohr lasted about two months. Some of the training was at dispensary-level, while a number of Special Forces medics received more sophisticated training in surgical procedures. Subsequently, there was little uniformity in the training program, except for limited assurance that each SF medic received the same level of training. The value of the training, however, was in the subordination of many stateside medical restrictions to the training needs of the medics. With the cooperation of the supporting medical facilities, the “hands on” training was far superior to that which medics received stateside. The stateside emphasis on purely didactic training was supplanted by more realistic applied training in Germany.¹⁰

With the passage of the Lodge Act of 1954, the enlistment in the U.S. armed services of aliens from virtually all the captive nations of Eastern and Central Europe provided linguistic and area familiarity with many of the intended operational areas of the 10th Group. The facilities of Flint Caserne at Bad Tölz became strapped with increasing training requirements. Qualification of newly assigned personnel, not only in parachute, but in specialty skills, as well as Special Forces training, occupied much of the unit's efforts. The extensive medical training created a burden for the unit, but at the same time provided an opportunity to practice instructional skills that were needed for working with guerrilla units.¹¹

Okinawa

By 1957 the formation in Okinawa of the 1st Special Forces Group, the third active group, foreshadowed increasing personnel-procurement problems that were to plague all Special Forces units in the future. With units spread from Europe to the Pacific, there was no

SF medics demonstrate the proper way to rappel with a patient on a stretcher.



U.S. Army photo

central medical guidance from the Psychological Warfare Center.

As of that time, no medical officer had been designated as the Center surgeon to oversee the medical training and needs within the Special Forces. There was no hard-and-fast rule for conformity in the training of medics beyond the common training received at Fort Sam Houston. Each Special Forces group had a surgeon authorized, who prescribed medical training for the unit as he saw fit.

In Okinawa the 1st Group faced an even more acute problem. The only AMEDD officer initially assigned to 1st Group was Capt. Sigurd Bue, Medical Service Corps, who was given non-medical duties as the group S-2 officer.¹² Enlisted personnel conducted the group medical program. The unit was without a physician for two years until the arrival of Maj. (later Col.) Valentine B. Sky, Medical Corps, in December of 1959.¹³

The geographic spread of Special Forces units assured that parochial needs and interests of each group were met. It assured little, if any, focus on the common needs for standardization of training, beyond that offered at Fort Sam Houston. At the same time, other factors contributed to growing personnel problems — the post-Korean War cut-back in available military assets, standard attrition of trained medical personnel, and a replacement system that failed to provide a proper input of trained and experienced medical replacements.¹⁴ That need for standardized, realistic training was eventually addressed by the Surgical Research Laboratory at Fort Bragg.

Surgical Research Lab

There are no formal documents attesting to the initial formation of the Surgical Research Laboratory.¹⁵ Its ad hoc genesis is rooted in the desire of a Womack Army Hospital surgeon, Capt. John L. Bond, Medical Corps, to provide additional surgical practice for hospital physicians.

In the summer of 1959, Bond secured the necessary administrative approval from hospital authorities to establish a small surgical research facility in the “old hospital” area across Ardennes Road from Womack. Lacking sufficient manpower to maintain the facility, he negotiated an informal arrangement with the surgeon of the nearby 77th Special Forces Group. In return for access to the facility, the 77th detailed SFC Ralph C. Drouin to maintain the laboratory.

The benefit was mutual to say the least. The arrangement allowed both the hospital physicians as well

“The early training program for Special Forces was flexible... Though there was a lot of discussion, there was little attempt to establish a comprehensive program. This changed rapidly as reports were received from Laos and returning SF medics described their Laotian experiences.”

as Special Forces medics an opportunity for hands-on training.

The first NCOIC, Drouin, was an extraordinarily well-qualified medic, possessing not only the requisite medical skills, but an equal ability to “locate” needed medical supplies and equipment in the absence of available funding.¹⁶

In September 1959 the first class of four Special Forces medics attended the Surgical Research Laboratory. Drouin later recalled: “The initial training was more or less played by ear. By using certain medics, Dr. Bond and myself, we tried different procedures to see how well the enlisted men would

pick up on these procedures ... see how much they could handle and just what we could give them.”¹⁷

The Special Forces medics learned how to perform a venous cut-down and administer proper IV fluid therapy. Medics acting in a surgical capacity would perform the necessary debridement, primary or delayed primary closures, insert necessary drains, and take turns assisting each other or in operating the anesthesia apparatus on loan from Womack.¹⁸

The early training program for Special Forces was flexible: much of the instruction was predicated on the desires of the group surgeon and the interests of the medics. Though there was a lot of discussion, there was little attempt to establish a comprehensive program. This changed rapidly as reports were received from Laos and returning SF medics described their Laotian experiences.

The need for more advanced medical training was clear. Subsequent Special Forces requests for establishment of such a course at Fort Sam Houston were rejected. Returning from Fort Sam Houston after failing to secure the necessary approval for the course, the 7th Special Forces Group surgeon (the 77th was renamed the 7th in June 1960), Capt. William B. Radcliffe, realized: “We would have to take full responsibility for advanced training ourselves, and (I) set myself to take the task of developing the best program possible — by Special Forces, for Special Forces, right on post at Fort Bragg.”¹⁹

The opportunity to establish the needed training course arose when the next contingent of eight medics was selected for pre-mission training before going to Laos. Radcliffe obtained permission to establish an uninterrupted five-week training cycle for them at the Surgical Research Laboratory. He constructed a course of instruction which centered on as much hands-on training as could be provided. Training included debridement, endotracheal

intubation, suture techniques and limb amputations. It was followed by other procedures such as preparation and sterilization of surgical packs, induction of general anesthesia, operating-room routines, sterile techniques and postoperative care.

Students learned new medical diagnostic techniques, as well as laboratory and pharmacological skills, via extensive seminars.²⁰ Of special significance was the instruction: The bulk of it was given by enlisted medics under the technical supervision of Doctors Radcliffe and Bond. Limitations on the availability of medical officers necessitated this approach. The actual management of the Laboratory fell to SFC E. Grant Madison in May of 1960. With a cadre of six medics detailed from the 7th SF Group, the facility expanded. By December of 1960, the 7th SF Group became the sole user of the Laboratory, as a consequence of waning interest by the hospital and the departure of Dr. Bond from military service.²¹

The Surgical Research Laboratory was from its inception a 7th Group activity supervised by its surgeon, but with the rapid expansion of counterinsurgency forces directed by the Kennedy administration, the training mission of the facility shifted. In late 1961, with the activation of the Special Forces Training Group, the laboratory became the central training facility for advanced medical training for all Special Forces medics.

AMTS

With the need to revise and streamline all Special Forces training, the newly constituted Medical Training Committee of the Training Group took over the task of revising medical training. The laboratory was promptly renamed the Special Forces Advanced Medical Training School. Even while the AMTS was being organized, there were external pressures for moving all medical training to Fort Sam Houston. Preliminary discussions with representatives from the Office of the

Surgeon General and personnel from the Medical Field Service School gave strong indications that the AMTS at Fort Bragg was in jeopardy. The relocation concept, for the time being, was quickly abandoned after a brief visit by the Surgeon General to the Special Warfare Center.²²

Lt. Gen. Leonard D. Heaton seemed suitably impressed with the training at the AMTS, and upon his return to Washington, wrote Capt. David G. Paulsrud, the Center surgeon, the following:

"I also want to congratulate you

"The basic features of Special Forces advanced medical training were retained throughout the Vietnam period, virtually without major changes until 1966. In March of that year the Special Forces Basic Aidman's School was opened at Fort Bragg under the control of the Medical Training Committee."

on the excellent program of instruction which you have instituted there, and after seeing at first-hand the enthusiasm and competence of all of you, I have no doubt that these men will be fully capable of meeting the tremendous challenge that awaits them. You are indeed engaged in a most critically important mission and I congratulate you on your extraordinary achievements. I am firmly convinced that this course of instruction should continue at Fort Bragg and not be moved to Fort Sam Houston. This decision was very easy to make after my visit to your surgical labo-

ratory and classrooms.

"Please be assured of my continuing support and accept my expressions of great respect and gratitude for what you and the members of your staff are accomplishing for all of us."²³

The strong support by Heaton, as well as the establishment of the Center surgeon's office, presaged subsequent changes to the training cycle of Special Forces medics. After an initial five weeks of branch training at Fort Bragg, medics took eight weeks of basic medical training (MOS 910) at Fort Sam Houston. This was followed by 10 more weeks of further didactic medical training in the Special Forces Aidman (Airborne) course (MOS 911.2). At selected CONUS hospitals, Special Forces medics received on-the-job training for the next nine weeks as part of the applicatory phase of the 911.2 Course (later the 300F-1 course).

Returning to Fort Bragg, the medics underwent an eight-week intensive Advanced Medical Training Course at the AMTS. Successful completion led to more branch training, namely a grueling two-week field training exercise covering the whole spectrum of training received. Those finally completing the training could expect to be assigned to a Special Forces unit.

Once assigned, medics, as well as those with other Special Forces specialties or skills, could expect further cross-training, on the basic and advanced unit level, often followed by more exotic forms of training such as underwater operations or high-altitude-low-opening parachuting.

Understandably, attrition rates were high (30.7 percent), and in 1962, fewer than 100 medics graduated from the AMTS.²⁴ The following year the number of graduates more than tripled (305), but the attrition rate increased to 40 percent.

300F-1 Course

The precursor to the Special Forces mid-level medical training course in the 1970s was the Medical

Aid Procedures Course (8-R-911.2) offered at Fort Sam Houston. Along with the rapid expansion of counterinsurgency forces in 1962, the course was renamed to reflect its Special Forces student input. From then on it was known as the Special Forces Aidman (Airborne) Course, with only a minor change later in the course number (8-R-F-16 to 300F-1).

For the next three years, the course, though operational, was pending formal approval of the course content by the Continental Army Command. In 1963 the course content was modified to reflect the impact of Vietnam on the operational duties of Special Forces medics. Vietnam requirements dictated the addition of veterinary subjects, as well as practice-teaching in basic medical subjects. The teaching role assumed paramount importance for future SF medics.²⁵

It is interesting to note that a non-Special Forces physician had perhaps the most significant impact on the Special Forces Aidman (Airborne) Course. Lt. Col. (later Col.) Roger A. Juel, Medical Corps, was first associated with Special Forces training in 1959 by providing some on-the-job training opportunities in Okinawa for medics from the newly activated 1st Group.

Juel was able to observe firsthand the apparent lack of uniformity in the qualifications of those medics and noted that one of the greatest drawbacks was the lack of diagnostic capability among the SF medics. The apparent lack of adequate preparation in this respect produced what he called "an awful lot of empiric medicine. If the patient got well, the treatment got credit, where this is not always true."²⁶

He also noted one of the other problems that was to become a significant hindrance in the expansion of Special Forces medical assets — the sudden influx of young and inexperienced medics. After his reassignment in 1962 to Fort Sam Houston, Juel took over direction of



U.S. Army photo

A medic from the 1st Special Forces Group conducts sick call for Rhade villagers near Ban Me Thout, Vietnam, in March 1962.

the Special Forces medical training conducted at the Medical Field Service School. He was able to modify the course content appropriately to resolve many of the shortcomings he noted during his Okinawan tour. Training was made more rigorous; innovative approaches, such as the use of a mock dispensary, gave students a more realistic setting in which to demonstrate overall knowledge gained.

"By use of a mannequin as a patient, the student obtained the patient's history of illness and/or injury as well as other basic information concerning the patient. A diagnosis was determined, treatment was prescribed, and evacuation as needed ... and each phase of his training was tested, such as anatomy, physiology, pharmacy, nursing, types of evacuation, and medical and surgical treatment. In the detection of weak areas, immediate on-the-spot critique was made and re-teaching was accomplished effectively."²⁷

From about 1963 on there were a number of variations of training at Fort Bragg which entailed sending graduates of the 300F-1 training to the Clinical Specialist (MOS 91C)

Course prior to the AMTS. This was predicated on a reduced attrition rate of 91C graduates attending the last phase of SF training (10 percent vs. 40+ percent).²⁸

Vietnam focus: 1963-71

The basic features of Special Forces advanced medical training were retained throughout the Vietnam period, virtually without major changes until 1966. In March of that year the Special Forces Basic Aidman's School (MOS 91A) was opened at Fort Bragg under the control of the Medical Training Committee.

The cumulative effect of the basic training being conducted under Special Forces control was a subsequent reduction the following year in the overall length of the medical training cycle from 37 to 32 weeks. This included a reduction of 91A training from 10 to eight weeks and decreasing training at the AMTS by one week to seven weeks. This theoretically signaled the availability of more medics per year for deployment. Though not without hurdles, the wisdom of bringing the 91A training to Fort Bragg was borne out by higher academic grades (10

points per man) among graduates of the advanced Special Forces training.

In 1966 further changes increased the workload of the Medical Training Committee — formalization of the Special Forces Advanced Medical Laboratory Procedures Course and assumption of responsibility for operation of its own unit dispensary. Though personnel authorizations seemed adequate, there was a continual problem of securing enough enlisted instructors and retaining them. The overall shortage of Special Forces medical personnel assured that few instructors would last a year before receipt of orders to Vietnam.²⁹

Reorganization of the U.S. Army John F. Kennedy Special Warfare Center (Airborne) in 1968 led to a realignment of functions. The U.S. Army John F. Kennedy Center for Military Assistance was created, sharing equal status with the U.S. Army Institute for Military Assistance, which absorbed the Special Forces Training Group.

All enlisted Special Forces medical training now fell under the Medical Division, Operational Spe-

cialties Department, of the Special Forces School and thus no longer under the staff supervision of the Center surgeon. The remaining technical control exercised by the surgeon was inadequate and presaged many of the training problems that were to emerge in subsequent years.

Throughout the year, increased pressure by representatives of the CONARC surgeon's office focused on returning the eight-week Special Forces Basic Aidman's Course (MOS 91A) to Fort Sam Houston. CONARC deemed the 12-week 91A Course taught at the Medical Training Center adequate for providing the necessary input to the 300F-1 Course, despite insistence to the contrary by the Center and the Institute.

A trial program initiated by CONARC admitted 35 91A students graduating from Fort Sam Houston to the 300F-1 Course. During the first six weeks of the 300F-1 Course, 14 of these students dropped out, while out of 19 students completing 91A training at Fort Bragg, only two were dropped for academic reasons. For the remainder of 1969 and

the next calendar year, the status quo prevailed, despite intense review and discourse on the proposed transfer.³⁰

In 1971, by the direction of the Office of the Surgeon General, all Special Forces enlisted medical training was transferred to Fort Sam Houston despite the fervent objections of the Center and the Institute. The transfer was to be followed by a reduced training cycle, elimination of a number of Special Forces-essential subjects from the program of instruction and the exclusion of Special Forces-qualified training cadre. There was little doubt at Fort Bragg that the revision would produce a lesser-qualified medic.

