MILITARY POLICE Journal

AUGUST 1971





Professional Development

Incumbent upon every Army officer and NCO is the responsibility for the professional development of themselves as well as their subordinates. One medium we in the Military Police Corps have at our disposal to assist us in this vital mission is the Military Police Journal. In fact our charter states that the objectives of the Journal are to promote "free expression of opinion, consistent with national security, which stimulates interest and provokes thought on military police matters; timely and accurate reporting of new developments of interest to military policemen; encouragement of a sense of tradition and *espirit de corps* inspired by presenting significant historical accomplishments of the military police; appropriate recognition of individual, unit, or other achievement of general interest to members." These objectives, when fully achieved, constitute a major contribution to development of the professionalism we all seek.

In order to achieve these objectives and to further enhance the quality and professional image of the Journal, we are decreasing the Roundup material with this issue to 25% of the magazine from the 35% it did occupy. More professional, meaningful, and timely articles will make up the difference in space. In pursuit of our new format, a Military Police Journal Writer's Guide has been prepared by the editor and is published on pages fifteen and sixteen of this issue. This guide is the collective effort of your editorial staff to enhance the overall quality of the content of our Journal in order to make it as easy as possible for you, our writers, to prepare manuscripts for publication.

Our Chief of Staff recently stated that "In this uncertain world our best judgements may prove wrong. But there is only one sure path to honor — unfaltering honesty and sincerity in word and deed." A journal records deeds, and probably even more important, it publishes words which are the communication symbols of men's thoughts. In a truly professional journal this can be done best by those with the greatest wealth of knowledge, experience, and expertise — in our case, the senior officers and NCOs of the Military Police Corps. Unfortunately however, only a very few manuscripts are received from our senior members, yet they have that great storehouse of experience which, when delved into and printed, can stimulate honest and sincere thought leading to forthright discussion which will indeed result in professional improvement.

Leadership in the area of professional development by our senior members is probably more important now than at any other time in the Army's history because of the relentless attacks currently being leveled at the military, as we work to move towards a Modern Volunteer Army (VOLAR). All too frequently attacks eminating from some of our younger soldiers are the result of a lack of proper military leadership in these professional soldiers' development. For VOLAR to be successful, the quality and style of leadership in professional development must be manifested in tangible reality. Todays young soldiers want and deserve to know "why" whenever possible. One important medium we have at our disposal to assist us in exploring and answering this vital need is our professional forum: the Military Police Journal. We professional military law enforcement leaders of the Army must recognize and accept our responsibility to communicate our knowledge, acquired from many years of experience, to the younger members of our profession. Even more importantly, we have an obligation to those fine officers and men who will assume the positions of responsibility we currently hold.

As the Journal enters its twentieth year of publication, we face many very real, and many still unidentified challenges. Hopefully we will continue to meet these challenges with ascending enthusiasm and increasing professionalism, because we, the members of the Military Police Association, have properly employed our professional journal as the forum to exchange sincere views frankly and openly, thereby building both our pride in professionalism and the enduring gratification of being *"of the troops and for the troops."*



MILITARY POLICE *Journal*

MAJ William A. Lang
Editor

PFC Raymond A. Polstra
Associate Editor

Volume XXI **August 1971** **Number 1**

CONTENTS

MPA President's Page 2
Bulletin Board 4
What About That New School? 5
A Modern Method of Combat Pistol Firing 11
MP Quiz 13
You, the Investigator 14
Military Police Journal Writer's Guide 15
Answers to MP Quiz 16
Stockade Counseling 17
Horse Heads Must Be Pointed To The East River 20
MPA Outstanding Graduate Awards 21
Corrections: Beliefs and Goals 22
Roundup Special 25
MPA Roundup 26
For Outstanding Service 33
Your Move 34
Book Reviews 35

THE MILITARY POLICE ASSOCIATION is a nonprofit organization supported by the fees of its members. Its purpose is to advance the science of police administration and crime prevention, and to preserve and foster the spirit of fellowship among former, present, and future law enforcement personnel of the Armed Forces and other persons interested in the police profession. **Membership in the Military Police Association is open to all persons who have been or may be engaged in law enforcement and to any other persons interested in the objectives of the association.** Dues are $5.00 per year in the USA or to APOs payable in advance, and include a year's subscription to the MILITARY POLICE JOURNAL. Single copies, 50¢. Second-class postage paid Augusta, Ga. Correspondence pertaining to membership should be addressed to the Secretary-Treasurer, Military Police Association, Box 7500, Fort Gordon, Georgia 30905.

— mpa —

THE MILITARY POLICE JOURNAL is published monthly by the Military Police Association, Inc., for the benefit of its members, and is not an official publication of the Department of the Army. **Views expressed in articles appearing in the MILITARY POLICE JOURNAL do not necessarily reflect official thought nor do they reflect the opinions of the members of the Executive Council or its officers.** The editor welcomes the personal views of authors which stimulate interest and provoke thought on matters of police administration, crime prevention and military police activities. Copyright ©, 1971 by the Military Police Association, Inc. All rights reserved. Printed in Clinton, S. C. by Jacobs Press, Inc. Manuscripts should be addressed to the Editor, MILITARY POLICE JOURNAL, Box 7500, Fort Gordon, Georgia 30905.

— mpa —

All photographs contained in this issue are Official US Army Photos unless otherwise accredited.

— mpa —

HOW TO READ YOUR EXPIRATION DATE LOCATED NEXT TO YOUR NAME: The first three-digit number is a cross-reference number utilized in processing your membership. The second number is read as follows: The first two digits are the month; the last digit is the year. Thus, 082 is August 1972; 122 is December 1972.

Officers

Honorary President
MG Lloyd B. Ramsey

President
COL Warren H. Metzner

First Vice President
COL Harold N. Elliott

Second Vice President
COL Frank L. Griffin

Executive Council
Dr. Neal B. Andregg
LTC John P. Regan
MAJ Donald W. Damron
CPT Arnold Daxe, Jr.
CPT Jerry S. Price
CSM Robert L. Booker
CSM Buford Brown
MSG Jack V. Horne
2LT Edward Tavares, USMC
SFC Brice H. Bragg, Jr.

Secretary-Treasurer
LTC Wayne B. Nicoll

SFC Thomas N. McCall
Business Manager

PFC Kent R. Gimbel
Assistant Business Manager

Mrs. Martha White
Secretary

2LT Owen H. Skinner, Jr.
Circulation Manager

PFC John F. Waldorf
Assistant Circulation Manager

SGT Curtis H. Makamson
Illustrator

MILITARY POLICE ASSOCIATION, Inc.

BULLETIN BOARD

COVER



Our Journal cover for August is the second in a series of covers highlighting Military Police Corps' missions, specifically as they relate to the US Army involvement in Vietnam. With the tremendous stockpiles of US logistical materials in Vietnam, sentry dog operations have proved to be one of the primary activities of the Corps in conducting its physical security mission. The theme and concept of this vital function were executed on our cover by Specialist Four Gene E. Sherman.

* * * * *

The Military Police Association School Award and one-year memberships in the MPA have been presented to the following recent graduates of courses conducted at the US Army Military Police School. *Military Police Officer Basic Course, Class #501:* 2LT James A. Dunphy, 1LT Charles A. Edwards, and 1LT Richard High. *Correctional Specialist Course, Class #34:* PVT Peter Dudchenko, PVT Edward A. Schutt, and PFC Victor E. White. *Correctional Specialist Course, Class #35:* PFC David R. Beecroft, PFC Richard C. Loyd, and PFC George F. Wallace. *Military Police Officer Basic Course, Class #5:* 2LT Roy E. Berry, 2LT Francis J. Blanchfield, and 2LT David E. Teeters. *Visual Tracker Course, Class #3:* PFC J. P. Bell, PFC Donald Clayton, and PV2 Burl Holbrook. *Criminal Investigation Course, Class #8:* MAJ James Y. Anderson, WO1 Alan P. Boehm, and SFC Robert VanderWerff. *Correctional Specialist Course, Class #36:* PVT Robert J. Esse, PFC G. W. Friddell, and PFC Ray J. Rader.

* * * * *

Membership as of 15 June 1971: 14,639

* * * * *

This month marks the 20th anniversary of the publication of the Military Police Journal. As the "Voice of the Military Police Association" begins this 20th year, it seems appropriate to recognize those who founded and have edited the Journal. It has been through the dedication of men such as COL Ralph E. Pearson, who edited the magazine from 1951 to 1953 and is credited by many as being the founder of the Journal, that the magazine developed into the professional medium for law enforcement that it is today. Other editors have been: LTC O. J. Magee, 1953-1955; Mr. Charles V. O'Conner, 1955-1956; LTC Robert H. Fisher, 1956-1957; MAJ Glen McCue, 1957-1959; LTC George E. Allen, 1959-1961; LTC Adair A. Smith, 1961-1963; MAJ George Kaine, 1963-1965; MAJ Gary A. Sorensen, 1965-1968; and MAJ Robert J. Fetterolf, 1968-1971.

* * * * *

Four new members were recently welcomed to the MPA Executive Council. LTC John P. Regan, currently Commanding Officer of the 10th Battalion of the 4th AIT Brigade (MP) at Ft Gordon, will serve as chairman on the TPMG Pistol Match Committee. CPT Arnold Daxe, Jr., is a staff officer assigned to the CDCMPA at Ft Gordon. A frequent contributor to the JOURNAL, he is the new chairman of the Public Relations Committee. Another new council member assigned to the CDCMPA is CPT Jerry S. Price. Captain Price will attend the MPOA class beginning in August. A recent returnee from Vietnam, CSM Robert L. Booker, who will serve on the MPA Scholarship Committee, is Sergeant Major of the 4th Brigade.



LTC John P. Regan



CPT Arnold Daxe, Jr.



CPT Jerry S. Price



CSM Robert L. Booker

What About That New School?



LTC Peter R. Nowak, MPC

A three act play, a diatribe, recounting the efforts of an Army service school to obtain a much needed new academic facility. The school is located at Camp Forlorn. The time frame involved is 195- to 197- .

CAST OF CHARACTERS

PROJECT OFFICER: A field grade officer assigned to the service school staff.
EDUCATOR: A civilian or military officer with an advanced degree in education also a member of the service school staff.

POLITICIAN: An elected representative of the people from no particular level of government.
CONTROLLER: A branch immaterial field grade officer who is tasked to represent any of several higher headquarters for the expressed purpose of completing staff actions and/or coordinations.
ENGINEER: A civilian or military officer assigned to an engineer office at any level of command.

ACT I

TIME: 195-. A hot afternoon.
SCENE: A conference room. This is a typical WW II administrative building at Camp Forlorn. It is austerely furnished with three field tables and three folding chairs arranged in a semi-circle. An easel stands to the left. At right is an executive chair on a slight platform. A fan struggles to move the air in the room.
RISE: The Project Officer is seated at the center table. He smokes and appears to be in a contemplative mood.

(A door opens. Educator enters and takes seat at left.)

EDUCATOR: Greetings, let's get on with this, I have an instructor training course to observe.

PROJECT OFFICER: Hi, this won't take long. As you know, I've been tasked with developing our construction plans for a new school facility. This will become an integral part of master planning. All posts do this and although we are new at this camp we will have to submit a plan by noon tomorrow.

EDUCATOR: That doesn't give us much time. My approach to it is this. Calculate our space requirements based on what we have now, and let's live with it. Post has all that data anyhow, since we just arrived on station.

PROJECT OFFICER: I know that, but we haven't considered the future. We may get what we ask for, which could be inadequate.

EDUCATOR: Why don't you query higher headquarters about future planning?

PROJECT OFFICER: This post-WW II turbulence has those folks in chaos. We have had difficulty enough getting guidance on courses to be maintained. I'll query them. Controller?

(Controller appears and sits in executive chair.)

CONTROLLER: I have been monitoring your meeting. My guidance to you is to plan by utilizing White Book figures. However, I have to advise you that your reputation for expeditious relocation earned in recent years has not gone unnoticed. You might want to study the permanence of Camp Forlorn as an active installation. It would be foolish to build and then relocate.

(There is a knock at the door. Politician enters and takes remaining seat.)

POLITICIAN: There is no doubt in my mind that we can get an appropriation through the legislature for your school. We would like nothing better than to see Forlorn made a Fort. Mind you, we don't need the military to support the local economy, but we were all in the Service once.

PROJECT OFFICER: (shrugs, then says meaningfully.) It's clear to me, it would be a mistake to build a permanent facility at Forlorn. On the basis of our many moves, the best course of action is to improve our existing facilities and defer any plans for a permanent school building. I'll clear this with the boss and get up to Post. **CURTAIN**

ACT II

TIME: 196-.

AT RISE: All participants are seated where they were at the end of Act I. The smoke hangs heavy. Educator and Politician look older, but the others remain about the same in appearance. Clothing and uniforms have changed. The room could use a coat of paint, but it probably isn't in the painting cycle this year.

CONTROLLER: I am going to require a rather elaborate study as far as a new facility is concerned. We have studied each major command, installation, and activity to establish an overall Army plan. You must use our base figures as the supporting data for a facility. Any deviation could cause the cancellation or, as a minimum, deferral of your project.

PROJECT OFFICER (eagerly): What with Forlorn becoming a Fort, I am under the impression we will get new construction here including post housing.

POLITICIAN (testily): We're not addressing housing at this time. We can't appropriate all that you want. Let's consider the taxpayers and the locals. A new school makes sense to me. It will help out the economy. You know the locals are pro-military.

PROJECT OFFICER: We have seen a few changes in the last decade. We are concerned that we are not in the running for a new facility. One year we are faulted for not projecting requirements properly, the next we are faulted for exceeding our requirements. (Pause) I'd like a definition of mission essential as it pertains to our school.

CONTROLLER: (Getting nervous.) Well, you must understand that priorities are established on the basis of total service needs. It is apparent that the combat and combat support arms service schools should have priority. After all, this whole business of warfare is "to meet with and annihilate the enemy."

PROJECT OFFICER: What if our Corps did become a combat support arm?

CONTROLLER: (Angry.) We seem to be losing the point of all this, but in answer to your question, it isn't in the cards of the "Army of 1990." **CURTAIN**

ACT III SCENE I

TIME: 197-. A colder winter morning.

AT RISE: Participants sit in same positions. Uniforms and dress have changed with the ensuing time. The absence of smoking is apparent. The general dreariness of the set continues, although it appears that the interior walls have been painted white and sea foam green. One chair and a field table have been added.

PROJECT OFFICER: Gentlemen, I've called this meeting to conduct the annual review of our academic facility construction project. Let's understand from the onset that we

believe a new facility is necessary. It is not a question of wanting a new facility for the sake of newness or, for that matter, status. The inadequacies of the current facilities are based on age and design deficiencies which produce high maintenance costs, inefficient use of support personnel, and generally deny sound instructional planning by limiting the methods and media that can be employed in the classroom situation. Currently, the poor physical quality of the basic classroom facility dictates that an inordinately large amount of time be devoted to the lecture method of instruction rather than to the use of seminars and small group activities, which are encouraged by directives we have received. On the basis of the changes prompted by the recent war, it appears that we should examine the requirements for a new academic facility, one that would meet the needs of changing but increasing student enrollment. Funding seems to be available, and Fort Forlorn has gained its share of the construction pie. In my judgment the time is ripe, but we must carefully plan the facility and then weld the proper mix of Forlorn and Corps support before we move up the ladder. Higher headquarters, how does the construction program look?