The unexpected and belated reprieve of the previous Special Forces medical-training program came when the first graduating class under the new system returned to Fort Bragg and was tested by the Medical Division of the U.S. Army Institute of Military Assistance. The Center Historical Supplement for 1971 noted:

"The majority of students failed this examination in the following areas: operating room techniques, surgical procedures (amputations, wound debridement, venous cut-downs, and tracheostomies); sterile techniques, and certain medical subjects peculiar to Special Forces operations. Headquarters CONARC was advised of the situation, with the recommendation that additional post-MOS medical training be authorized on Fort Bragg to fully qualify the trainees as Special Forces enlisted medics prior to their assignment to operational units. Authorization was received to conduct a 4 1/2 week post-MOS medical qualification course."³¹

The balance sheet

From their infancy in the 1950s, Special Forces units' reason for being has been to develop, organize, equip and direct indigenous forces in the conduct of guerrilla warfare. As early as 1961, however, doctrinal



U.S. Army photo

SFC Larry Dickinson, a medic from the 46th Special Forces Company, examines a child as part of a civic-action program conducted in Thailand in November 1967.

recognition could be found for another mission in Army Field Manual 31-21, Guerrilla Warfare and Special Forces Operations, namely, to “advise, train and assist indigenous forces in counter-insurgency operations.”³² The former mission required relatively modest medical assets, with primary focus on well-qualified enlisted medical personnel capable of operating independently.

Juxtaposed against conventional-warfare methods, wherein the more serious medical problems are evacuated to a higher level of medical care, unconventional warfare places an increased demand and responsibility on the lower levels of Special Forces medical support. Medical evacuation for more definitive medical care was not expected to be available. Thus, there was an obvious need for more physician-oriented training for the enlisted Special Forces medic.

Counterinsurgency warfare in Vietnam required a number of changes to accepted tenets of Special Forces medical support. The openness of most counterinsurgency medical efforts, in contrast to the covert medical requirements of unconventional warfare, and the necessary interface with existing medical organizations and facilities, in contrast to UW’s virtual isolation from higher echelons of medical care, produced requirements differ-

ing from those anticipated by the existing medical doctrine.

A new lexicon of terms evolved, reflecting the medical operational realities of Vietnam. During the Vietnam era the training had become the most lengthy and con-

“A new lexicon of terms evolved, reflecting the medical operational realities of Vietnam. During the Vietnam era the training had become the most lengthy and concentrated, as well as perhaps the most controversial, of the five basic Special Forces skills.”

centrated, as well as perhaps the most controversial, of the five basic Special Forces skills. The enlisted training cycle was best, with multiple hurdles beginning with the selection process, followed by parachute, medical training and Special Forces branch training. The total time invested was well over 40 weeks.

Doctrinal focus on the maintenance and improvement of the

health of guerrilla units was challenged by the need for health-and-sanitation improvements among the indigenous civilian populations of Southeast Asia. Special Forces medical training, always extensive and rigorous, responded well to that challenge. From its humble beginnings in 1952, it evolved into a formalized training cycle distinguished by the fact that it was the only form of medical training for enlisted personnel not always fully under the control of Fort Sam Houston. ✕✕

Lt. Col. Louis Dorogi, USAR, is a member of the Medical Service Corps and is currently director of officer courses, 1033rd U.S. Army Reserve Forces Schools, Portland, Maine. In more than 14 years of active service, he served in a number of special-operations medical assignments, including medical supply officer for the 7th SF Group, medical supply officer for the Walter Reed Army Institute of Research Field Epidemiological Survey Team in Vietnam, and executive officer and plans, operations and training officer for the Surgeon Section of the JFK Center for Military Assistance. From 1975 to 1978, he served as historian in the Medical History Unit of the Army Center for Military History.

Notes:

¹ In a letter to the author on 24 March 1976, Col. Bank described some of the thinking that went into organizing Special Forces teams. Many of the old OSS operatives and veterans were able to translate their knowledge and experiences into shaping the basic operational unit of the Special Forces, the A-team, or Special Forces operational detachment. An initial consideration of placing physicians on each operational detachment was quickly dropped when the planners realized the lack of available assets. Originally only one medically qualified team member was contemplated. Bank wrote:

“Based on my OSS experience I was determined to eliminate one major flaw in the conduct and support for unconventional operations. That flaw was in the area of medical aid and support. I would never forget how a neighboring Jed(burgh) team had lost a lieutenant who had been dropped initially in my sector because of lack of trained personnel. ... No medical personnel were in the entire Jed(burgh) operation. I also had noted that many of the guerrillas I had organized had a latent fear of the consequences of getting wounded in action because of the lack of proper and immediate medical support. This in turn affected their efficiency and morale.”

² Headquarters, Psychological Warfare Center, Psychological Warfare Center Questionnaire, Fort Bragg, N.C., 5 September 1952.

³ The 10th Special Forces Group (Airborne) was formally activated on 11 June 1952, per General Order 33, Fort Bragg, N.C., dated 18 June 1952. See Unit History Data Card for Headquarters & Headquarters Company, 10th Special Forces Group, 1st Special Forces.

⁴ Telephone conversation on 12 March 1976 with Col. Aaron Bank and letter from Col. Bank to the author, dated 24 March 1976.

⁵ Herbert I. Abelson, Factors Related to the Effectiveness of Special Forces Personnel, The George Washington University Human Resources Research Office, HumRRO Control No. A-3513, 5 August 1954.

⁶ Headquarters, Psychological Warfare Center, Fort Bragg, N.C., “Weekly Activities Report,” 15 November 1952. Also see Maj. William L. Posey, “Special Forces Medical Training,” (a student paper written for the Communicative Arts Program), Fort Leavenworth, Kan.: Army Command & General Staff College, April 1970, p. 1.

⁷ Headquarters, Special Warfare Center, Special Orders Number 1119, Paragraph 1, dated 27 October 1952.

⁸ Historical Data Card, 10th Special Forces Group. The 77th Special Forces Group was initially composed of many personnel from the 10th.

⁹ According to Dr. Freeland and Lt. Elliott, the 10th Special Forces

Group had to design and construct a suitable parachute harness for Freeland to permit him to become parachute-qualified.

¹⁰ Telephone conversation with retired Maj. Robert E. Elliott on 3 March 1977.

¹¹ Beverly Lindsey, "The Center Story: Behind the Iron Curtain," *Veritas* 14 (July-September 1975) : 16, and telephone conversation with retired Maj. Robert E. Elliott on 3 March 1977.

¹² Telephone conversation with retired Col. Sigurd Bue on 23 March 1977.

¹³ Personnel data card (Office of the Surgeon General) for Col. Valentine B. Sky, Medical Corps.

¹⁴ "Tough, Triple Volunteers of the Army's 10th Special Forces," *Army, Navy, Air Force Journal*, 1 August 1959, p. 3.

¹⁵ Also known as the Surgical Laboratory, Clinical Research Laboratory and Advanced Medical Training School in later years.

¹⁶ SFC Drouin was a graduate of the Naval Hospital Corps School, the Independent School for Medical Corpsmen, Dental Technician School, Dental Laboratory School, the Surgical Technician School, and the Para-rescue and Survival Schools and the Medical Specialist Advanced Course at Fitzsimons General Hospital.

¹⁷ Personal communication from retired SFC Ralph C. Drouin to the author on 24 February 1977.

¹⁸ Personal communication from Drouin.

¹⁹ Personal communication from William B. Radcliffe, M.D. to the author on 12 September 1976.

²⁰ Personal communication from Dr. Radcliffe and interview with Sgt. Maj. E. Grant Madison on 1 October 1975.

²¹ Capt. William B. Radcliffe, Letter of Commendation, Office of the Group Surgeon, 7th Special Forces Group (Airborne), 1st Special Forces, Fort Bragg, N.C., 16 August 1960. The letter describes in glowing terms SFC Madison's contributions to the operations of the Surgical Research Laboratory. Also, telephone conversation between Dr. John L. Bond and the author, 13 July 1976.

²² Personal letter from Dr. David G. Paulsrud to the author dated 1 November 1976, p. 3.

²³ Lt. Gen. Leonard D. Heaton to Capt. David G. Paulsrud, 7th Special Forces Group, Fort Bragg, N.C., 27 April 1962. Personal files of Dr. David Paulsrud.

²⁴ Special Warfare Center, Historical Report, 1963, pp. 66-67.

²⁵ Office of the Surgeon, Headquarters, U.S. Army Special Warfare Center, Army Medical Service Activities (RCS MED-41 (R4)), Fort Bragg, N.C., 1963, p. 1.

²⁶ Interview with Col. Roger A. Juel, Medical Corps, at Fort Sam Houston, Texas, on 17 December 1976, pp. 5-6.

²⁷ Brooke Army Medical Center, Army Medical Service Activities Report (RCS MED-41 (R4)), Fort Sam Houston, Texas, 1963, p. 112.

²⁸ The Surgeon General, United States Army, Annual Report, FY 1963, pp. 111-112.

²⁹ U.S. Army John F. Kennedy Center for Special Warfare (Airborne), Historical Supplement, 1966, p. 63. Headquarters, Department of the Army, Special Forces Training Group (Airborne), Army Medical Service Activities Report (Annual) 1967, Fort Bragg, N.C., 5 March 1968, p. 3. Medical Section, JFK Center for Military Assistance, Army Medical Activities (RCS MED-41 (R4)), Fort Bragg, N.C., 13 April 1971.

³⁰ Headquarters, Department of the Army, JFK Center for Military Assistance, Army Medical Activities (RCS MED-41 (R4)), Fort Bragg, N.C., 1969 & 1970. Surgeon, JFK Center for Military Assistance, "Special Forces Medical Training," Disposition Form to Commanding General, JFK Center for Military Assistance, 14 September 1970.

³¹ U.S. Army John F. Kennedy Center for Military Assistance, Spartan Historical Supplement, 1971, Fort Bragg, N.C., p. 41.

³² Army Field Manual 31-21, Guerrilla Warfare and Special Forces Operations, Headquarters, Department of the Army, September 1961, p. 18.



NCO PROFESSIONAL DEVELOPMENT

The PSYOP Specialist

by MSgt. Calvin Rome

While the rest of the Army is consolidating career-management fields and specialties and reducing authorizations, psychological operations is looking for ways to expand and grow, and PSYOP NCOs who plan to grow with their MOS need to be aware of their professional-development requirements.

On Feb. 23, 1990, the Office of the Deputy Chief of Staff for Personnel, Headquarters, Department of the Army, approved the establishment of Enlisted Career Management Field 37, Psychological Operations, and Military Occupational Specialty 37F, Psychological Operations Specialist.

CMF 37 is a one-MOS career management field, containing the private-to-sergeant-major accession MOS 37F. The new CMF/MOS will be formed from personnel currently holding MOS 96F, PSYOP Specialist, which is currently part of CMF 96, Military Intelligence.

PSYOP has had a long relationship with MI, first with MI MOSs being documented with the SQI

“W,” psychological operations, then with the establishment of MOS 96F in October 1985 by reclassification of other military-intelligence assets, mainly MOS 96B (intelligence analyst). Initially, establishing a PSYOP specialty within CMF 96 seemed like a logical step. But as the MOS matured, it became apparent that a continued tie to military intelligence, with the SWCS acting as the subproponent, placed the MOS in an awkward position of having two masters. This prompted the SWCS to request assumption of full proponentcy for 96F and to propose the creation of a PSYOP-specific CMF/MOS.

The Army has established conversion milestones in order to phase the new CMF/MOS into all of its data bases. The first milestone of which soldiers in the field will be aware will be the publication of the October 1990 Update 3, Military Occupational Classification Structure. The details of the CMF will appear in the AR 611-201 portion of the update.

The next significant milestone will occur in September 1991 — personnel reclassification. From Sept. 1-23, 1991, affected soldiers' personnel service centers will revise personnel records, publish orders and submit transactions on the Standard Installation/Division Personnel System, SIDPERS, the Armywide computerized personnel data base. The reclassification is merely a case of a number change from 96F to 37F — soldiers' duties and assignments will not be changed.

Until the reclassification is completed, the enlisted Military Police/Military Intelligence Branch of the Combat Support Career Division, Enlisted Personnel Management Directorate at PERSCOM will continue to manage 96F/37F. Upon full implementation of CMF 37/MOS 37F, MOS 96F will be deleted and personnel management will most likely fall under the enlisted Special Forces Branch of the Combat Arms Career Division of the EPMD at PERSCOM.

One of the most significant changes with the implementation of CMF 37/MOS 37F will be the expansion of grade authorizations, including sergeant-major positions. The operations-sergeant position in the S-3 of a PSYOP group, currently graded for master sergeant, will be upgraded to a staff-sergeant-major position. The other sergeant-major position provided for in the standards of grade is for the active component only. A master-sergeant position in the Office of the Director of Psychological Operations and Civil Affairs, J9, of the U.S. Special Operations Command will be upgraded to staff sergeant major. Another position which is a candidate for upgrading to staff sergeant major is the position of CMF manager in the proponency office of the SWCS.

Because of the time required to develop new training, the SWCS has signed a memorandum of agreement with the Army Intelligence Center and School, Fort

Huachuca, Ariz., to allow PSYOP specialists to continue attending the Military Intelligence Advanced NCO Course until SWCS gets a PSYOP-specific ANCOC on-line, scheduled for fiscal year 1993.

Another aspect of the conversion to CMF 37 will be the requirement for PSYOP enlisted collar insignia. Upon reclassification to CMF 37, PSYOP soldiers will no longer be able to wear the Military Intelligence branch insignia. The final step of developing a PSYOP-specific enlisted collar insignia will make a clean break with MI. The SWCS Special Operations Proponency Office has sent solicitations to both active and reserve-component PSYOP units asking for suggestions and proposals for an enlisted collar insignia.

Other proposals still in the early stages of development for MOS 37F include airborne training (for active soldiers) and language training as part of the initial-entry training package.

Professional development

To meet the Army's requirement of training and leading, the PSYOP NCO must have a wide range of military knowledge and skill and must demonstrate job proficiency in all aspects of psychological operations. Perishable skills, such as foreign-language proficiency and airborne operations, must be trained, learned and maintained on a continual basis.

Professional development for PSYOP soldiers, with the exception of MOS-specific training, is similar to that of other MOSs. Generally, the Army uses a three-level approach to professional development: institutional, unit and individual.

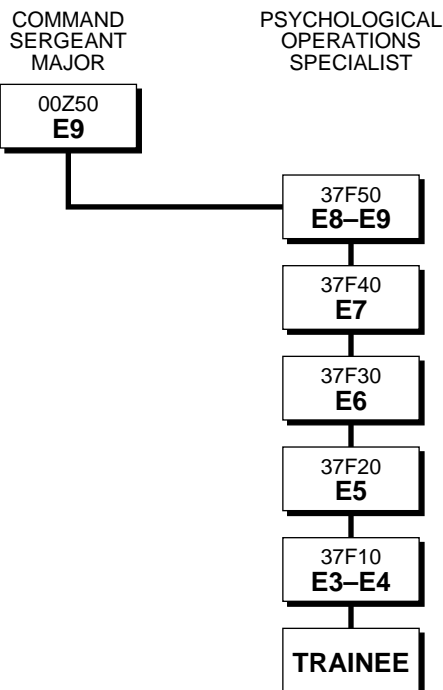
On the institutional level, the key component is the NCO Education System. NCOs must be skilled trainers and leaders, able to train soldiers while demonstrating their own proficiency. Trainers need enthusiasm, innovation, the ability to motivate others, and the ability to learn and communicate the subject matter. NCOES provides training in all these areas. For the sequence of NCOES courses for the PSYOP MOS, see the NCO professional-development chart (next page).

Ideally, NCOES is sequential, progressive and provides soldiers the training they need prior to promotion. (It does not, however, include functional courses such as the First Sergeant Course.) This applies equally to all branches of the Army. NCOES has four levels:

- **Primary.** Primary-level training prepares specialists and sergeants for NCO duties. The Primary Leadership Development Course is a non-MOS-specific leadership course built around basic soldier skills. Unit commanders select and schedule soldiers for attendance.

- **Basic.** Basic-level training prepares sergeants for duties as staff sergeants. The Psychological Operations Basic Noncommissioned Offi-

CMF 37 PSYCHOLOGICAL OPERATIONS



MOS 37F NCO Professional Development

YOS	EXPERIENCE			TRAINING AND EDUCATION		
	GRADE	ASSIGNMENTS	OTHER	NCOES	OTHER	CIVILIAN
0	E2 4-6 MO	PSYOP TM MEMBER		PLDC	BCT AIRBORNE SCHOOL 37F AIT BASIC LANGUAGE TRAINING PSYOP CRSE (ACCP)	BEGIN COLLEGE WITH A PERSONAL GOAL OF OBTAINING A DEGREE
1	E3 6-12 MO					
2	E4 12-26 MO					
3						
4	E5 1 1/2-5 YRS					
5		LOUDSPEAKER TM CHIEF AUDIO-VISUAL TM CHIEF 37F AIT INSTRUCTOR	RECRUITER DRILL SGT	37F BNCOC	INTERMEDIATE LANGUAGE OR SECOND LANGUAGE	CONTINUE COLLEGE WITH A PERSONAL GOAL OF AN ASSOCIATE'S DEGREE
6	E6 5-8 YRS					
7						
8		SENIOR SERGEANT IN: -PROPAGANDA DEV CTR -TARGET ANALYSIS TM -PROPAGANDA OPN SECT -THREAT ANALYSIS TM TAC DISSEM PSG 37F AIT INSTRUCTOR	SR DRILL SGT RC ADVISOR RECRUITER	CMF 37 ANCOC	JOINT PSYOP STAFF PLANNING COURSE	CONTINUE COLLEGE WITH A PERSONAL GOAL OF A BACHELOR'S DEGREE
9						
10	E7 9-13 YRS					
11						
12						
13		FIRST SERGEANT GP/BN OPS SGT USSOCOM J-9 OPS SGT	RC ADVISOR		1SG COURSE	CONTINUE COLLEGE WITH A PERSONAL GOAL OF AN ADVANCED DEGREE
14						
15	E8 14-18 YRS					
16						
17						
18		PROMOTION TO MOS 37F50 E9 STAFF SGM SR OPS SGT IN A PSYOP GP S-3	ROTC CADRE	SGM ACADEMY		
19						
20	E9 18-22 YRS					
21						
22						
23		USSOCOM J-9 SR OPS SGT				
24						

PREFERRED DEGREES:
POLITICAL SCIENCE
PSYCHOLOGY
SOCIOLOGY
JOURNALISM
INTERNATIONAL RELATIONS
MARKETING/ADVERTISING
TELECOMMUNICATIONS MANAGEMENT
GEOGRAPHY, ECONOMIC/POLITICAL
FOREIGN AFFAIRS

cers Course emphasizes PSYOP-related subjects, intelligence functions and common-core leadership tasks. Soldiers attend PSYOP BNCOC at the Special Warfare Center and School NCO Academy. The Army Personnel Command nominates the best-qualified soldiers to attend training, and the unit commander has the option to approve, substitute for, or defer a candidate. The PSYOP BNCOC is five weeks, three days long and is conducted once per year.

- Advanced. Advanced-level training prepares staff sergeants and sergeants first class for duties as senior noncommissioned officers. PSYOP specialists currently attend the MI ANCOC, which emphasizes

the skills required by senior NCOs in the military-intelligence environment, along with a common core of leadership training developed by the U.S. Army Sergeants Major Academy. A Department of the Army selection board chooses students annually, and PERSCOM controls class scheduling. The MI ANCOC is 10 weeks long. The SWCS is developing a PSYOP-specific ANCOC which is scheduled to be taught at the SWCS NCO Academy beginning in fiscal year 1993.

- Senior. The Sergeants Major Course at the Army Sergeants Major Academy at Fort Bliss, Texas, is the capstone of the NCOES. Consideration for selection is limited to master sergeants and

first sergeants in the published zone who request consideration. An Army selection board chooses soldiers annually for both resident and non-resident schooling, and PERSCOM schedules classes. The resident course requires a permanent-change-of-station move and is 22 weeks long. The non-resident course is taught in five phases. The first four phases are completed through correspondence, requiring approximately two years. Phase Five is a two-week resident phase taught at the USASMA.

One of the primary considerations of professional development at the unit level is the allocation of training time. The commander should provide time not only for

common-task training, primary MOS training and NCO-development-program classes, but also for PSYOP-related training. Language training and maintenance is a prime example of an area which is critical to PSYOP but rarely allocated sufficient training time. This is because of the complexity in providing effective training and a lack of command emphasis. The allocation of unit training time is an investment in the future of the Army and PSYOP, and its value must not be underestimated.

The individual's role is the most-often neglected. It is the individual's responsibility to "be all he can be," and NCOs are ultimately responsible for their individual development. An NCO's ability to learn, teach, train, counsel and act independently is dependent on basic education skills, including the ability to write and speak. One method of improving both basic skills and PSYOP-specific skills is to pursue a college degree in a field related to the PSYOP mission. While a college degree is not a requirement for promotion, a PSYOP NCO with a degree is more competitive in the selection process for promotion. (Some related degrees for the PSYOP NCO are listed on the professional-development chart.) Other educational opportunities include:

- The Army Correspondence Course Program, which provides for non-resident study of military-related subjects. Courses available and their prerequisites can be found in DA Pamphlet 351-20.

- Suggested professional-reading lists on general military subjects, which should be available through the unit command sergeant major. A suggested reading list on PSYOP-specific topics is available through the Special Warfare Center and School's Co. A, 3rd Bn., 1st Special Warfare Training Group.

- Individual hobbies (such as photography, ham radios, computers, etc.), which can be directly related to requirements within the

PSYOP mission and can play an important role in PSYOP-specific professional development.

The PSYOP NCO must be the leader and the example for the soldiers under his or her care. Physical fitness and military bearing are the bedrock attributes that develop a leader who projects confidence, and the PSYOP NCO must be physically and mentally fit to fight, train and lead.

NCO promotions

NCO promotions are managed through two systems, semi-centralized and centralized. The semi-centralized system is used to select soldiers for promotion to sergeant and staff sergeant. The centralized system selects NCOs for promotion to sergeant first class, master sergeant and sergeant major, and for appointment to command sergeant major.

Under the semi-centralized system, to be selected for promotion to sergeant and staff sergeant, NCOs must appear before a local promotion board. Based on an evaluation of the NCO's past performance and potential, the board awards promo-

tion points, which are a major factor in determining if the soldier will be selected for promotion. Since July 1, 1986, the Primary Leadership Development Course has also been a requirement for promotion to staff sergeant.

Under the centralized system, the authority for selecting and promoting NCOs to the top three grades rests with Headquarters, Department of the Army. The centralized system relies completely on information contained in the NCO's Official Military Personnel File and on the NCO Personnel Qualification Records (DA Form 2A and 2-1).

To increase the possibility of selection for promotion, PSYOP NCOs should ensure that their records reflect that they have met all prerequisites, as outlined in the promotion board's guidance instruction, prior to the suspense date. The DA photo is a critical part of the OMPF. To be competitive, NCOs must present a professional personal appearance, and their uniforms must conform to standards provided in AR 670-1. Height and weight should be proportional and within the limits established by AR 600-9.



Photo by Kirk Wyckoff

Instructors show a student how to wear and operate a mobile loudspeaker during PSYOP advanced individual training. MOS training is only part of the overall training necessary for NCO professional development.

Phone numbers for PSYOP soldiers

- PSYOP enlisted assignments manager, PERSCOM; commercial (703) 325-9363, AV 221-9363.
- NCOES branch (BNCOC, ANCOC), PERSCOM; commercial (703) 325-5361, AV 221-5361.
- MI ANCOC manager, MI Branch, PERSCOM; commercial (703) 325-6430, AV 221-6430.
- NCO Academy, Fort Huachuca, Ariz. (MI ANCOC); commercial (602) 538-8935/36, AV 879-8935/36.
- Special Operations Proponency Office, USAJFKSWCS, Fort Bragg, N.C.; commercial (919) 432-6406, AV 239-9002/6406.
- Co. A, 3rd Bn., 1st Special Warfare Training Group, USAJFKSWCS (PSYOP advanced individual training); commercial (919) 396-5511, AV 236-5511.
- NCO Academy, USAJFKSWCS (PSYOP BNCOC); commercial (919) 396-2897, AV 236-2897.

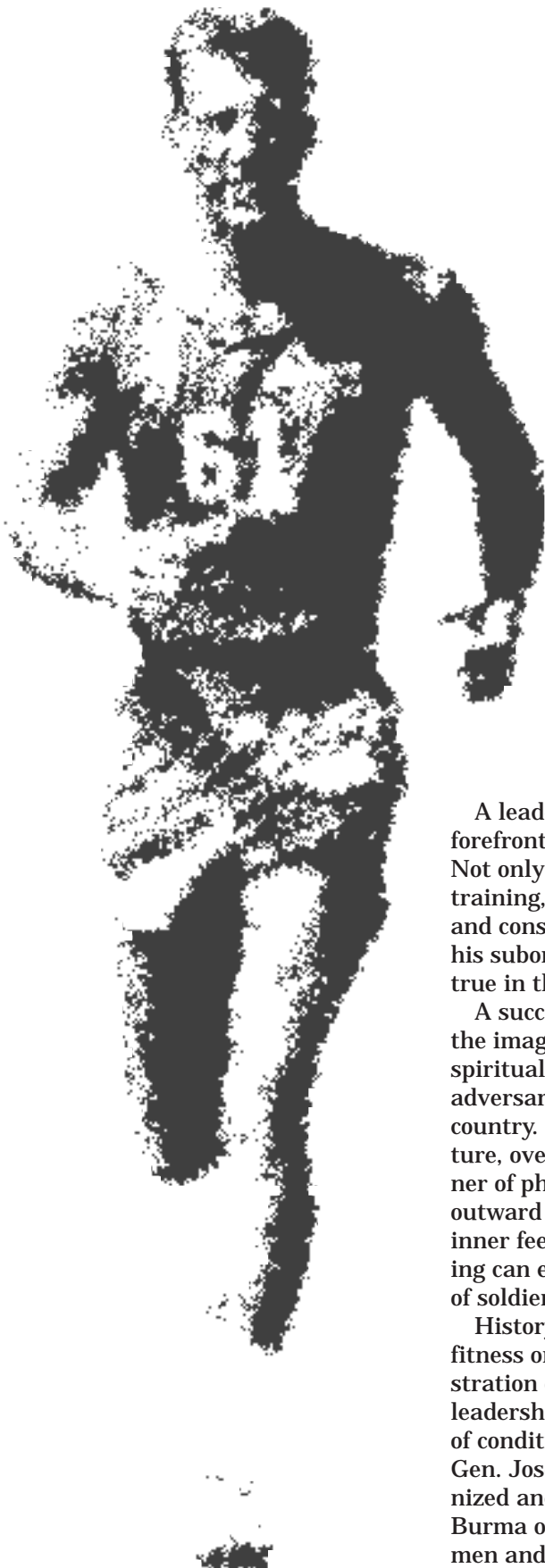
NCOs should make sure that all their efforts toward professional development, whether institutional, unit or individual, are reflected in the OMPF. Even the most proficient and professional NCOs in the MOS will not receive promotions, schools and assignments if their OMPFs

are not accurate and current.

Soldiers can receive free copies of their OMPF microfiche by sending a personally signed request with name, Social Security number, and address to: Commander, USAEREC; Attn: PCRE-FF; Fort Benjamin Harrison, IN 46249-5301.

They can also visit USAEREC at Fort Benjamin Harrison to review their files in person. Make appointments by calling AV 699-3361, commercial (317) 542-3361. ➤➤

MSgt. Calvin B. Rome is currently the Psychological Operations and Civil Affairs Enlisted Manager in the Special Operations Proponency Office of the SWCS. After serving the first 10 years of his career in Army Aviation, he transferred to Military Intelligence, where he served for five years as an interrogator, MOS 97E. He later served as the first sergeant of Headquarters and Headquarters Company, 9th PSYOP Battalion, and as the operations sergeant of the 1st PSYOP Battalion. His military schools include training at the Defense Language Institute in Chinese Mandarin and Korean, and the SQI "W" Course, Psychological Operations.



Is FITNESS IMPORTANT FOR LEADERS?

by CSM Henry Bone

A leader must always be at the forefront of the soldiers he leads. Not only in time of war, but also in training, the leader must display and constantly set the example for his subordinates. This is especially true in the area of physical fitness.