CONTROLLER: Funding seems ample, your facility remains in the program and it will have a high priority, at least at Forlorn.

(Engineer enters and sits at vacant table)

ENGINEER: Yes, I underscore that. The construction program at Forlorn has moved well in the early sixties and this has continued. It is your turn now.

PROJECT OFFICER: What kind of facility should we go for .... the conventional classroom type or.....?

ENGINEER: Excuse me, but we must address the fact that your project is listed as an "academic facility." Rightfully you should have requested a classroom facility and an administrative facility. I would recommend that you leave the project with its label of "academic facility." For your small school, one building is more manageable.

PROJECT OFFICER: That's fine, I don't believe you will get any argument on that point. I was planning on discussing my visualization of the facility.

ENGINEER: It is too early for an architects visualization. Let's work up your square footage requirement based on the number of students you will be teaching, the courses, the classes and their frequencies. Your administrative areas are locked-in. We'll cost it out then and see how it looks.

CONTROLLER: Yes that is the proper approach, but be realistic, the war boom will not continue forever. If you ask for too much, you won't get a thing. In fact, I'm not so sure you should consider current loads.

PROJECT OFFICER: That doesn't make sense. In effect, you are advocating that we stay with the facility developed in the pre-war environment. The old courses are not in step with what we are doing now or expect to be doing in the next five years.

CONTROLLER: My advice is to move cautiously. I've checked with the next higher headquarters and they reiterate this.

ENGINEER: Let's develop the facility you need to meet the student load as of now. If we do this carefully, we can tailor the building, increase or decrease classrooms as changes occur.

EDUCATOR: I think you are oversimplifying this. The student load, courses, etc., are the basis for computing requirements, personnel and other. The computation of platform manhours gives us our faculty and ultimately, our staff. Personnel generate space requirements. Your tailoring approach is valid if one course of instruction was the total offering. Then the number of students, sizes of classes and frequencies would be indeed regulatory.

ENGINEER: If you are cognizant of all this, how many classrooms do you need?

EDUCATOR: Let me finish. This may seem lengthy, but bear with me. I have a handout which I'll furnish you later. The rationale used to establish criteria for the type and size of classrooms planned for use in the proposed facility is predicated upon the training philosophy of this service school. The philosophy is derived from three main sources. The first is regulations and guidance provided by higher headquarters related to course design, school ad-

ministration and training policies. The second source is the results of research in areas of training, education and learning psychology. The third is the continuous analysis of present and future needs of the Corps.

(Educator stands and uncovers chart on easel)

EDUCATOR: Course content and school training objectives have been analyzed and the following primary types of instructional goals have been extracted. (Points to chart and allows time for participants to read.)

INSTRUCTIONAL GOALS

- Developing attitudes.
- Problem solving/decision making.
- Program planning/operational planning.
- Detailed study/operational research.

(Educator sits down but leaves chart exposed.)

EDUCATOR: Educational research data was reviewed to identify the most efficient and effective instructional methods to employ to achieve these goals. Twenty-four methods were recommended for use in working toward the four types of instructional goals; seven for developing attitudes, eight for problem solving/decision making, three for program planning/operational planning and six for detailed study/operational research. Only three of 24 recommended methods could be properly employed in large group configurations of greater than thirty students. Eighteen recommended methods can be employed when student group size is held at or below thirty students. The remaining three recommendations include a mix of large and small groups methods. The optimum class size for the majority of our courses is 24 students, with a maximum class size of thirty. Instructional groups of 24, 12, 8, 6, 4, 3, and 2 students may be developed from the 24 man class configuration: This arrangement provides the flexibility required when matching instructional methods to training objectives. Large group instruction is planned for orientation courses, while small class sizes will be used for certain highly specialized training programs; these courses will also require special purpose classrooms to compliment their training goals. Our school is committed to the concepts of training exemplified not only in regulation of higher headquarters, but also in professional educational writings. Student-centered, performance-related training, which is presented through a wide variety of appropriate methods and media, can and will produce graduates who are fully capable of discharging the current and projected responsibilities of our Corps.

PROJECT OFFICER: On the basis of our philosophy we intend to develop all requirements. Do we agree on this starting point?

ENGINEER: Yes.

POLITICIAN: No comment.

CONTROLLER: Concur, in principle.

PROJECT OFFICER: Well then, I move that we adjourn and meet on call. Thank you gentlemen. **CURTAIN**

ACT III SCENE II

TIME: 60 days later.

PROJECT OFFICER: Gentlemen, we are now at the point of reviewing the requirements as seen by the School staff and faculty. I am impressed with the spirit we have seen over the past two months. Our multi-discipline team has understood the complexity of this problem and recognized the urgency of working together toward a solution. Educator, would you please begin your presentation?

EDUCATOR: Our School will have a continuing requirement to teach over 200 classes

in over thirty different courses. The most significant factor, however, is the average number and type of classes in session each week. The average number of classes in session will be twenty. During periods of peak load this number will increase to 22. The types of classes taught, the methods and media employed, and the educational philosophy of this institution require the use of three basic types of classroom facilities. These three classroom configurations are (1) lecture (seminar), (2) combination lecture room and laboratory, and (3) instructional laboratory. Space must also be provided for rear projection rooms, instructor work space, visual and training aids, storage, library, and student break/faculty lounge rooms.

(Educator goes to easel and uncovers first chart)

This chart indicates the number and type of classrooms required.

CLASSROOMS

TYPE	QTY
Lecture/Laboratory (30 man capacity)	**X**
Lecture/Seminar (capable of sub-division)	Y
Instructional Laboratory	**Z**

ENGINEER: Then in totals you need **xxx** square feet of classroom space.

PROJECT OFFICER: Yes, but then we will add space for the faculty at sixty square feet per man. Additionally we need space for student counselling rooms, student break areas, division chiefs' offices, and conference rooms, and it adds up to **xxx** square feet. Then add xxx for the Director of Instruction, space for an ETV studio and you have a total of **xxx** for faculty and the classrooms.

EDUCATOR: Yes, but we must also consider a building as we visualize this.

ENGINEER: I don't deny that you shouldn't have a visualization in your mind. A high rise might suit your purposes better than a three story facility. Of course, you would have an elevator problem.

EDUCATOR: I think we can eliminate the high rise as a choice. The elevator waiting time mitigates against their use. I would prefer three stories so as to facilitate the flow of student traffic.

ENGINEER: So you want it simple? What other activities need to be housed in the facility?

PROJECT OFFICER: We need administrative space for both staff and faculty. These break out to be an area of **xxx** square feet of working area for the command and staff and **xxx** square feet of common user area for activities such as the technical library, conference rooms, snack bars, a book store, and the Corps museum.

CONTROLLER: On the surface your requirement appears excessive. I cannot visualize the student load you are using as a factor continuing in the near future.

PROJECT OFFICER: We have documented these inputs and know they are supportable. There is no other data available. (Pause) Any other challenges? (Pause) What recommendation and priority are you going to give this facility?

CONTROLLER: Once it's staffed at Forlorn.....

ENGINEER: I can assure you we will recommend at least second priority on our construction program for the target year.

CONTROLLER: Fine, we at Army and higher will review the project and it will be above the cut-off.

PROJECT OFFICER: By "above the cut-off" do you imply that previous experience has shown that a certain dollar ceiling is the guide?

CONTROLLER: Yes, we live with this yearly. Your project will go forward in a competitive position.

PROJECT OFFICER: What happens when project lists are readied for legislative hearings at the higher headquarters level, wherever that is?