A successful leader must project the image of mental, physical and spiritual "wellness" to his soldiers, adversaries and to the people of his country. His bearing, shown by posture, overall appearance, and manner of physical movement, is an outward display of the state of inner feelings and confidence. Bearing can either hurt the confidence of soldiers or help inspire them.¹

History teaches the importance of fitness on the battlefield. A demonstration of the physical qualities of leadership under the most adverse of conditions was exhibited by Lt. Gen. Joseph W. Stilwell, who organized and led the retreat from Burma of an unorganized mob of men and women — Chinese, British, Burmese and a few Americans — in May, 1942.

A rapid advance and unexpected enveloping movement by the Japanese had resulted in a disastrous defeat for the Chinese and British forces. The normal line of retreat was cut off, and there was no choice but to hike through the jungle.

Stilwell led the group 140 miles from Burma into India, more than half of that distance on foot. The group had to contend with heat and almost incessant rain, tangled jungles, insect-ridden swamps, and 7,000-foot mountains. Many became ill with dysentery. Some of these, and those wounded prior to the march, had to be carried on stretchers. After 20 days, however, Stilwell led a well-organized and disciplined band into India. Stilwell, at the age of 59, had accomplished this feat through what one author has called "superb leadership coupled with indefatigable energy and excellent physical condition."²

Gen. Matthew B. Ridgway, who served as a division, corps, and

army commander, speaks of physical fitness as one of the most important ingredients of leadership.

"Because of strenuous and unremitting physical training, I was able to keep up with the best of my troops in the hottest sectors and the toughest terrain and climate."³

Ridgway also prescribes what he believes the standard for commanders of large units should be. "The division commander should have the physical endurance, stamina, and reserves of his best infantry battalion commanders, because that is where he belongs — with them — a good part of the time."⁴ Ridgway feels that a leader should be in excellent physical condition at all times, since at any time, he could be thrust into a combat situation, and there will be no time to get into shape.

It is hard to predict the kinds of physical challenges soldiers will face in future wars; however, in almost any situation, there will be

times when leaders will be required to function with less rest than their soldiers. It is also likely that enemy rear operations will pit truck drivers, clerks and cooks against enemy parachutists in hand-to-hand combat. Leaders have a responsibility to ensure that they and their soldiers are physically fit, able to endure the rigors of combat.

A glimpse of the future battlefield can be seen in the 1973 "Yom Kippur" war. Egypt and Syria used relatively modern Soviet weapon systems, and Syria deployed its equipment using the Soviet military doctrine of continuous military operations. According to one source, "This resulted in a battlefield that was probably unmatched in terms of the levels of sustained terror and stress applied to soldiers and the leaders of both sides."⁵

Physically fit soldiers are better able to withstand stress in peace or war partly because of the psychological dividends of physical condi-

tioning. These dividends come in the form of heightened alertness, greater self-confidence and aggressive, competitive attitudes — factors which will be critical on any battlefield. ✕

CSM Henry Bone is currently the command sergeant major for the 2nd Battalion, 7th SF Group at Fort Bragg.

Notes

¹ U.S. Army Field Manual 22-100, Military Leadership, p. 125.

² L.A. Pennington, *The Officer as a Leader* (New York: Prentice Hall, Inc., 1948), pp. 111-112.

³ Robert L. Taylor and William R. Rosenbech, *Military Leadership in Pursuit of Excellence* (Boulder, Colo.: Frederick A. Praeger, 1984), p. 25.

⁴ Taylor and Rosenbech, p. 28.

⁵ James G. Hunt and John O. Blair, *Leadership on the Future Battlefield* (New York: Pergamon-Brassey's, 1985), p. 615.

When You're On Patrol...

Editor's note: The following article is taken from B-720 Tips, published in 1988 by the 7th SF Group. B-720 Tips was, itself, based on B-52 Tips, published by the 5th SF Group in 1970, but updated to include changes in weapons, equipment and doctrine.

Leader tips

- No individual or team can practice or train too much or too often.
- Teamwork is the key to success and will only come through constant training and rehearsal.
- While on a mission, minimize fatigue; tired men become careless.
- If you show confidence, your team will have confidence.
- Always have an alternate plan. Think ahead.
- If you lose your temper, it will effect your judgment. Keep cool.
- Don't be afraid to take advice from your team members.
- Realism must be injected into all phases of training, such as zeroing weapons at targets in the jungle, using live training aids for prisoner-of-war snatch or ambush practice, etc.
- Conduct at least half of your training at night.
- Teams that have a good physical training program have fewer health problems.

- Have a pre-mission and post-mission checklist to ensure that nothing is left behind.
- Correct all personal, individual and team errors on the spot.
- Use tact when reprimanding your personnel, especially indigenous team members. If possible, take the man aside to criticize him. This enables him to react positively to the criticism, since he will not lose face, feel ridiculed or lose self-confidence.
- Conduct English classes for your indigenous personnel, especially interpreters. Conduct classes for your U.S. personnel in your indigenous team members' language.
- Don't set patterns in your operations.
- Never do the obvious.
- On patrol, stay alert at all times. You are never 100-percent safe until you are back home.
- Have team members write down tips and lessons learned, and collect and consolidate them at the end of each mission.
- Don't arbitrarily make all "tips of the trade" your team SOP. Always consider METT-T (mission, enemy, terrain, troops and time available).

Uniform and equipment common to all

- Wear lightweight BDUs on operations: even when soaking wet at night, BDUs are remarkably "invisible" to night-vision goggles. OG-107 jungle fatigues, however, appear completely black when wet, and a man's silhouette can be clearly and easily seen by an enemy using night-vision goggles.
- Don't use luminous tape; it's easily spotted at long distances with NVGs.
- Wear loose-fitting and un-tailored clothing on field operations. Tight-fitting clothing often tears or rips, allowing mosquitoes and leeches easy access to exposed parts of the body.
- Tuck your jacket into your pants. You can't use the lower pockets because of your load-carrying equipment anyway, and in a contact, you can temporarily stuff expended magazines inside your shirt.
- Gloves will protect hands from thorns, poisonous plants and insect bites, provide camouflage and aid in holding a weapon when it heats up from firing. Aviator's gloves work well.
- Sew in a section of VS-17 panel to cover the inside top of your field hat for use as an emergency daylight position marking signal to friendly aircraft. In the center of that, sew a 2"-by-2" piece of USAF "burn tape" for use as a nighttime position marking signal to AC-130 gunships (2" by 2" is the size recommended by the AC-130 low-light/night-television operators).
- Sew the same signal pattern inside your fatigue shirt, since hats are easily lost in firefights or pursuit situations.
- Do not hang clothing on green bamboo if you plan on wearing it afterward; the fuzz on the bamboo is just

like itching powder. Of course, clothing should not be removed or hung-out on patrol.

- If your mission requires long ropes, consider the use of 1-inch nylon tubing instead. It is much lighter, much more compact and just as strong.

LCE/ruck tips

- Be sure that all snaps and buckles are taped. Do not use paper tape.
- Always carry a sharp knife or bayonet on patrol.
- Always wear your load-carrying equipment buckled when not sleeping. If you're wounded, your teammates can drag you by your LCE shoulder straps.
- For survival, each individual should carry a cut-down MRE in his pants cargo pocket, and one tube of bouillon cubes in the first-aid pouch on his LCE. One bouillon cube dissolved in one canteen of water will provide energy for one or two days.
- Don't use two-quart canteen covers to carry 30-round magazines. You can fit eight magazines in one, but once you take the first one out, the others rattle loudly and spill out easily. Use regular ammo pouches.
- Sew a long slim pocket on the side of your ruck to accommodate the long antenna, or use an accessory kit bag clipped and tied to the side of the ruck.
- Ensure that the snap link on your rucksack is snapped through the loop in the upper portion of your rucksack-carrying straps or the frame, so you won't lose it during exfil when you snap it on a ladder or extraction fast-rope.
- Insect repellent leaks and spills easily, so put it in a zip-lock bag and isolate it from your other equipment in the rucksack. Also, squeeze air from the repellent container and screw the cap on firmly.
- Always use the water from canteens in or on your rucksack before using water in the canteens on your belt. This will ensure a supply of water should you ditch or lose your rucksack.
- Test the shoulder straps on the rucksack before packing it for patrol. Always carry some parachute cord to repair straps on patrol.
- Use a waterproof bag in the rucksack to protect equipment while on patrol. This is extremely important during the rainy season.
- Camouflage your rucksack with black spray paint.

Night-vision-goggle tips

- At night, carry night-vision goggles in a claymore bag around your neck on your chest. This allows easy access and protects the NVGs from the elements.
- Always carry a spare battery for your NVGs.
- When in an observation post at night, scan with NVGs for only a few moments every five minutes or so. If you scan continuously, you increase the chance of the enemy spotting your position (when two persons using NVGs in the passive mode look directly at each

other, they will see glowing "cat-eyes").

- When moving at night, only every other man should wear his NVGs. Point and trail always wear NVGs.

- "Starlight" NVGs and thermal viewers complement each other, and should be used in combination; e.g., the point should wear PVS-5/7 NVGs, and the slack (the man behind the point) should use the thermal-imaging sight.

Weapons tips

- Never assume that your weapon is clean enough on an operation. Clean your weapon daily.
- Always carry rifle-cleaning equipment on operations; i.e., bore and chamber brushes, cleaning rag and patches, cleaning rod with handle and tip, and a small vial of weapons oil. A shaving brush is very useful.
- When you fire your weapon, shoot low, particularly at night; ricochets will kill just as well, and most people hit the ground when shooting starts.
- Use one magazine full of tracer during infiltration and exfiltration. If taken under fire during infil or exfil, the tracers can be used to identify enemy positions to friendly air support.
- The last three rounds in each magazine should be tracer to remind the firer that he needs a fresh magazine. Alternate: The last eight rounds are three tracer followed by five ball.
- Quietly replace the cartridge in the chamber of your weapon each morning. Condensation may cause a malfunction.
- Oil the selector switch on your weapon daily and work the switch back and forth, especially during the rainy season. This will prevent the common occurrence of a stuck switch.
- Always carry your weapon with the selector switch on "safe."
- Use a plastic muzzle cap or tape to keep water and dirt out of the barrel.
- To improve noise discipline, tape all sling swivels.
- Rig the jungle sling so it is easily adjustable (for easy transition from rappel/fast-rope to carry/fire). Tape a spare field dressing to the sling at the stock, using a single strip of wide cloth tape with a quick-release tab.
- Check all magazines before going on an operation to ensure they are clean and properly loaded and that the springs are oiled and functioning. Magazine problems cause the majority of weapons malfunctions.
- Place magazines upside down in their pouches to keep out dirt and water.
- Do not retrieve your first expended magazine during contact; it will consume valuable time.
- If you use a PAQ-4 aiming light on an M-16A2 rifle, you must modify the hand guard to allow the thumb switch to travel far enough to activate the light. Using the serrated edge of your bayonet, file down the area

under the thumb switch (between the eighth and 10th ribs from the slip ring) about one-quarter inch. This is not a problem on the M-16A2 carbine, because the hand guard is smaller.

M-203 gunner tips

- In dense jungle, carry a 3:1 ratio of buckshot to HE, with two star clusters and two star parachutes for signalling aircraft.
- In the jungle, point and trail men should be M-203 gunners with buckshot in the chamber.
- If you fire HE in the jungle at night, be ready to have it bounce off a tree limb right back at you and go off in your face.
- Oil your M-203 with 30- or 40-weight motor oil, especially the trigger, safety housing and slide, due to rain and humidity in the jungle.

SAW gunner tips

- Silence ammo in plastic drums by making inserts from tablet-back cardboard covered with acetate. Cut to fit two per drum.
- When moving, use a 30-round magazine in the SAW. Attach a drum once in position.
- SAW drum pouches are tightly-fitted and tend to pop open when you drop into the prone; use cloth tape with quick-release tabs to prevent this. Two-quart canteen covers are acceptable substitutes.

Claymore tips

- Claymores are factory-packed "backward"; i.e., to be emplaced from the firing position to the mine position, with the excess wire left at the mine. Correct by removing all the firing wire from the plastic spool, discard the spool, re-roll the wire in an "S" or figure-8 fashion, and replace it in the bag so the mine can be emplaced first and the wire laid back to the firing position. The clacker with circuit tester attached is pre-connected to the firing wire and stowed in the mine pouch. The unit commander must make the decision whether to prime the mine before departing on the mission or only to put the shipping plugs on the electric and non-electric blasting caps to speed priming during emplacement.
- Dual-prime each claymore for both electric and non-electric firing. The time fuse should be pre-cut for 30-, 60-, or 120-second delay, for pursuit or break-contact situations. However, the burn time on the fuse becomes undependable the longer the fuse is exposed to wet or humid conditions.
- Waterproof your non-electric firing systems.
- Carry the claymore in the rucksack so it's immediately accessible; after breaking contact it can be quickly armed and emplaced on the back trail (even while it's still in the ruck) to delay pursuers.
- Claymores placed around your position (observation post, ambush, remain-overnight, etc.), should be emplaced one at a time by two men, with one man

emplacing the mine and the other standing guard.

- Never emplace a claymore in a position that prevents you from observing it.
- Because you only emplace a claymore where you can observe it, if you are operating in dense jungle, you may want to consider cutting your firing wire in half, since you won't use more than 50 feet or 15 meters of wire. This makes emplacement and recovery easier and cuts weight.
- Claymores should be emplaced so the blast parallels the team and the firing wire does not lead straight back to the team position. If the claymores are turned around by the enemy, they will not point at the team.
- Determine in advance who will fire each claymore and who will give the command or signal to fire.

Grenade tips

- Make continuous daily checks on all grenades when on patrol to ensure that the primers are not coming unscrewed.
- Do not bend the pins on the grenades flat. The rings are too hard to pull when needed.
- Fold paper tape through the rings of grenades and tape the ring to the body of the grenade. The paper tape will tear for fast use, while plastic or cloth tape will not. It also keeps the ring open for your finger, stops noise and prevents snagging.
- All team members should carry a mixture of fragmentation, CS and white-phosphorous grenades on their belts for the following reasons:
 - Fragmentation grenades are good for inflicting casualties.
 - CS grenades are ideal for stopping or slowing down enemy troops and dogs pursuing your team, and are effective in damp and wet weather, whereas CS powder will dissipate.
 - WP grenades have a great psychological effect against enemy troops and can be used for the same purpose as CS grenades. The use of CS and WP at the same time will more than double their effectiveness.
- Thoroughly train and test your indigenous troops in grenade-throwing, particularly WP. Not all of them will be adept at baseball-style throwing.
- Violet and red are the smoke colors most visible from the air; however, in dense jungle or wet weather, use WP to signal aircraft.
- Notify aircraft before signalling with WP; gunships or fighter-bombers may mistake it for a marking rocket indicating an enemy position, and attack you.
- Camouflage smoke, CS and WP grenades, using black or OD spray paint.
- Smoke grenades should be carried in or on the pack and not on the LCE. You don't fight with smoke grenades, and if you need one, 99 times out of 100 you will have time to get it from your pack.
- Each team should carry one thermite grenade for destruction of either friendly or enemy equipment.

- Do not carry rubber baseball-style CS grenades; they were designed for riot control on city streets and are inadequate in the jungle.

Commo tips

- Commo is everyone's responsibility, not just the commo sergeant's.
- Always inventory and inspect your radios, kit bags, secures and sensors before and after all missions.
- Place a plastic cover over your PRC-77/KY-51 and wrap them in an additional waterproof bag.
- Pre-set frequencies on the PRC-77 so that a quick turn of the dials will put you on the desired frequency. This is especially helpful at night when you want to avoid a light.
- Carefully inspect your X-mode cable for bent pins and dirt in the female connectors.
- Take along secure hand-held radios with earphones and whisper mikes for internal in-position team commo during ambush and prisoner-of-war snatch missions.
- Perform pre-mission radio checks:
 - with your radio and secure packed in your ruck exactly the way you will carry them in the field;
 - after your crypto has been loaded;
 - with and without the secure hooked up;
 - with your operational base, helicopters, fire support, the hatchet team, other teams operating adjacent to your area of operations, and your internal radios;
 - bending the X-mode cable while receiving/transmitting to check for excessive static and/or loss of commo.
- Before a mission, always place fresh batteries into your commo gear and sensors, especially the BA-1372 memory battery for the KY-57.
- Always carry spare PRC-77 and KY-57 batteries, but do not remove the spares from their plastic wrapping prior to use or they may lose power.
- Carry the lithium BA-5598 batteries for the PRC-77; this cuts weight, and since the spare is in the battery cover, it speeds emergency replacement.
- Ensure the PRC-77 battery cover vent is operational, because of the gases produced by the lithium batteries.
- Ensure the cover vent is on the same side as the battery connector.
- After you put the battery in your TEMIG beacon,

cycle the TEMIG to make sure it is "off" and not silently transmitting.

- Don't try to weatherproof your hand mike with a plastic wrapper; water condenses on the inside anyway, the wrapper rustles loudly, and at night, it shines like a signal light when viewed through NVGs.
- Always carry a spare hand mike in a waterproof bag.
- Don't carry your spare hand mike where it might get crushed when you drop your ruck.
- Clean all contacts daily with the eraser end of a pencil.
- Waterproof your communications-electronics operating instructions, or CEOI, and authentication tables by laminating them with acetate or putting them in a plastic zip-lock bag.
- Constantly check your CEOI to ensure your authentication tables are folded open to the page showing the most current set. This will prevent dangerous delays when your AC-130 requests authentication, especially at night.
- Carry a single strand of claymore firing wire or WD-I cut to your operating frequency for use as a field-expedient antenna. Secure one end (stripped of insulation) to the radio with an antenna base, then string the wire straight up to a branch (omni-directional), or lay it on the ground in the direction of the receiving station (uni-directional).
- Minimize radio traffic.
- Do not send "same" or "no change" when reporting team location. Always send your coordinates.
- Repeat grid coordinates sent to you to ensure accurate copy.
- The operational base must avoid making unnecessary, unscheduled radio checks just because they haven't heard from a team for a while. Be patient.
- Whisper into the hand mike while in the field. Exhale first, then speak, or your transmission will sound like a tire leaking air. To mask your voice, cup your hand over the hand-mike mouthpiece and your mouth.
- Always remain calm and professional, no matter what happens. Screaming or speaking in emotional, angry or desperate tones will cause the operational base to doubt your judgment and the accuracy of whatever you're saying. ✕

Enlisted Career Notes

Special Warfare

1989 E-7 selection rate
44.4 percent for CMF 18

The calendar-year 1989 E-7 selection rate for soldiers in CMF 18 was one of the highest in the Army, with an overall selection rate of 44.4 percent, compared to the Army average of 15.6 percent. From a field of 478 eligible NCOs, 212 were promoted. The following figures show how other Army CMFs fared:

CMF 11 – 11.7 percent	CMF 12 – 16.7 percent
CMF 13 – 8.3 percent	CMF 19 – 10.7 percent
CMF 31 – 7.4 percent	CMF 91 – 12.3 percent

The average time in service for SF soldiers promoted in the primary zone was 10.5 years, while the average time from the secondary zone was 7.7 years. The Army average time in service for the primary zone was 12.7 years, and from the secondary zone, 9.5 years. Average ages for CMF 18 soldiers were 29.9 years for the primary and 28.2 years for the secondary zone, in comparison to the Army average of 32.9 and 30.0 years for those same zones. The average CMF 18 primary-zone time in grade, 4.6 years, was better than the Army average of 5.4 years, but the secondary-zone average time in grade, 2.7 years, was the same as the Army average. The following matrix shows the breakdown within the CMF by MOS:

MOS	Primary			Secondary			Totals		
	nr	zn	nr sel %	nr	zn	nr sel %	cons	sel	%
18B	45		40 88.9	96		33 34.4	141	73	51.8
18C	26		23 88.5	75		9 12.0	101	32	31.7
18D	11		10 90.9	68		61 89.7	79	71	89.9
18E	32		20 62.5	116		8 6.9	148	28	18.9
<u>18F</u>	<u>3</u>		<u>2 66.7</u>	<u>6</u>		<u>6 100.0</u>	<u>9</u>	<u>8</u>	<u>88.9</u>
Total	117		95 81.2	361		117 32.4	478	212	44.4

Contact enlisted branch for
information

Questions related to professional development or assignment of SF soldiers in grades through master sergeant (sergeant majors have their own branch) should be directed to either Capt. Jeffery Waddell or MSgt. Thomas Rupert at the Enlisted Personnel Management Directorate at PERSCOM. Phone AV 221-8340/5497, commercial (202) 325-8340/5497, or write: Commander; USTAPC; Attn: TAPC-EPK-S; 2461 Eisenhower Ave.; Alexandria, VA 22331-0452.

Sergeant-major branch has
after-hours number

The command sergeants major/sergeants major branch at PERSCOM has installed a new after-hours answering service. Senior enlisted soldiers may call the service to ask questions, voice their assignment preferences and pass along important information. The answering service will be activated between 5 p.m. and 6 a.m. (eastern time) daily. Questions will be answered either by phone or in writing within three working days, according to PERSCOM. To use the service, call AV 221-7686, commercial (703) 325-7686.

**PERSCOM releases
selection list for SF ANCOC**

The newly released list for the Special Forces Advanced NCO Course contains the names of 194 SF NCOs. This number represents an overall selection rate of 44.8 percent, versus the average rate for combat arms of 34.5 percent. Those NCOs selected will be integrated into the current CMF 18 list and scheduled to attend class. ANCOC scheduling is now automated, and soldiers will attend the course according to primary military occupational specialty and date of rank. The Army's goal is to have a soldier attend CMF 18 ANCOC within two years of his promotion to sergeant first class. PERSCOM will no longer delete a soldier from ANCOC without written notification from his unit. Tentative dates for upcoming SF ANCOC classes are:

<u>Class no.</u>	<u>Start date</u>	<u>End date</u>
3-90	Sept. 4, 1990	Nov. 29, 1990
1-91	Jan. 7, 1991	April 4, 1991
2-91	May 6, 1991	July 28, 1991
3-91	Sept. 8, 1991	Dec. 7, 1991

**BNCOC to become
requirement for SFC**

Beginning Oct. 1, the Basic NCO Course will be required for promotion to sergeant first class, according to the Army Personnel Command. Soldiers are nominated to attend BNCOC by PERSCOM. Unit commanders must confirm the nomination and ensure that soldiers meet the eligibility requirements in Chapter 5, AR 351-1, Individual Military Education and Training. Commanders must also ensure that soldiers attend BNCOC as scheduled — only under extreme circumstances should soldiers be deferred from the training, and if a soldier is unable to attend, his status must be reported through the chain of command to PERSCOM. Commanders also have the option to substitute other qualified soldiers. Sergeants first class who have not attended BNCOC and who have a date of rank of July 31, 1988 or earlier should receive priority for BNCOC training.

**Army streamlines BEAR
packet for SF applicants**

Soldiers who apply for Special Forces training through the Bonus Extension and Retraining Program, BEAR, no longer need to submit an extensive packet. Under the BEAR program, the Army awards a bonus to soldiers who reclassify from an over-strength MOS to a shortage MOS. SF applicants through BEAR will now complete Special Forces Assessment and Selection before initiating their BEAR packets. After SFAS, a soldier interested in the BEAR program should provide his re-enlistment NCO a copy of his SFAS certificate of completion. The re-enlistment NCO will forward the certificate and BEAR packet to PERSCOM for processing. At PERSCOM, the Retention Management Branch, along with the Special Forces Branch, will process the application, and the soldier will be scheduled for the Special Forces Qualification Course.



Officer Career Notes

Special Warfare

FA 39 officers should check language proficiency

- Functional Area 39 officers are required to have either their foreign-language proficiency or a qualifying score (85 or better) on the Defense Language Aptitude Battery posted on their Officer Record Briefs. FA 39 officers who have not yet taken the DLAB should take steps to test as soon as possible. Those who have taken the test and failed to qualify may retest after waiting six months from the date of the original test. Language qualification is important, and officers should be sure that their ORBs correctly reflect their language proficiency — officers who fail to take the DLAB or to attain a qualifying score will lose their FA 39 designation.
- FA 39 officers who anticipate going to a fully-funded graduate degree program must ensure that their records at PERSCOM contain both a complete college transcript and a current score on the Graduate Record Examination.
- The current time line for the FA 39 graduate program calls for classes to begin at Fort Bragg in September. There will be 30 student positions in the 12-month program. FA 39 officers interested in attending should contact their branch assignment officer now, before submitting an application, to determine whether they are competitive for selection. For further information, contact Maj. Georgia Bemis, SWCS Special Operations Proponency Office, at AV 239-6406, commercial (919) 432-6406.

Major selection board to convene in August

An Army selection board will meet at PERSCOM from Aug. 21 to Oct. 5, 1990 to consider captains for promotion to major. Zones of consideration will consist of eligible captains with the following active-duty dates of rank: above the zone – June 1, 1984 and earlier; promotion zone – June 2, 1984 to April 1, 1985; below the zone – April 2, 1985 to March 1, 1986. No arrival date for OERs to go before the board has been published; however, OERs normally should arrive at PERSCOM, error-free, approximately 60 days before the board convenes. The board will accept written communication from all eligible officers as long as it deals with the consideration of their records. The board will not accept communications from other parties on behalf of eligible officers or communications from officers under consideration or other parties which contain criticism or reflect upon the character, conduct or motives of any person. Communication should be addressed to President, Major, Army Promotion Selection Board; Attn: TAPC-MSB; 200 Stovall St.; Alexandria, VA 22332-0441. Correspondence should arrive not later than the convening date of the board in order to be considered. Eligible officers should review their official military personnel files and officer record briefs before the convening date of the board. The SF Branch recently mailed copies of their most-current ORB and a copy of their OMPF microfiche to all eligible SF officers. Officers who have not received a copy should contact the branch. Promotion results from the board are scheduled to be released in late January 1991.

SF Branch looking for Spanish-speaking captains

The SF Branch is looking for Spanish-speaking volunteers for reassignment to Panama. Currently the tour for captains assigned to the 3rd Bn., 7th SF Group is one year, unaccompanied. This means that the branch requires 25 captains each year who have a minimum language rating of 1/1 in Spanish. SF captains with 36 months on-station who are interested in attending the Defense Language Institute for Spanish should contact the branch.

Besides the Panama assignments, there are four exchange positions for captains in Latin America which require language-qualified officers, normally rated at 2/2. All positions are one year, unaccompanied.

- Exchange officer with Colombia's Lancero (Ranger) School — Must be airborne and Ranger-qualified and willing to attend the Lancero course. The officer serves as an instructor at the school. Position is available in March 1991, but the officer must begin school in January 1991. Language training is available.
- Exchange officer at the Argentine Mountain School — Course requires a Spanish speaker, preferably with mountaineering experience. Course is one-year-long and will make the officer an expert climber and skier. Course begins January 1991.
- Adviser to a Colombian special-operations unit in Bogota — Officer must be a senior captain. Position is available in June 1991.
- Guest instructor at the Jungle Operations School in Manaus, Brazil — This is a new position; it will require an officer who is self-reliant and able to handle an environment which may provide little U.S. Army support. For further information on any of these positions, contact Capt. John Bone at AV 221-3175, commercial (703) 325-3175.

YG 81 officers should finish CAS³ Phase II this year

Year-group 81 officers who have not yet completed the nine-week second phase of the Combined Arms and Services Staff School at Fort Leavenworth, Kan., have until the end of FY 90, according to Lt. Col. John E. McNett, CAS³ operations officer. Failure to attend may jeopardize promotion and staff-college selection. Graduation from CAS³ is now a prerequisite for enrollment in the Command and General Staff Officer nonresident Course. Phase II classes in FY90 are also open to captains in year groups 82 and later who have completed their advanced courses and Phase I of CAS³. For report dates, officers may refer to the Army Training Requirements and Resources System computer network or call the CAS³ operations office at AV 552-2113/2602.

SOSOC trains officers to be strategic thinkers

The Special Operations Staff Officer Course is an eight-week course for majors and senior captains, designed to allow SOF officers to make the transition from operators to planners and strategic thinkers. The course is organized into three phases: national strategic policy formulation (foreign policy, national interests and power, and national strategy); USSOCOM (operational concept, roles, missions, command relationships, SOF of the various services); and doctrine (joint operations, special-operations procedures, joint-task-force planning, AirLand Battle, low-intensity conflict, SF operations, PSYOP, civil-military operations and campaign planning). There is also a guest-speaker program, briefings on regional hot spots and an automated planning command-post exercise. Students attend the course in a TDY-and-return or TDY-en-route status. The course is currently running two classes per year. For more information, contact Maj. Steve Bucci at AV 239-5608, commercial (919) 432-5608.