CONTROLLER: Once again, priority lists are compiled. Your command's educational

facility competes with all other construction projects. Without emphasis at higher headquarters level, however, your position can deteriorate.

PROJECT OFFICER: What you are saying reference to deterioration is that success is measured by politics practiced military-style.

CONTROLLER: It stands to reason, but don't quote me. Look at those pole climbers at Forlorn living in a ten story high rise. If you can't get your own branch people exercised about this except when they are assigned to your school, you may not get a building. Remember that your Corps and your school requirements are miniscule at higher headquarters level. You'll get a fair shake though.

POLITICIAN: I can not understand how you military men operate. I would be run out of office, if I couldn't produce in twenty years. Why haven't you asked us for help?

PROJECT OFFICER: I personally would like to do that, but I have a chain of command to live with. As far as the marginal facilities we have here at Forlorn, these are apparent to any casual observer either military or civilian. In fact you have toured our School.

POLITICIAN: Okay, okay, but you are still depending on chance for your success. I would be the last one to tell you, though, to violate a code of ethics.

CONTROLLER: Now listen, we have legislative liaison folks to meet with this kind of problem. The military system will work well without outside interference.

PROJECT OFFICER: Yes sir, let's not get "bent out of shape" on the matter of suasion.

ENGINEER: I would like to offer a few comments. Too many civilian schools are more concerned with the creation of architectural showplaces than with the creation of an environment that meets the need of learners and teachers. Sadly, too many new campus structures are not even good monuments. Little wonder students and faculty respond negatively to many of these bold buildings.

EDUCATOR: I didn't know that you were an educator. It is a pity that a superb building can't do the instructing. Further, I would have to voice the opinion that the facility does not affect the learning process dramatically. We are talking not of bricks and mortar. We are not stressing wedge shaped classrooms stacked neatly off a hillock. All we are asking for is a facility configured to our needs. We have laboriously developed these for you.

ENGINEER: I didn't mean to hurt your feelings.

EDUCATOR: You didn't, but maybe things weren't in proper perspective. We also know that a school needs an in-depth, long-term resident faculty, systems engineered courses, and tradition. I am not trying to weight any of these.

POLITICIAN: What I hope you are trying to say is that the subject of the hour is a new school building and I submit we get on with it.

ENGINEER (businesslike)**:** I believe we can go forward with what you have developed. Higher Headquarters?

CONTROLLER: It looks like a well prepared case. It will be well scrutinized at higher headquarters.

PROJECT OFFICER: I expect that it will.

(Lights fade except for spotlight on Project Officer who looks off into space contemplatively.)

PROJECT OFFICER: The beginning of a school building is a difficult task. But, the construction of new buildings is relatively simple compared to the construction of a new vision in the minds of men. The raw material of the school is the student, and the goal is knowledge. What then, as we move toward an "all volunteer force," as societal goals change, and as austerity once again grips the defense budget? We need the encouragement of our Corps. It will make us more aware of our responsibilities to our School and to the Service it represents.

CURTAIN

Lieutenant Colonel Peter R. Nowak, MPC, is a Regular Army officer with over sixteen years commissioned service. A graduate of the Command and General Staff College and holder of an MBA Degree from the University of Alabama, he served as the Director of Logistics, USAMPS from 1969 to 1971. He is currently the Commanding Officer, 728th MP Battalion in Korea.

A Modern Method of Combat Pistol Firing

Mr. David E. Steele



A controversy is raging in the police world regarding the best method of firing the pistol and the best pistol to fire. The method most widely taught is the Practical Pistol Course (P.P.C.). The weapon most favored by police is the .38 special revolver. This article concerns improvements that can be made on the teaching method and the weapon.

When the new recruit begins pistol training, he is usually taught to fire the revolver, single-action, with one arm extended in the classic competitive stance. Given the small percentage of officers who will fire in National Rifle Association (NRA) or the International Shooting Union (ISU) competition, there is no reason to use this position if it does not promote combat efficiency. The competitive stance comes from the duelling position set down in the *code duello* for "affairs of honor" in the nineteenth century. The duellist was not allowed to grip the weapon with two hands, nor was he inclined to do so since he felt that he presented less of a target with only his side toward his opponent. Some duellists did not even extend their firing arms straight since they felt that the crooked arm would further protect their side. Other duellists, upon the command to fire, assumed a fencing lunge position to lessen their body height. We now know that none of these tricks of duelling assists firing speed and accuracy, and in combat shooting, the best defense is a speedy and accurate offense. Modern combat firers are also not limited to standing in one place for a single shot as duellists were, so they need not be as concerned about defensive measures; nowadays if a policeman knows he is going to be fired upon, the best thing he can do is to wear an armored vest and carry a shotgun.

Mr. David E. Steele is an N.R.A. Certified Rifle and Pistol Instructor and is currently supervisor of the Police Weapons Center in the International Association of Chiefs of Police. He has published previous articles on weapons in ORDNANCE and I.A.C.P. manuals and is pursuing a master's degree in Police Administration at California State College in Los Angeles.

When we speak of combat firing with the pistol, we are really describing an emergency technique of last resort. Two things must occur for the policeman to behave properly in such an emergency. First, he must immediately perceive the situation as demanding deadly force. Second, he must draw his weapon and fire his shot smoothly and accurately, continuing to fire until his opponent has ceased to resist.

To perceive his opponent's movements, the policeman will probably face him squarely. From the standing position the fastest draw is one involving only the right arm. The hand moves in an arc grasping the butt of the weapon, rocking it up and out of the holster toward the target. The right shoulder is relaxed and not hunched forward, and the hand and wrist provide the speed and power for the draw. Only when the weapon has come on target is the wrist locked; at that point the shoulder, elbow, wrist, and fingers provide a vice-like grip on the pistol.

During the draw, the body remains erect and slightly tense. The so-called "gunfighter's crouch" has not been shown to significantly reduce the chances of the opponent's bullet striking home. It is just as likely that an opponent's bullet aimed at the chest will strike the crouched policeman in the head, just as the duellist who used a fencing lunge found that the opponent's round (ball), which would have struck him in the thigh, ricocheted up his bent leg into his torso. Worse, the "gunfighter's crouch" tenses muscles that need not be tense and impedes the primary movement of the hand.

Once the weapon is out of the holster, the firer can fire immediately at hip level with one hand if his opponent is very close, i.e. under three yards. At this range, the opponent's torso is a large target and the chances of hitting a vital spot are good. However, the victory is to the swift since the opponent also has a large target upon which to fire. Again, it should be stressed that the firer should continue to fire until his opponent's attack has ceased. A single round from a .38 special revolver loaded with 158 grain solid lead ammunition will not consistently stop a determined opponent. At this point-blank distance, it may

be necessary to empty the revolver into a determined opponent and at the same time take evasive action such as ducking behind cover.

For distances beyond three yards and for the standard Practical Pistol Course seven yard firing position, a two-handed grip should be assumed after the draw. In other words, the weapon should be brought up to eye level with the right hand, thrust into the left and the left thumb overlapping the right. The right hand, gripping the weapon, pushes forward slightly while the left hand pulls to the rear. This position is very fast, and compared to the traditional hip-shooting position, it is rock steady. Aficionados of this position can place almost all their shots in the kill zone of a standard silhouette with a .45 service automatic, using the sights and a good trigger squeeze, well under the minimum time set by the P.P.C.

The problem, however, is not just to get an immediate torso hit with the pistol. The problem is either to demoralize the opponent into ceasing his resistance or to physically stop his attack by vital-organ damage or hydrostatic shock. The first objective can be accomplished by an impressive display of speed and fire power. For instance, a light .22 caliber automatic can be drawn and fired with such rapidity that the opponent may be demoralized, just as in 1967 when the Egyptian troops were demoralized by the Israelis' running assault-fire with submachine guns. Volume of fire does have an effect, but an ordinary .38 special revolver does not have the magazine capacity or the quick reloading capability to take advantage of this technique.