Update

Special Warfare

Army reactivates 3rd SF Group at Fort Bragg

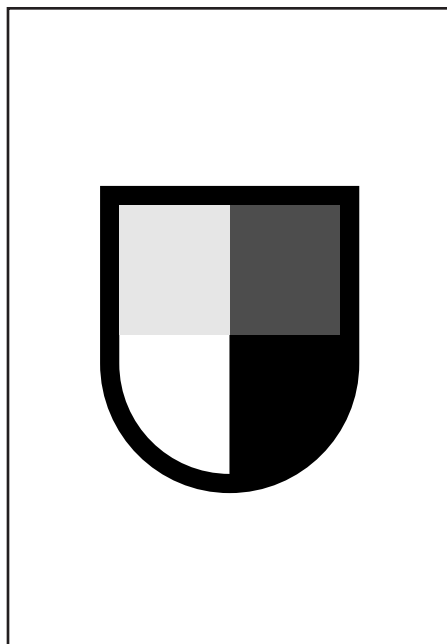
The Army has reactivated the 3rd Special Forces Group at Fort Bragg, more than 20 years after its deactivation.

The 3rd Group was reactivated in ceremonies at the John F. Kennedy Memorial Plaza June 29, becoming the fifth active-duty Special Forces group. Maj. Gen. James A. Guest, commander of the 1st Special Operations Command, uncased the unit's colors with the assistance of the new group commander, Col. Peter Stankovich, and command sergeant major, CSM Billie Phipps.

In a separate ceremony that same day at Fort Bragg's Pike Field, the 3rd Battalion, 5th SF Group, which had remained at Fort Bragg when the 5th Group moved to Fort Campbell, Ky., was redesignated the 1st Bn., 3rd SF Group. The battalion retained its commander, Lt. Col. Frank J. Toney. The 3/5th colors were taken to Fort Campbell for a ceremony July 2 in which a new 3/5th was activated under the command of Lt. Col. Michael D. Shaw.

The 3rd Group, based at Fort Bragg, now consists of a headquarters and one battalion, but a second battalion is scheduled for activation in 1991, and a third in 1992. The group will number approximately 1,400 soldiers when fully manned, according to Maj. Craig Barta, public affairs officer for 1st SOCOM.

Originally activated at Fort Bragg in 1963, the 3rd Group was deactivated in December 1969. The new 3rd Group beret flash retains the gold, red, black and white quarters of the old flash, officials said, but its border is solid black rather than multicolored as the old flash was.



New 3rd SF Group beret flash

SOF units name soldiers, NCOs of the year

Special-operations units at Fort Bragg have announced their selections for the 1990 Soldier and NCO of the Year.

The U.S. Army Special Operations Command has chosen SSgt. David L. Wein as the NCO of the Year and Spec. Luciano Gonzalez as the Soldier of the Year. Wein is an intelligence sergeant assigned to Co. A, 2nd Bn., 7th SF Group. Gonzalez is a PSYOP specialist assigned to Detachment A, 1st Bn., 4th PSYOP Group.

The JFK Special Warfare Center and School has selected SSgt. Donny H. Boles as its NCO of the Year and Spec. James C. Brock as its Soldier of the Year. Both soldiers are assigned to the 1st Special Warfare Training Group. Boles, 25, is an instructor in the medical detachment of Co. D, 1st Bn. Brock, 29, is

an assistant instructor for PSYOP courses taught by Co. A, 3rd Bn.

SWCS seeks new SF enlistment option

The SWCS is seeking approval to implement a new Special Forces enlistment option which will help to provide long-term sustainment for SF personnel strength.

The Special Forces Enlistment Option, also known as "3 + 3," would identify and tag Army recruits for future service in SF. Applicants would agree to serve six or more years active duty and two years in the individual ready reserve. They would serve approximately three years in an initial-training military occupational specialty before being eligible to begin the SF selection and training process.

The Army would guarantee 3+3 enlistees initial training in one of nine selected MOSs, basic airborne training and a slot in SF Assessment and Selection, according to Sgt. Maj. Robert Gron, SF enlisted manager in the SWCS Special Operations Proponency Office. Soldiers would attend the SF Qualification Course if selected after SFAS. Upon completion of the SFQC, they would reclassify into a Special Forces MOS, be assigned to an SF unit and spend the remainder of their enlistment in SF.

Soldiers enlisted under the plan would also be paid an enlistment bonus upon completion of advanced individual training for their initial-training MOS. The amount of the bonus has not yet been determined, Gron said.

Current plans call for the program to use initial training MOSs of 11B (infantry), 11C (mortarman), 12B (combat engineer), 19D

(armored scout), 31C, G, or V (communications), or 91 A or B (medic), Gron said.

Enlistees would have to be high-school graduates or equivalent, U.S. citizens, have no physical profiles or partial profiles, volunteer for airborne, SFAS and SFQC training, and meet any prerequisites for their initial-training MOS.

After enlistment, they would have to complete basic and advanced training in their initial-training MOS, serve three years in that MOS and complete airborne school before being eligible for the SFAS and SFQC. Before SFAS and SFQC, they would have to pass a medical exam, be able to obtain an interim secret clearance, and swim 50 meters in fatigues and boots. They would also have to score a minimum of 206 overall (with a minimum of 60 points in each event) on the Army PT test, graded by the standards for the 17-25 age group, regardless of their age.

Units must now request training products

SOF units which expect to receive new soldier training products should remember that they must now request them.

Since Jan. 1, 1990, the Army Publications Distribution Center in Baltimore, Md., no longer automatically sends STPs to units. Instead, the unit must identify its requirements for STPs on DA Form 12-99-R (used for ordering publications) and send the information to the Publications Distribution Center. Instructions for completing the form are contained in DA Pamphlet 25-33.

New STPs for SF communications, engineer and weapons NCOs are scheduled to be fielded in October 1990. STPs include soldier's manuals, trainer's guides and job books and are used in training soldiers and in preparing them for their skill-qualification tests.

For information on SF SQTs or STPs, contact the SWCS Directorate of Training and Doctrine,

SF Development Branch, AV 239-5000/8286.

New SOF training facility named for Col. Rowe

A \$6.2-million special-operations training complex near Fort Bragg has been dedicated to the memory of a Special Forces officer killed in the Philippines last year.

The James N. "Nick" Rowe Special Operations Training Facility, dedicated Feb. 8, is located at Camp Mackall, 35 miles southwest of Fort Bragg. The new complex consists of 42 buildings, including a



Photo by Kirk Wyckoff

dining facility, billets, classrooms, a medical clinic, and administrative and storage facilities, according to Catherine Cook, chief of the Special Warfare Center and School's Engineer Branch. The new buildings will replace metal and tar-paper-covered buildings which had been used for several years.

Rowe was killed in an ambush April 21, 1989 in Manila, where he was assigned as the ground forces director for the Joint U.S. Military Advisory Group. Communist rebels later claimed responsibility for his assassination.

The new training complex, providing more than 92,000 square feet of space, will be used by sol-

diers in the Special Forces Assessment and Selection Program, the SF Qualification Course, and some portions of the Survival, Evasion, Resistance and Escape training, which Rowe helped to establish.

Captured as an SF adviser in Vietnam in 1963, Rowe later organized the SERE training at Fort Bragg based on his experiences during more than five years of captivity in South Vietnam. He served as commander of the SWCS's 1st Special Warfare Training Battalion prior to his assignment to the Philippines.

At the dedication ceremony, Rowe's widow, Susan, assisted Lt. Gen. Gary E. Luck, commander of the Army Special Operations Command, and Brig. Gen. David J. Baratto, commander of the SWCS, in unveiling an eight-ton blood-granite rock containing a bronze plaque with a relief bust of Rowe and a memorial inscription.

Delta seeking recruits

The 1st Special Forces Operational Detachment-Delta is currently recruiting worldwide for soldiers to plan and conduct a broad range of special operations.

Delta is the U.S. Army's special-operations unit organized for the conduct of missions requiring a rapid response with surgical application of a wide variety of unique skills and the flexibility to maintain the lowest possible profile of U.S. involvement. Because of this, Delta's soldiers are carefully selected and specially trained.

Delta affords officers and NCOs unique opportunities for professional development. Both undergo the same assessment, selection and training and, after training, are assigned to operational positions within the unit. Training and experience gained while in Delta are much in demand, and soldiers will enjoy expanded assignment opportunities.

Delta conducts worldwide recruiting twice a year prior to its fall and spring assessment-and-selection courses. Recruiting for the fall

course is currently scheduled at the following installations: Okinawa (July 16-20), Fort Campbell (July 16-27), and Fort Bragg (throughout July and August).

General prerequisites are:

- Volunteer
- Active-duty Army
- Male
- U.S. citizen
- Pass a HALO/SCUBA physical and eye examination
- No limiting physical profile
- Airborne-qualified or volunteer for airborne training
- Pass a background security investigation and have at least a secret clearance
- Minimum age of 22
- No history of recurring disciplinary action
- Pass the five-event physical-fitness qualification test (inverted crawl; run, dodge and jump; push-up; sit-up; and two-mile run) and 100-meter swim, all while wearing fatigues and boots.

NCO prerequisites are:

- Rank of sergeant (E-5) thru sergeant first class (E-7)
- Four years' minimum time in service
- Passing SQT score in primary MOS (MOS immaterial)
- Minimum GT score of 110
- Two years' active service remaining upon selection.

Officer prerequisites are:

- Captain or major (branch immaterial)
- Advanced-course graduate
- College graduate (BA or BS)
- Minimum of 12 months' successful command (company, battery, troop, Special Forces A-detachment, or aviation platoon).

For information on recruiting visits, the unit, prerequisites and training, call Delta recruiters at AV 236-0689/0649 or call collect on the commercial line, (919) 396-0689/0649.

Delta is also interested in the following MOSs in a support role: 18D, 18E, 25Z3/4, 43E3, 55R3, 63B3, 71L3/4 and 76Y3/4. For information on support prerequisites and assignment opportunities, call

Delta's support recruiter, MSgt. Fred Johnson, at AV 236-0960 or call collect on the commercial line, (919) 396-0960.

New field sterilizer being developed for SF use

The Special Warfare Center has performed a design and concept evaluation and requested an immediate purchase of a sterilizer for use by Special Forces medics.

SF units will use the new sterilizer on surgical packs and instruments in the field. The new sterilizer will be a replacement for older



File photo
Prototype of the new field sterilizer

models which have been deleted from the supply system. The equipment currently being used for sterilization is actually a steam pressure cooker, which is too heavy and bulky for use by Special Forces units, according to James Fether-son, equipment specialist in the Special Warfare Center and School's Directorate of Combat Developments.

The prototype sterilizer was developed by the U.S. Army Medical Bioengineering Research and Development Laboratory, Fether-son said. It is cylindrical, 10 inches wide and 14 inches long. Constructed of an aluminum alloy, it weighs only 11 pounds when empty. Its sterilizing

chamber is 10 inches long by 7 1/2 inches wide, and it can sterilize instruments in 30 minutes.

With the current steam pressure cooker, instruments and surgical packs may get wet from condensation, and this could lead to bacterial contamination of the packs, Fether-son said. The new sterilizer works by dry heat: its sterilizing chamber is surrounded by a water jacket which in use is filled with boiling water. The water can be heated using either the internal 110-volt electric heater or a variety of external heat sources, including gas and wood.

The sterilizer is now operational and scheduled for fielding in 1991. For further information, contact James Fether-son at AV 239-1816.

Approval pending for Civil Affairs MOS

The Army Personnel Integration Command is considering a proposal by the Special Warfare Center and School to establish a separate enlisted career field for reserve-component Civil Affairs specialists.

A CA-specific MOS would allow the Army to retain soldiers' skills in Civil Affairs and not lose the time already spent training them, according to MSgt. Calvin Rome of the SWCS Special Operations Propensity Office. It would offer soldiers greater promotion and career-progression opportunities within their MOS.

Enlisted soldiers in Civil Affairs units are currently drawn from 18 different MOSs and earn the Civil Affairs special-qualification identifier "D" by attending the two-week Civil Affairs Operations Course. Soldiers frequently return to their original MOS for career development, Rome said.

Because of their small number, active-component Civil Affairs soldiers would not benefit from a separate MOS and were not included in the proposal, Rome said.

The SWCS submitted its proposal in February. USAPIC will send the proposal to all affected major commands and proponents for comment

before submitting it to the Army Deputy Chief of Staff for Personnel for final approval. The entire approval process should take 6-9 months.

Upon adoption of the proposal, SWCS would develop resident and non-resident instruction, training literature, basic and advanced NCO courses and skill-qualification tests for the new MOS, 38A. The current milestone for completing these tasks is October 1992, contingent on final approval of the CA MOS.

Under the SWCS proposal, reclassification would be open to reserve-component soldiers of any MOS who have an SQI "D." If granted prior to Jan. 1, 1990, the SQI "D" would have to have been awarded on orders by a competent authority, whether the soldier was school-trained or trained through a local training and qualification program. After Jan. 1, 1990, the soldier would have to have graduated from the Civil Affairs Operations Course, have served in a CA unit for one year, have completed one annual training period and have been recommended by a CA commander.

For further information, contact MSgt. Calvin Rome, SWCS Propensity Office, at AV 239-6406, commercial (919) 4332-6406.

Military Group-El Salvador commended for service

The chairman of the Joint Chiefs of Staff has awarded the Joint Meritorious Unit Award to personnel assigned to the U.S. Military Group - El Salvador between Oct. 1, 1986 and June 2, 1989.

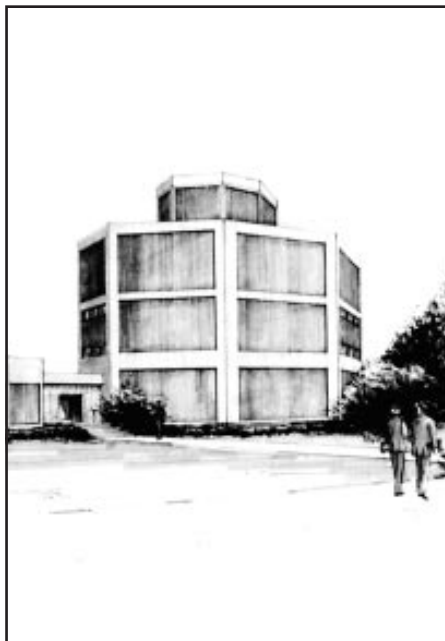
The award, granted Feb. 5, credits the milgroup with furthering national-security interests and foreign-policy objectives of the U.S. in Latin America. Specifically, it cites the organization for serving as the focal point for economic and humanitarian relief during the earthquake of 1986, supporting mayoral and legislative elections, and ensuring the safety of observers during the Salvadoran presidential election and inauguration.

The award applies to military personnel who were permanently assigned to joint billets, temporary additional duty or temporary duty for 90 days or more during the covered period.

Construction begins on free-fall simulator

Construction has begun at Fort Bragg on a \$5-million facility to be used for training parachutists in military free fall.

The Military Free Fall Simulator Facility will contain an enclosed, vertical wind tunnel to simulate the



Artist's sketch of the Free Fall Simulator effects of free fall for students in the Military Free Fall Parachutist Course, taught by the Special Warfare Center and School. Suspended in a column of moving air, students will be able to learn and practice body-stabilization maneuvers in relative safety.

The wind tunnel's fan will generate winds up to 132 miles per hour within the training chamber, which will be approximately 18 feet high and 14 feet in diameter. The moving air will be strong enough to support two jumpers wearing full parachute equipment and 50-pound rucksacks, according to 1st Sgt. Johnny King of Co. B, 2nd Battalion, 1st Special Warfare Training

Group, which conducts military free fall training.

The construction project also includes a 32-student classroom, an operator control room, communications and equipment rooms and a parking area, according to Catherine Cook, chief of the Engineer Branch at the SWCS. The facility will contain more than 11,000 square feet.

Students in the Military Free Fall Course currently train in the vertical wind tunnel at Wright-Patterson AFB, Ohio. Besides allowing the SWCS to consolidate all its military-free-fall training at Fort Bragg, the new wind tunnel will be larger, provide greater wind speeds and have a lower noise level than the one at Wright-Patterson, Cook said.

Work began on the free-fall simulator April 30; current estimates call for completion in late 1991. The new facility will be located on Gruber Road, near the current SWCS motor pool.

Since July 1988, the SWCS has been the U.S. Special Operations Command proponent for military-free-fall-training, responsible either to conduct training or approve training techniques for all USSO-COM units.

TDY students must bring copies of records

Students who attend SWCS courses in a temporary-duty-and-return status must now bring a verified copy of their DA Form 2A and 2-1 when they report for training.

Upon completion of training, soldiers will have the appropriate MOS, SQI or additional skill identifier posted to their records. Students who report for training in a permanent-change-of-station or TDY-en-route status will continue to bring their records as they have in the past. For further information, contact Sgt. Maj. Robert Gron, Special Operations Propensity Office, at AV 239-9002/2415.



Book Reviews

Special Warfare

Inside Spetsnaz - Soviet Special Operations: A Critical Analysis. Edited by Maj. William H. Burgess III. Novato, Calif.: Presidio Press, 1989. ISBN 0-89141-339-1. 312 pages. \$24.95.

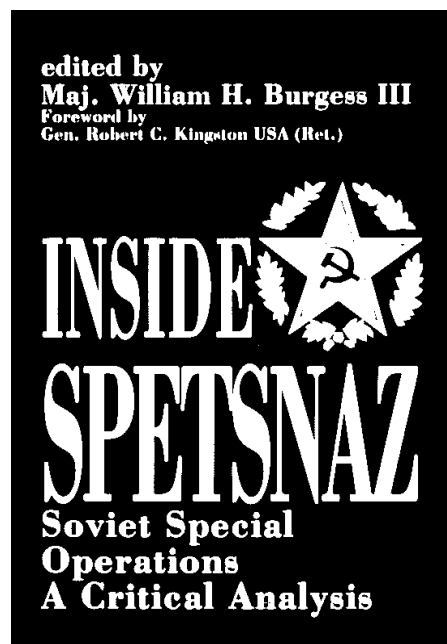
At the beginning of the 1980s, a defector from the Soviet Army, writing under the pseudonym of Viktor Suvorov, both alarmed and thrilled Western audiences with tales of der-ring-do by a heretofore unknown group of super-soldiers — the spetsnaz.

But Suvorov's accounts of the spetsnaz were not much more than war stories gleaned from conversations overheard at numerous "O-club" bars. Unfortunately, much of what Suvorov said was accepted at face value. Hence, a distorted view of the true nature of the Soviet special-ops threat has taken hold in the West.

Fortunately, *Inside Spetsnaz - Soviet Special Operations: A Critical Analysis*, is now available. This is a very important book, and as the title suggests, analyzes critically Soviet special operations. Compiled, partially written, and edited by William Burgess, a U.S. Army major and Special Forces officer assigned to the John F. Kennedy Special Warfare Center and School, the book contains a series of essays on Soviet special ops from the Spanish Civil War through Afghanistan.

The book makes three points that set it apart from the majority of spetsnaz books. First, it avoids the hype and hero worship often associated with books on elite forces. For instance, a chapter by Jim Short on spetsnaz "Organization, Capabilities, and Countermeasures" was based on an interview with the com-

mandant of the Ryzan Higher Airborne Forces Command School, Lt. Gen. A. E. Slyusar, and as a result provides reasoned insight into selection and training of Soviet airborne and special-ops officers. Furthermore, Kristen Amundsen's chapter, "Spetsnaz and Soviet Far North Strategy," gives the reader a well-researched, carefully analyzed picture of Soviet special operations in Scandinavia. In particular, Amundsen provides a convincing explana-



tion of the motives for Soviet spetsnaz excursions into Sweden and Norway.

Second, Burgess, in his chapter, "Spetsnaz and the Deep Operation," provides the best definition in Western literature of spetsnaz. Spetsial'noe naznachenie (special purpose/appointment) is imprecisely employed by the Soviets. On the one hand, Soviets use it to refer to elite, highly trained commandos, and on the other hand, use it in reference

to the more prosaic air-assault troops. Burgess argues convincingly that in order to understand what is meant by spetsnaz, one must leave behind Western conceptions of special-operations forces. Instead, one must look at the spetsnaz in the context of the deep battle. The Soviet Army is doctrinally committed to fighting in depth, with certain units assigned targets well behind the enemy's forward edge of the battle area. Hence, those units assigned special targets in the enemy rear are "special purpose," or spetsial'noe naznachenie — spetsnaz for short. Yet, Burgess notes, while units may be special in the sense that they have a special mission and are special-operations capable, they are not necessarily dedicated special forces — spetsnaz.

In spite of this blur over what constitutes a spetsnaz unit, Burgess does note that usually the personnel assigned to these spetsnaz units are carefully chosen and trained. But this is not always the case. For instance, some of the spetsnaz brigades assigned to fronts are made up largely of two-year conscripts. While they may be good soldiers, two years of training is hardly enough time to turn a conscript into a seasoned, well-trained, special-ops soldier.

The third major contribution of this book is that the authors show that Soviet spetsnaz operations are neither new nor ignored in the open Soviet press. Owen Lock's chapter on spetsnaz operations in the Spanish Civil War is a good example. The Soviet "pulp" press, such as *Molodaia Gvardiia* and *Voenizdat*, has turned out cheap, large-run "war memoirs" for decades. Yet Western analysts have generally ignored these personal accounts in favor of

works by more prominent figures in prestigious presses such as Nauka. Lock simply collected a number of these "pulp" memoirs and used them to piece together an excellent picture of Soviet spetsnaz activities during the Civil War.

James Gebhardt's very fine study on Soviet naval spetsnaz operations in the Arctic during the Petsamo-Kirkenes operation is another example of this approach. Moreover, Gebhardt's study strongly suggests, without saying so explicitly, that it is possible to forecast probable Soviet intentions for naval spetsnaz deployment in the far north in the event of war, based on their past employment during the Second World War.

Inside Spetsnaz is a "must read" for those within the special-ops community. But it should also be read by all those who take an interest in Soviet military developments and capabilities.

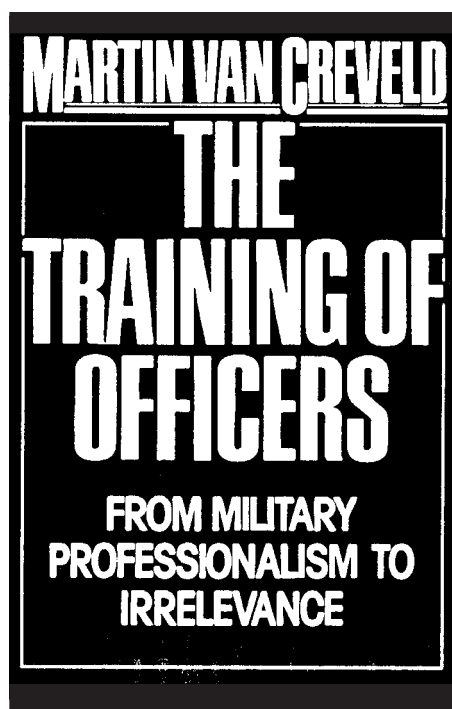
Paul H. Vivian
Intelligence analyst
4th PSYOP Group
Fort Bragg, N.C.

The Training of Officers: From Military Professionalism to Irrelevance. By Martin Van Creveld. New York: The Free Press, 1990. ISBN 0-02-933152-8. 134 pages. \$19.95.

Martin Van Creveld has produced an important work in *The Training of Officers*, if not for the accuracy of his analysis, then for the questions it raises and the issues with which it deals. In a very short book, he gives an overview of the history of officer training at the critical senior-staff level and attempts to analyze the problems with the American system as it exists today. These are ambitious and important goals. Unfortunately, Van Creveld obviously has an agenda that he wishes to pursue from the outset, and one gets the distinct impression that his analysis was far from unbiased.

Van Creveld has organized the book well and simply. He begins

with a short introduction that sets the stage and establishes the framework for analysis. It is here that one perceives a definite bias toward the Israeli system over the U.S. method of officer development. Next, Van Creveld does the historical trace and goes into comparisons of the German, French, British, Russian/Soviet and U.S. systems. His fourth chapter is titled "Problems," and in it, he delves a bit more deeply into systemic deficiencies that were identified earlier. Finally, in his last two chapters, he passes judgment and offers recommendations.



Van Creveld's style is above-average in readability, and he manages to avoid being overly academic. This is laudable, since most scholars who fancy themselves military experts are not prone to easy decoding by readers. Van Creveld is straightforward and clear, and he manages to be insightful without wordiness. This book is clearly not light reading, but the style allows one to digest it without resort to extraordinary effort.

Van Creveld's scholarship is also quite good. It took a healthy research effort to summarize the histories of multiple nations' efforts

at training their officers. The main problem with his scholarship is the obvious preconceived notions that, in the opinion of this reviewer, lead to faulty conclusions. This in turn gives the book its weak areas.

Van Creveld traces the history of officer training back to the Spartans and Alexander the Great. This may be interesting, but the relevance is tangential at best. He intimates that since Alexander needed little or no formal military training, why do our officers need any? This portion of the book could have easily been left out.

The author castigates the U.S. system on two fronts. On one hand, we do not select officers as the Israelis do: That is, making all spend several years as enlisted men, and giving no value to nor having any prerequisite for formal education. But on the other hand, he wants a far more intellectually rigorous system of staff-officer education, such as the Prussians used. The question is, how do you develop officers capable of a two-year staff college that requires entrance exams, has real grades and is accredited to provide MAs and PhDs (his recommendations), if you have an officer corps that is assessed with no formal education?

Van Creveld also concludes that the explosion of graduate study in such fields as security studies, international-relations theory and foreign policy that occurred in the U.S. in the 1950s and 1960s was a direct by-product of an overabundance of officers who had nothing better to do but get civilian degrees. This is pure nonsense. The percentage of military officers in programs such as those noted is small, and in many cases, nonexistent. He also demeans the U.S. officer corps by saying that, except on rare occasions, officers, regardless of their degrees, "cannot seriously hope to cross swords with the real experts in government or at the universities" (p. 77). As one who has encountered such "experts" in both areas, I can say that such statements are

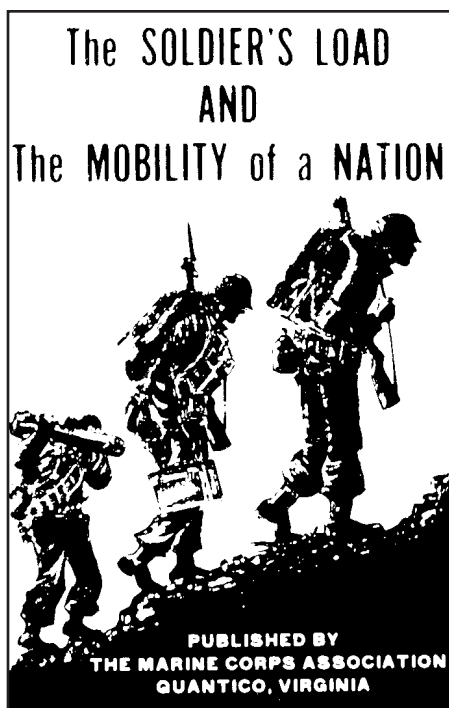
self-serving and false. “Experts” like Van Creveld are self-proclaimed and often know little or nothing beyond a bombastic exterior and a flurry of rhetoric designed to befuddle the listener. Not only are many educated officers capable of standing up intellectually to their civilian counterparts, but they often surpass them and play key roles in policy and security matters.

A final point is Van Creveld’s contention that since most future conflicts will be of the low-intensity variety, our officers can no longer justify their education. Somehow, he seems to think LIC is a simple environment. This, too, shows the “depth” of his “expertise.”

The book does offer some good suggestions, however. The need for an increase in the quality of the faculty at the Command and General Staff College and War College levels is quite appropriate. This is not to say the present faculties are unqualified, but to emphasize that an assignment to one of these schools should be career-enhancing, not a detriment. Van Creveld’s other recommendations, such as entrance exams, two years’ staff college and one national War College (three years), all of which should occur earlier in careers, are worth considering. Several programs are already in effect — there is a two-year program at Fort Leavenworth that leads to a master’s in military science, and there is a program to accredit all senior service schools — but Van Creveld seems to have been unaware of them, and of the fact that civilian education is not a factor in promotion.

Overall, Van Creveld opens up many interesting subjects. While he badly misses the mark on some, he is on-target with others. Any officer interested in the education of our peers should at least read this book as food for thought. It does not hold the key, but it can start the search.

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The Soldier's Load and the Mobility of a Nation. By S.L.A. Marshall. Reprinted Quantico, Va.: The Marine Corps Association, 1980 (Original copyright by the Association of the United States Army, 1950). 120 pages. \$2.

S.L.A. Marshall was one of the finest American military historians of this century. Rather than dealing with grand battle plans and national strategies, Marshall wrote about things that impact on the life of the common soldier and about war as that soldier sees it. His concern was not with the ebb and flow of armies criss-crossing continents, but rather with the trials and tribulations of the “dogface” or “grunt” on the line. It is in this vein that *The Soldier's Load and the Mobility of a Nation* is written.

This short monograph, as the title implies, is divided into two parts. In the first, Marshall argues that the American Army tends to send soldiers into battle overloaded with excess equipment. This causes them to tire quickly, decreasing their mobility and thus their effectiveness. Fatigue is exacerbated by the degenerative physical effects of the

sustained fear one naturally experiences in combat. Frightened soldiers tire quickly, and loads easily carried in training become unbearable in combat.