The second objective, to physically stop the opponent, has been widely debated. The opponent can be stopped with vital organ damage very effectively by a .22 automatic using a .22 long rifle, hi-speed, hollow-point ammunition. Here the weapon is used literally to "chop-up" the opponent. The second alternative is a round that produces enough hydrostatic shock upon entrance into the thoracic cavity that an opponent is no longer capable of controlling his muscular reactions. This objective can be obtained either by a small, fast moving, expanding round or by a large slow-moving round. An example of the first round type is the 110-grain, .357 magnum hollow-point. An example of the second type of round is the .45 a.c.p. service cartridge. Of course, a large fast-moving round such as the.44 magnum, is more effective than either of these, but it is also harder to fire accurately and is usually not necessary for use against humans.

Since the revolver has fewer rounds of ammunition and is slower to reload, the automatic is preferable if the "demoralizing," "chopping" and "stopping" techniques are to be used. Among current automatics, the .45 a.c.p. service pistol is one of the best for one round stopping power. Of course, the .45 service automatic is not the easiest weapon to control, but if the inexperienced firer uses the two-handed technique, he will notice no more recoil than with the .38 one-handed style.

Police instructors should remember that their students are not practicing for the I.S.U. matches or an affair of honor. Instead, these students must place all their rounds on a comparatively large target in a comparatively short time, consistently. The two-handed technique can begin with slow-fire (cocking the revolver with the left thumb) and progress to all phases of combat firing. Eventually, the student should perform all his revolver firing, double-action, using a two-stage trigger pull for accurate slow-fire.

The firer should use his sights whenever speed and lighting conditions permit. An excellent new combat sight has been developed which makes use of a single sight with equal amounts of yellow paint on each side which the shooter centers around a sighting groove. Other combat sights make use of paint or even radium to highlight the sights at night.

It should be emphasized that some of the techniques described here are not normally and probably will not be taught to police. Due to possible danger to innocent bystanders, the policeman is always taught to wait, if necessary, and to place his first shot precisely on the individual he wishes to stop. Modern warfare, however, has shown that a number of firing techniques are available, which do not emphasize perfect round placement. For instance, in artillery fire the target coordinates are pinpointed by "bracketting"—a round is placed beyond the target, then one is placed in front of it until after a few rounds in gradually smaller brackets the target is zeroed and the forward observer calls "fire for effect." In police work this "bracketting" principle could be applied when a man runs into a dark alley and fires at pursuing police. By quickly firing several rounds on either side of the flash, a policeman has a good chance of hitting the suspect; unfortunately if there are light frame houses at the rear of the alley, he also has a good chance of hitting innocent persons.

The "demoralizing" and "chopping" techniques described for use with semiautomatic pistols of low recoil and large magazine capacity would also be of limited utility to police. It is, however, a good counterambush technique when a shotgun or submachine gun is not available. U.S. Army manuals have stressed the utility of rapid firepower in countering ambushes. The standard, six-shot, .38 special revolver is of very little use in presenting this kind of firepower toward a concealed assailant. Though a heavy caliber automatic is less rapid than a small caliber one in setting up this "wall of fire," it does have a round which will physically stop an assailant with a single torso hit.

These "demoralizing" and "chopping" techniques should not be confused with "walking" the rounds on target. The latter technique involves spotting the hit and correcting aim on target. This technique is useful, but only at longer ranges when there is time to see the hit on some distant object and correct for point of impact. At hip-fire range, during periods of darkness, the firer is not likely to see anything but his target and the flash of his own gun. He must then continue shooting without pause to keep from losing the initiative, which is termed "fire superiority" by the military. This is practically impossible with a six-shot revolver.

It may seem that some of the methods described here are rather destructive. However, the "demoralizing" and "chopping" methods are not as effective as the simple "stopping" technique, if the target is large, the light is good, and the assailant is standing still. These are special-purpose methods employed when the light is bad, the assailant is running for cover, or the target is small (such as a man's head and pistol arm evtending from a brick wall). Nothing can replace simple accuracy and first round hits in police training.



How high do you score on military police subjects? A score of 9 or 10 is superior, 8 is excellent, 7 is good, and below 7 may indicate that some review is warranted. The Department of Nonresident Instruction of the US Army Military Police School, Fort Gordon, Georgia, would be happy to assist you in taking Military Police Correspondence Courses. This month's quiz was prepared by MAJ Patrick J. Blair.

Answers found on page 16

1. To prove the content of a substance suspected of containing narcotics, the investigator should
a. taste it in small amounts.
b. send it to the laboratory for analysis.
c. first attempt to identify the substance by smelling for its distinctive odor.
d. use the various chemical field tests.

2. According to technical terminology, one who illegally furnishes drugs to another person for user convenience rather than personal gain, is known as a
a. pusher.
b. source.
c. temporary accessory.
d. casual supplier.

3. A military police patrol has been dispatched to apprehend a soldier believed to be under the influence of cocaine. As a precaution the patrol should
a. be augmented by additional personnel to subdue the suspect.
b. receive a special briefing covering the warning/waiver of rights of an accused.
c. be provided a medical specialist equipped to administer aid to the suspect.
d. refer to charts describing drug effects and the appearance of users.

4. When participating as a drug-education speaker, the best approach in handling questions seeking to compare drugs and alcohol is
a. point out that alcohol is merely a sedative whose drug risk lies in its being used in combination with barbiturate drugs.
b. remind your audience that drug abuse is illegal.
c. simply admit that alcohol is also a serious drug.
d. challenge anyone to show evidence that alcohol users will commit the crimes "junkies" do to obtain narcotics.

5. Which of the following terms is least appropriate to considerations of the narcotics and dangerous drugs problem?
a. Dependency.
b. Psychological.
c. Physical.
d. Addiction.

6. Which of the following statements regarding LSD has no basis in fact?
a. One ounce can send 3.5 million people on a hallucinogenic trip.
b. Symptoms associated with its use may occur months later.
c. There are legal provisions for the use of this hallucinogen.
d. The drug is a threat to the water supply.

7. Marihuana is controlled in the same fashion as narcotics
a. because of its original medical use in relieving pain.
b. for the same reason as cocaine.
c. due to its synthetic narcotic properties.
d. in that it was originally considered a depressant.

8. It is a fact that heroin was once produced to combat morphine addiction. It is also a fact that
a. heroin has been found to be many times more addictive than morphine.
b. today in the U.S., both are limited to use through tightly controlled prescriptions by physicians.
c. heroin is the most popularly abused narcotic.
d. morphine is derived from the opium base and is actually more potent that heroin.

9. The policy of the Department of the Army concerning drug abuse is
a. to prevent and eliminate it and bring to trial all users.
b. that it is not incompatible with military service.
c. to attempt restoration and rehabilitation of users.
d. an immediate total amnesty at the lowest unit level possible.

10. The marihuana plant
a. has even-numbered leaves.
b. is difficult to cultivate.
c. produces a resin containing a strong hallucinogen.
d. is actually a vine, which can choke out large trees in its jungle habitat.



You, the Investigator

CW2 James V. Vandiver, USA

Research carried out for INTERPOL by the Swiss indicates that dust on hand weapons is the best means of determining when a weapon was last fired. Tests were run on rust formations, nitrites, and dust found in a gun barrel. The type of pollen in dust was found to be the only reliable means of establishing when the weapon was last used.

Also of note in this report: "All too frequently the 'scientific' removal of samples is made worthless by a search for fingerprints; investigations should, therefore, be organized in suitable chronological order." (January 1970 *International Criminal Police Review*) Now all you have to do is figure out how to collect the dust without disturbing the prints.

Students attending the CI courses at USAMPS over the last several years have compiled a list of the uses of prints. Fingerprints have been, and can be used to:

- Place narcotics in a suspect's possession when they are found in containers, instruments or roach butts.
- Place stolen property such as radios, cameras, wallets, government property, and bad checks in a suspect's possession.
- Show that instruments used to commit crime had been in a suspect's possession; the knife, gun, bottle, etc.
- Place a suspect at the scene by:
  a. Finding his prints on or in crime scene objects, such as a wall locker, light switches, cut-off padlocks, cut TV antenna wires, or match books.
  b. Finding the victim's prints on a hit and run vehicle or on shoes or boots of an assailant who beat kicked him.
  c. Finding an assailant's prints on an object, such as a light pole, that he grabbed as he made a quick turn around a corner, while fleeing the scene.
- Prove ownership of stolen property such as the victim's prints on radio batteries or stolen money.
- Establish identity of amnesiacs, people in comas (hit and run victim), the dead, or those who refuse to identify themselves.
- Obtain criminal record checks and see which of several suspects has a previous record of similar offenses.

The January 1970 *Fingerprint and Identification Magazine* related an unusual case by a deceased Ohio fingerprint expert, Arnold P. Fetter: "After shooting the victim in the right temple and relieving him of all clothing, papers and other identifying materials, the murderer cut away the center portion of each of his fingers . . ." and blew the body to bits with dynamite. "Fortunately enough of the lower layer of skin on two digits remained after the cutting and dynamiting for Mr. Fetter to make a positive identification . . ."

An article entitled "The Value of Spectacles in Identification," by M. H. Wallace in the September 1969 *Police Journal*, points out that success in identifying a suspect or victim by glasses is governed by five factors: (1) the number of people who possess glasses; (2) whether or not the glasses are found in a container; (3) availability of opticians' records; (4) the possibility of two pairs of glasses being identical in all respects; and (5) the person with the glasses being the actual owner.

The author points out that tints, shapes, strengths and other technical factors make over thirteen billion different types of lenses possible. When frames and cases are included, over thirty-two trillion possibilities exist.

MILITARY POLICE JOURNAL

Writer's Guide

READERS

The Military Police Journal is published primarily for law enforcement personnel of the US Armed Forces and other persons interested in the police profession. Other readers include members of government and industry, students and educators, civic leaders, and journalists.

The Military Police Journal fashions its appeal to the professional service policeman and criminal investigator.

The Round Up section of the Journal is designed to preserve and foster the spirit of fellowship among former, present, and future members of the police profession.

STYLE

The Journal prefers the concise and the direct, expressed in the active voice; precision and clarity of expression to flowery prose; the specific to the general.

Every article should have a beginning (a lead) which catches the reader's interest and gives him an idea of the main thought, a body or main part in which the major points are logically dealt with, and an ending that concludes rather than merely summarizes.

We edit all manuscripts, as necessary, to conform to our style and standards of expression. Many of the manuscripts we receive can be improved by deleting meaningless or repetitive words and phrases. Some articles require a certain amount of rewriting, but substantive changes are made only with the author's consent.

SUBJECTS

The objectives of the Journal are to promote free expression of opinion, consistent with national security, which stimulates interest and provokes thought on military police matters; timely and accurate reporting of new developments of interest to military policemen; encouragement of a sense of tradition and *esprit de corps* inspired by presenting significant historical accomplishments of the military police; appropriate recognition of individual, unit, or other achievements of general interest to members. The Journal covers a variety of subjects including: Discipline, Law and Order; Traffic Control; Correctional Treatment; Criminal Investigation; Physical Security; Prisoner of War and Civilian Internee Operations; Civil Disturbance Control Operations; Disaster Planning and Control; Training and Education; as well as many others.

We suggest you query us in advance about your article ideas. Explain the intended theme, scope, and organization. This may save time, give you a priority for the subject, and help us in scheduling.

Continued

Writer's Guide *Continued*

MECHANICS

General — The Military Police Journal observes a standing policy of making no prior commitments on the acceptance of manuscripts for publication. We accept or reject only after having a manuscript in hand for study. We assume that all manuscripts are original, previously unpublished works and that they are not under consideration by any other magazine at the time of receipt by the Journal.

Length — The most suitable length for our purposes is 3,000 to 5,000 words. We have published articles as short as 500 and longer than 5,000. The best guideline is: treat the subject adequately, develop your thoughts, and stop.

References — Cite your references and inclose all quoted material in quotation marks. We use footnotes to identify sources and to explain controversial points. Bibliographies are retained by us in our manuscript file. They are useful in answering queries and are necessary in establishing accuracy.

Illustrations — Artwork such as sketches, photos, maps, and line drawings enhance the attractiveness of a manuscript. Accurate, 8 x 10 sketches are entirely suitable. Glossy 8 x 10 black and white photographs are requested.

Copy — Send clean, double-spaced manuscripts typed on one side of the sheet. Type the title and your name with the approximate length of your manuscript at the top of page one, and then drop down to about the middle of the page to begin your article. We like to have an original and a carbon copy. By all means, retain at least one carbon copy of all your work.

Biography — Inclose a brief biographical sketch which includes important positions or assignments, and any experience or education that will establish your expertise in the subject.

Correspondence — Direct communication with the Journal is encouraged. Address all queries, manuscripts, and other correspondence to the Editor, Military Police Journal, Post Office Box 7500, Fort Gordon, Georgia 30905.

PAYMENT

The Journal pays an honorarium of one cent per word upon publication.

COPYRIGHT

As an unofficial publication, the Military Police Journal is copyrighted. Individual author copyright can be protected by personal, special arrangement.

Answers to MP Quiz

1. **b.** Field tests provide the investigator useful assistance in making "on the spot" identification, but chemical complexity requires complete laboratory analysis for verification.

2. **d.** Since identification and apprehension of the source is a most important aspect of drug investigation, it is useful to distinguish types and character of supply.

3. **a.** Cocaine not only causes the user to become excited, but can induce paranoid tendencies, overconfidence, and exceptional physical strength.

4. **c.** The basis for gaining and influencing the audience is **total credibility.**

5. **d.** The term addict has limitations. Medical aspects require thinking in terms of dependency, both physical and psychological.

6. **d.** Though very strong, LSD is also very unstable, breaking up in water rapidly. Its legal use is in federally approved research, primarily in mental illness.

7. **b.** Although certain drugs are not considered medically as narcotics, legal classifications apply. One of the provisions of the 1970 Comprehensive Drug Abuse Prevention and Control Act is the ease of moving a drug between classifications of control in response to its abuse level.

8. **a.** Heroin, up to ten times more potent than morphine, has a low tolerance.

9. **c.** AR 600-32 explains this fully.

10. **c.** The active constituent contained in the resin is called tetrahydrocannabinol (THC), and is a strong hallucinogen.

STOCKADE COUNSELING

Mr. David E. Donnelly



The first impression of the Fort Riley Stockade is a foreboding one. Barbed wire fences and guard towers outline the perimeter. Iron bars decorate some of the windows of the bays that 200 men call home. The buildings are a pale yellow limestone, characteristic of all the buildings built in the latter half of the 19th century, when Fort Riley was famous as the cradle of the cavalry."

Inside, ten counselors work full-time. Their job is to break down these original impressions and offer all the assistance they can to the prisoners. Most of them are confined for crimes unique to the military, such as AWOL and disrespect; not for crimes against man, such as robbery or murder. Their motivation is low and their respect for the establishment leaves a lot to be desired. In short, they want out of the Army.