Marshall argues that the fighting soldier should carry only those items that he will need for personal protection and to advance against the enemy on the first day of the battle. Items such as entrenching tools, extra clothing and several days’ rations are not of immediate use to the soldier and so should be carried in the supply trains to be delivered when needed.

The second section of the book deals with logistics from another angle. Marshall argues here that far too much of the U.S. logistics system is concerned with providing soldiers with accessories and comforts they don’t need. He complains that while all effort in war should be directed toward putting steel on target, the Army logistics system staggers “under a burden of soft drink machines, mammy singers, and lollypops.”

The consequences of burdening our supply lines with “mountainous quantities of nonessential materiel can only be and must ever be that less fire is delivered upon the enemy. A lean and strong-going rifleman cannot spring fully armed and ready from the brow of an army that is elsewhere rolling in fat.” Marshall calls for a more mobile doctrine that not only streamlines both combat and combat-service-support units, but also reorients the individual soldier to put ruggedness and personal strength above personal comfort.

Marshall’s arguments are cogent and pertinent, clear and concise. He was a soldier writing for soldiers about soldiers. The book is peppered with numerous real-life examples, based on personal observations and interviews, that Marshall uses to support his position. One of the most poignant is the number of soldiers who lost their footing on the beaches of Normandy and drowned when the tide came in because they could not get back up under the

loads they carried.

The Soldier's Load is just as relevant now as it was the day it was written. To be sure, today's Army is undeniably better in any number of ways than the Army Marshall wrote about 40 years ago. However, one only has to look about the Army today at soldiers marching under heavy rucksacks and weighted pistol belts to see that few of Marshall's warnings and recommendations have been heeded. It may be as Marshall said that there are "too many jokers down the line who still haven't gotten the word."

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Tanks in the Wire: The First Use of Enemy Armor in Vietnam. By David B. Stockwell. Canton, Ohio: Daring Books, 1989. ISBN 0-938936-70-0. 204 pages. \$17.95.

In the early morning of Feb. 7, 1968, North Vietnamese infantry supported by PT-76 light amphibious tanks assaulted and overran the U.S. Army Special Forces "A" camp at Lang Vei on the Laotian border. The battle for Lang Vei was a desperate, bloody struggle of men against steel, and an epic fight for American Special Forces. As such, there has long been a place in Special Forces history for a book telling the full story of Lang Vei.

Unfortunately, Capt. David B. Stockwell's *Tanks in the Wire* is not that book. The book is unclear, poorly constructed, incomplete, inaccurate and badly researched, with too many confusions about names, ranks, units, places, events and dates. It offers no insights into the battle and no lessons for the future. It begins with a mediocre foreword by an Armor officer who was at the siege of Khe Sanh, instead of one of the camp's survivors or someone who was in the chain of command at the time of the battle. The introduc-

tion is by a Maj. James G. Johnson, who has no apparent connection to the battle, to Special Forces or to any other aspect of the story.

The entire relevant and available historical record is not used. Important and interesting details are left out, e.g., that the Montagnards who drifted into Khe Sanh after the battle were disarmed and then pushed back out of the camp. One has to read very carefully to realize that the Marines at Khe Sanh in fact did not conduct supporting fires for the defenders during the attack. Every major point is repeated two or three times throughout the text, leading one to conclude that there is enough material in the book to make a fair article on the subject. Stockwell does not do a proper battle analysis to answer the fundamental questions of whether the fall of Lang Vei was inevitable, whether it was a failure of intelligence or operations (or both), what the fundamental problems of the situation were, or what the ultimate lessons for Special Forces are. In fact, remarkably few of the book's pages are devoted to the battle itself.

A "where are they now" chapter on personalities is superficial and poorly put-together, with gaps and loose ends that could have been cured with perseverance and a few

well-placed phone calls and/or an inquiry to the Armywide locator, the Veterans Administration, or both. For example, the author cites Sp4 Franklin H. Dooms as "believed to be a command sergeant major still on active duty": Sgt. Maj. Dooms was serving with the 10th Special Forces Group at the time the book was being written. In a similar lapse, the author says of Lt. Col. Daniel F. Schungel that "[i]t is believed he retired from active duty as a brigadier general."

The author is reasonably objective, but he places too much emphasis on the perceptions of too few observers, including people who did not actually participate in the battle. Although the maps included with the text are very well done, a great many of the book's photographs are unintelligible. The book also lacks organizational charts that would have aided understanding of the text.

Overall, the book is extraordinarily poorly edited. The first sentence of the first page of the first chapter contains a blatant typographical error. There are nearly undecipherable sentences such as the following: "The women and children, some 2,200 civilians who followed their men in the tradition of poor field armies, pitched tents, drew water and prepared a midday meal while the Lao colonel went inside the Special Forces camp to confer with Captain Frank Willoughby, the camp commander of the 5th Special Forces Group (ABN)."

The book is also loaded with irrelevant, unattributed and otherwise easily disproved hearsay such as: "One unsubstantiated, but intriguing report exists. A 12-man detachment was reported to have been sent from FOB-3 to Lang Vei consisting of members of a SOG team. The team was sent after the Marine refusal to reinforce the Lang Vei camp, and the team was ambushed near Khe Sanh Village. Only three members of the team survived, and they were held prisoner in Laos for eight months until a heliborne assault on



their POW camp rescued them.”

Even the press package that was provided by the publisher along with the review copy of the book was poorly done. The lead sentence of a laudatory article that appeared in the Fort Knox post newspaper refers to “when North Vietnamese tanks rolled in Lang Vei Feb. 7, 1968, killing several U.S. Marine Corps Green Berets (emphasis added).” Another article from the same paper claims that Stockwell has attended the “Special Forces Operations course, and the Marine Corps’ Amphibious Warfare school,” when in fact, as the author freely acknowledges, he has taken only nonresident correspondence subcourses in these subjects. Perhaps if the publisher had paid greater attention to getting such details straight, a better book would have resulted.

Stockwell is commended for making the effort to capture the history of the battle at Lang Vei, and by implication, members of the Special Forces community are to be castigated for failing to do so. Yet, Stockwell has failed utterly. This book has no measurable utility to special-operations or intelligence soldiers, and is not worthy of a place in anyone’s library. The full history of the battle of Lang Vei remains to be written.

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The Jesuits: The Society of Jesus and the Betrayal of the Roman Catholic Church. By Malachi Martin. New York: Lynden Press, 1987. ISBN 0-671-54505-1. 525 pages. \$19.95.

Malachi Martin, a former Jesuit priest and controversial chronicler of political intimacies inside the Vatican, offers an electrifying and incisive account of the Jesuit Order and its alleged fundamental shift away from loyalty to the Pope and toward service to a “People’s Church” in which assuaging worldly needs is paramount.

The author links the modern-day followers of Saint Ignatius Loyola with liberation theology, which placing them at odds with capitalism amidst Western democratic trappings. He characterizes them as active participants in a worldwide Marxist revolution in the developing world and details their formation and growth, together with the origin of their contemporary stance against papal obedience.

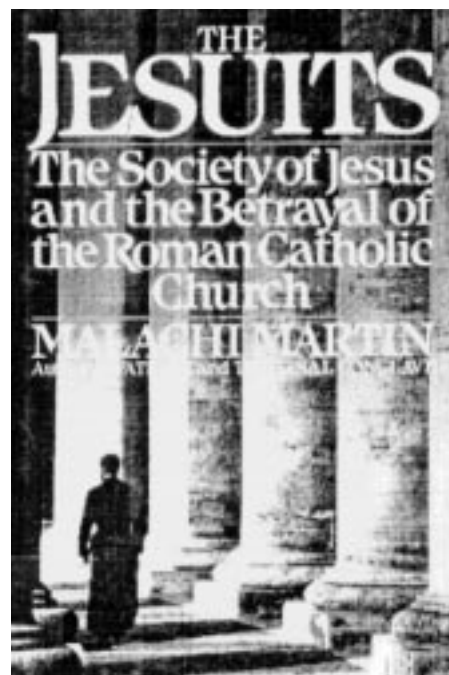
The author is especially critical of those former Jesuits and one Maryknoll who are members of the Sandinista government in Nicaragua. The Cardenal brothers, Fernando and Ernesto, together with Miguel D’Escoto, are portrayed as those who espouse a preferential option for the poor (the bywords of liberation theology), but who live in comfortable homes expropriated from the ousted middle class in Nicaragua, who shop at specially designed hard currency stores, who dine at luxury restaurants restricted to party members, who enjoy unlimited supplies of gasoline and water and who vacation in the mansions of the Somasa dynasty.

Military thinkers, especially those concerned with revolutionary warfare in terms of its parameters and the threat that it poses, will find Martin’s work indispensable and

should peruse and reflect upon it with great care. The author’s caveat that “there remains no hard evidence that the world is rushing to nuclear incineration” gives credence to the belief that the Soviets are using the threat of nuclear war or conventional confrontation as a screen for their true intention of a long-term indirect campaign against the United States — which we refer to as low-intensity conflict.

Martin places the Jesuits, together with their influence on other Roman Catholic orders, square in the middle of the fray, to the extent that they are aligned with other political theorists who believe that only through Marxist revolutionary struggle can true progress and justice ensue for the Third World’s “have nots.” Acceptance in whole or in part of this premise exacerbates (if not making totally impossible) the difficulties of those espousing orderly democratic change, in that Church officials once identified with the conservative status quo, especially at the local or parish level, now form an integral part of the revolutionary struggle. The scope and intensity of the warfare is at once broadened and deepened by a new ally, who very well may provide the impetus for interminable Vietnams and Nicaraguas.

This provocative tome caused this reviewer to want to explore in depth the roles and political beliefs of the Christian missionary community in the Third World. Are we in the democratic West contributing monetarily to the very ideology which has promised to subsume us? Are we being subjected in the process to a Soviet disinformation campaign in our own country meant to confuse us in terms of the realities of the conflict? Are returning Christian missionaries unwittingly or wittingly participating in this process? Such questions and others equally troublesome leap from this text. The Jesuits may prove to be the most eloquent and well-documented warning concerning a relatively new Soviet global strategy which has success-



fully incorporated Marxist revolutionary thought, Third World nationalism and disinformation in the West to the ultimate demise of our system of government.

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Americans at War: 1975-1986, An Era of Violent Peace. By Daniel P. Bolger. Novato, Calif.: Presidio Press, 1988. ISBN 0-89141-303-0. 496 pages. \$24.95.

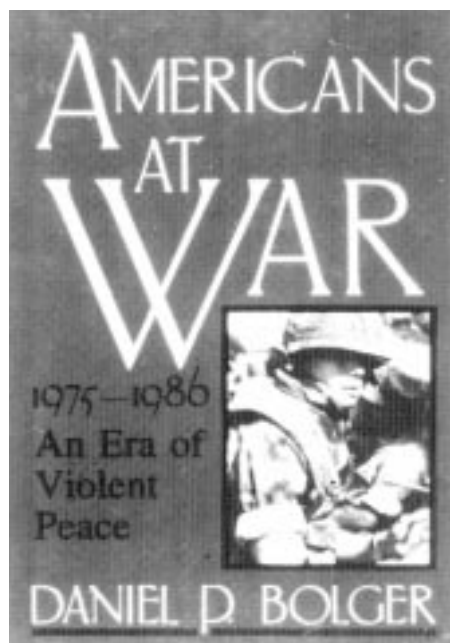
A lot of U.S. critics have made a lot of money in the last two decades proclaiming what is wrong with the U.S. military establishment — everything.

Their writings, asserting that U.S. officers never read anything and that the U.S. armed services always try to stifle their truths, can be found continuously on the new-books racks of every service library in the country. Their complaints that no one listens to their lonely voices can be heard on nationwide talk shows.

Capt. Daniel P. Bolger's *Americans at War* takes on these critics and the conventional wisdom to demonstrate what really happened during America's military operations since the fall of Saigon. Bolger concludes that, for the most part, they have done quite well. He is thus a courageous man.

Bolger is an active-duty officer as well as a historian, and he is now on the history faculty of the U.S. Military Academy. Bolger has already established a solid reputation with his book on U.S. Army advanced training, *Dragons at War*, 2/34 Infantry in the Mojave.

Bolger maintains that of the seven U.S. military operations since 1975, only two, the aborted Iran hostage-rescue attempt and the Marine mission in Beirut, can be considered failures. As for the other five, the U.S. rescued the Mayaguez and its crew



unhurt, brushed off an admittedly inept Libyan air challenge (remember Col. Khadafy's "line of death"?), rescued more than 600 American students from a defended island and battered Khadafy's terrorists' schemes, all at reasonable costs.

Of course, none of these operations were flawless, and Bolger doesn't hesitate to point out our mistakes and to name names. In the Beirut disaster, for example, he breaks new ground by laying most of the blame on the Marine commander for his misbegotten concept that his troops should be used as a "presence," rather than as a combat-ready force. As to the Iran hostage-rescue mission, Bolger concludes that this may well have been something simply beyond the military capacities of the nation, barring an improbable run of luck. He also wonders if the helicopter, cranky and vulnerable, has much of a combat future.

But the record is the more impressive when we realize that the earlier operations took place in the depressing aftermath of Vietnam. And it must also be remembered that these operations, the successes and the failures, were planned on short notice in a Washington in which any important secret would soon be leaked by someone nursing a grudge, and in a world in which

friendly governments invariably counselled caution and public opinion was usually hostile. In the wake of the Libyan bombings, prominent members of the British Labour Party put out a book entitled *Mad Dogs* (not referring to Khadafy and crew), and an eminent South African liberal proclaimed that she had given up all hope for the U.S.

In no case, even in the failures in Iran and Beirut, Bolger says, were there any significant lapses of courage or character, and rarely did U.S. forces display anything less than a high level of professionalism. He also points out that, again in contrast to the conventional wisdom, higher political and military authorities did not micro-manage any of these operations but allowed the commander on the spot to get on with the job. Here is an instructive contrast to Vietnam and perhaps some evidence that we do on occasion learn from history.

A hoary journalistic maxim states that bad news sells, and the publicity and sales enjoyed by America's self-appointed military critics and "experts" hardly undermine this truth. But if Bolger's impressive work achieves the wide and influential readership it deserves, it will speak well for the nation.

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Book reviews from readers are welcome and should address subjects of interest to special-operations forces. Reviews should be about 400-500 words long (approximately two double-spaced typewritten pages). Include your full name, rank, daytime phone number (preferably Autovon) and your mailing address. Send review to: Editor, Special Warfare, USAJFK-SWCS, Fort Bragg, NC 28307-5000.

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