This is where the counselor comes in. He plays a dual role for the prisoner. Dressed in civilian clothes and addressed as "Mister," rather than by rank, he may be the first military figure the prisoner has found he can confide in with his personal problems. He is also the main source of information on the prisoner's legal case, be it a court-martial or some form of discharge.

Most of the counselors at the Fort Riley Stockade have a bachelor's or master's degree in one of the behavioral sciences and are well-equipped to handle their job. Under the guidance of the stockade commander, they have recognized and dealt with an important problem:

If you keep a prisoner informed of his status so that he feels he can trust you and receive honest answers to his questions, he can go back into the compound and lead a fairly normal life even though he's confined.

As a source of information for the confinee, the counselor remains a "pressure valve" to alleviate the frustrations that can build up due to isolation from the outside world. Pre-trial prisoners and those awaiting discharge, who have no idea when they will be released, are prone to more frustrations and anxiety than the sentenced prisoner who can look forward to release on a definite date.

Mr. David E. Donnelly is a US Army Correspondent assigned to Fort Riley Command Information Office.

The information the counselor offers usually concerns data relating to courts-martial, pay allotments, Red Cross assistance for problems at home, and phone calls to friends and relatives.

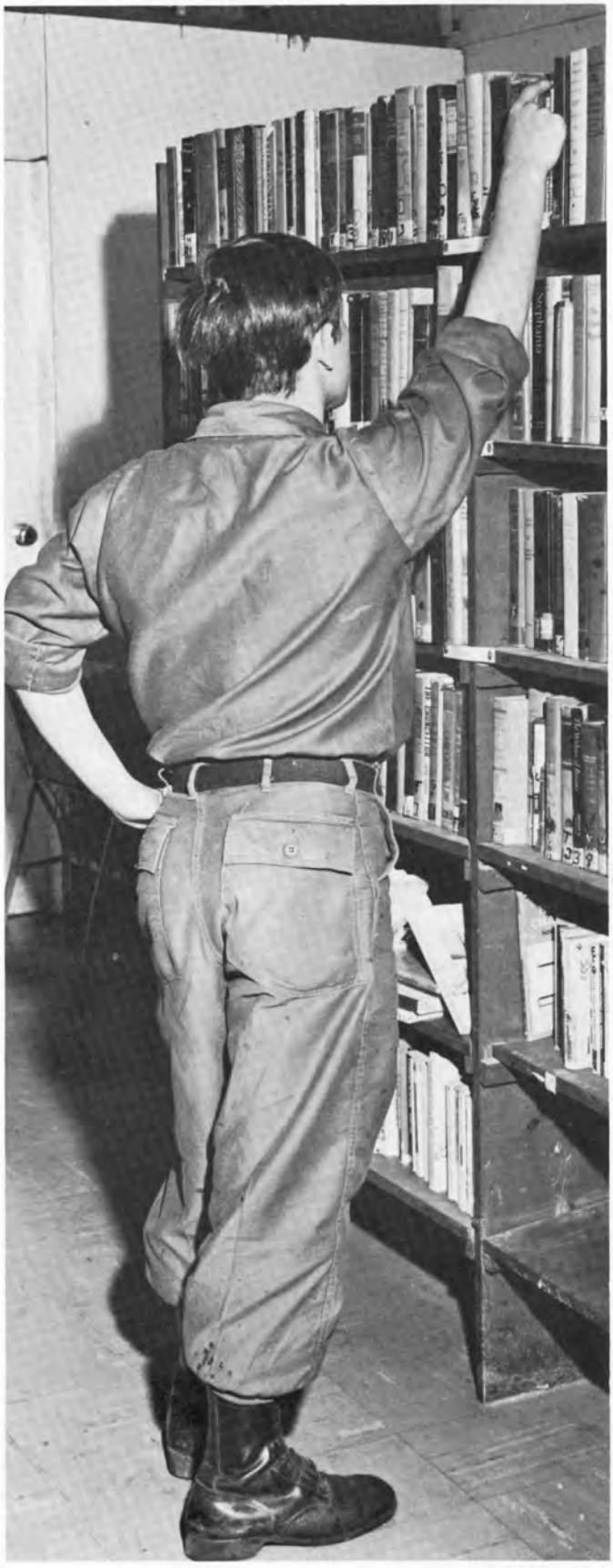
Liaison has been established with the personnel control facility and the battalion-level legal sections to seek specific information about the individual prisoners and to keep their cases active. The progress of each case is posted on a bulletin board in the counseling section to keep the prisoner up to date. He knows exactly where his case is at a specific date. But more important, he knows that individual attention is being given to his problem. As a pressure valve, this has tremendous value in releasing the anxiety of uncertainty.

Equally important with specific information on his case is the prisoner's need to talk with someone in depth. A counselor said, "Should this outlet not be available, negative attitudes develop, frustrations build, and actions become irrational. These talks help the confinee orient himself to reality rather than wander in painful memory of the past. The idea of learning from experience is stressed. Instead of bumbling through life from problem to problem, the confinee is helped with his problems and led to understand that life has something better to offer. Direction is given regarding vocational plans and the importance of education."

Yet a prisoner's response to guidance is all too frequently, "I don't care what kind of discharge I get, I just want out!" The counselor said, "I think this reflects the type of individuals who, when placed in a stress situation, will run away. Often times this will correlate to the outside when they are put under stress. That's why they run away. They couldn't get along with parents or school, or the law, so they ran away to the Army. Then they couldn't get along with the Army, so they ran away, which is AWOL.

"From the initial interview, we can see what their intentions are. It's fairly easy to tell the individual who really wants out from the one who's not quite sure. We explain in every case what he is missing by getting out with a bad discharge. We try to meet the man's situation. If he has a family, he's going to listen."

What approach does he use with a prisoner?



Imaginations travel far beyond physical barriers at the Fort Riley Stockade Library. This is one of several innovations introduced by counselors to ease the frustrations of prison life.



"Personally, I use a 'self-concept' in counseling," the counselor continued. "Whatever the man wants to do, I'm going to let him do. I'm just going to explain his decision to him. The man with the family will be more concerned about himself and his future. He realizes the decision he makes now will affect him a year from now, whereas the single man does not realize this. So one of my opening questions may be, 'What are you going to be doing a year from today?" I don't try to push anything into him, because you can't really do that."

Counselors write psychiatric case histories for every prisoner and then meet with the chief of the mental hygiene clinic to discuss and interpret the cases. This has proven valuable for the psychiatrists in their evaluation of the prisoners, besides training counselors in making psychiatric observations.

Group Therapy is also used occasionally to offer the men a chance to talk together in organized bull sessions. This may be the only time they can seriously talk about what they will be doing in five years, since they are reluctant to talk about the future unless they are prodded. Then they begin to interact and comment on each other's problems, forcing an individual to face reality.: "You're not really going to be doing that! Why don't you get serious?"

The success of this program is due to the individual



Feature-length motion pictures are sponsored by the counseling section and provide the most popular form of entertainment at the Fort Riley Stockade.

counselors. They have been encouraged to experiment with new ideas of their own and voice their suggestions to the commander. "When I came in here," commented the commander, "I was impressed with the overall professionalism of the stockade operation. Most striking, however, was the unique concept of having counselors wear civilian clothing. This concept was instituted by my predecessor, and because of its proven value, was continued. I asked the individual counselors to write papers, similar to term papers, and outline their thoughts about the way they perceived their jobs, and how they could improve their operation for the benefit of both prisoners and stockade."

Many of their suggestions were incorporated immediately. Besides improved counselor-prisoner relationships, the library was expanded with the help of the post librarian and feature-length movies were regularly scheduled for weekends.

The men who are confined in the stockade suffer the punishment of having their freedom taken away from them. They are not confined for further punishment. Rather, they are given all the assistance possible.



Fort Riley Stockade counselor keeps his office door open all day for prisoners who "just need someone to talk to."



A group therapy session conducted by Fort Riley Stockade counselor encourages prisoners to bring their problems into the open.

'Horse Heads Must Be Pointed To The East River'

Frank J. Gillespie

Reprinted from TWA AMBASSADOR

Modern traffic engineers thought up one-way streets because of a glut of automobiles in our cities.

Right? Sorry—wrong.

Back in 1760, traffic was so snarled around New York City's John Street Theater the city council made it a one-way street. The council also adopted what has to be America's first parking regulation:

"Horse heads must be pointed to the East River when left unattended."

Those responsible for moving our vehicular traffic today may think their jobs particular to the times, but it just isn't so. The problems echo well back before the time of Caesar.

Ancient Rome had chariots—more than the narrow streets could handle. Julius Caesar, himself, persuaded the Roman Senate to ban chariots from streets during "business hours."

Long before, women drivers first appeared in the statutes. In 396 B.C., one Camilius, an otherwise sage statesman of the time, introduced a law that permitted women unrestricted use of all Roman roads. That lasted up to the Second Punic War (218-202 B.C.) when males took chariot reins out of women's hands in the neatest trick of the times.

The "Lex Appia" law decreed no woman could own a chariot. Sounds innocuous enough, but there already was a law barring non-owners from driving a chariot! The ladies fumed, quietly, for a little more than 20 years.

In 180 B.C. the roof fell in on Rome's mighty Senators, in the first recorded act of Women's Lib. Irate gals stormed the Senate and ripped togas off legislators to dramatize their grievance. A Roman Senator, minus toga, was a rather sorry sight. "Lex Appia" was repealed.

There appears to be a complete lapse of traffic legislation until around 900 A.D., when King Alfred of Denmark laid the basis for today's automobile horns. His law read: "If a farcoming man or stranger journeying through a wood or on a highway neither shouts nor blows a horn, he is to be held as a thief and either slain or redeemed (ransomed)."

An early English law conceivably accounts for today's pedestrian nonchalance. "Because they are known to be weaker," pedestrians are allowed right-of-way over horse-drawn vehicles and mounted men. In fact: "A pedestrian may walk in any place and in any manner he chooses and no constable may deny him progress."

Henry VIII passed history's first "no parking" law in the 16th century. He disliked excess verbiage as much as out-of-favor wives. The statute said quite simply: "The King's Highway is not to be used as a stable yard."

The British custom of driving on the left side of the road began as history's first instance of defensive driving.

Highwaymen used to hide in brush or trees to waylay unwary travelers. Then, in 1285, a law ordered removal of all brush and trees for a distance of 200 feet on either side of the road. Although this destroyed their concealment, it didn't take long for the something-for-nothing boys to evolve new techniques. They mounted horses, dashed up to their unsuspecting victim and unleashed club on cranium.

To counter this, travelers soon started riding on the extreme left side of the road. Reins in left hand, sword in right—one false move and it was the end of Mr. Highwayman.

In America, driving on the right side resulted from use of oxen teams and, later, the big Conestoga wagons that opened the West.

The left-front animal always was the guide for a team of oxen. It was customary for drivers meeting on narrow trails to dismount and lead the guide ox until the two carts passed safely. Similarly, drivers of the Conestogas always rode back of the left-wheel horse, the team's guide animal.

As vehicles became motorized, speed limits were established. The earliest law was recorded in England in 1896: "No power vehicle shall run faster than four miles an hour on the highways, and then with a man with a red flag preceding it."

Many American communities adopted laws restricting the speed of gas buggies to a "walking pace." Most of the early ordinances also stipulated that a man carrying a lighted lantern had to walk ahead of each "horseless carriage" at night.

Connecticut, in 1901, was responsible for the first statewide speed law. It set 12 miles an hour the maximum for country driving, and 8 as top speed within cities.

Hand signals got their start from whips. Every early car had one totally useless part—an ornate whip socket, and the whips were the pride and joy of their owners. Whenever a driver was about to slow down, turn or stop, he would take the whip out of its socket and hold it above his head.

At first, about all this did was give him the opportunity to show off his spectacular whip. But these signals gradually became standardized, and, from them, true hand signals evolved. Only to be replaced on today's cars by turn indicators and brake lights.

A classic example of a tongue-in-cheek motor vehicle code was written by the Nebraska legislature near the turn of the century. One excerpt:

"On approaching a corner where he cannot command a view of the road ahead, the automobilists must stop not less than 100 yards from the turn, toot his horn, ring a bell, fire a revolver or send up three rockets at five-minute intervals. Automobilist running on the country roads at night must send up a red rocket every mile and wait 10 minutes for the road to clear. They then may proceed carefully, blowing their horns and shooting Roman candles."

Fortunately for all us automobilists, the law was never enforced.

MPA Outstanding Graduate Awards



PFC Michael K. Groszkiewicz
A-10-4



PFC Charles T. Foxe
B-10-4



PFC Brian Hoppe
A-11-4



PFC Daniel J. Kerkman
B-11-4



PFC Steven D. Crow
E-11-4



PFC Larry E. Burch
F-11-4



PFC Nelson W. Watson
B-12-4



PV2 Steven M. Edwards
B-12-4

CORRECTIONS
Beliefs and Goals

MAJ George A. Moore, MPC

Military prisoners are human beings. They are as human as any other soldier. They feel pain if they are struck, indignation if verbally abused, anger if treated like animals, and humiliation if they are ridiculed.

The word "confinement" brings to the mind of many people the image of a "bum" or "convict" locked up "doing his time" or "paying his debt to the Army." But when studying corrections, or confinement, never forget you are ultimately studying people. Just what is the goal of the Army's correctional program? Too many people think only of the regulations, rather than the intent of the regulations. It is a relatively simple matter for correctional personnel to apply Army regulations in an impersonal manner in the task of operating a correctional facility, including stockades. This article hopes to arouse a spirit for correctional treatment, rather than simply confinement of individuals. With knowledge of the proper concept of corrections, you will be better able to apply the desired humanitarian touch in the performance of your duties.

Mission

The mission of the Army Correctional Program is to provide for the custody and correctional treatment of military prisoners pursuant to law and regulation. At first thought, our mission, as stated in the preceding sentence, is basically a simple proposition. But further reflection shows us the apparently simple sentence is really a complex statement. There are three key words or phrases in this sentence: (1) "custody," (2) "correctional treatment," and (3) "... pursuant to law and regulation." To fully understand our mission, we must understand all parts of it.

To many people, including a few within the correctional program, custody is the only facet of the program. They believe offenders should be locked up, away from the public and "do their time." They feel they are successful if they keep the prisoners confined and prevent their escape. They miss one key point. If we release a prisoner who, in actions and thought, is the same man we confined, then we have done nothing for the man. We have only confined the man, but we have not corrected him. Before beginning to feel custody is not important, remember that custody is the key to successful corrections. For, if we are unable to keep the man in confinement, then we will not be able to work with him. A man is confined by the courts, and we must carry out that confinement. But we also should not be satisfied by just successfully maintaining custody, we must remember the other parts of our mission: (1) correctional treatment, and (2) law and regulation.

A follow-up to successful custody is correctional treatment. Such treatment is the discovery of causes of delinquency, though professional evaluation and study of the individual, the application of corrective measures to eliminate conditions which contributed to delinquency, and improve the individual's capability and motivation for useful, law-abiding citizenship. Successful correctional treatment requires the prisoner to realize that he has committed an act which is wrong and, that through his own efforts, with the aid of correctional treatment, he can correct or redirect his behavior in order to assume his duty as a useful soldier. The prisoner must understand his personal problems, the causes of the behavior resulting in his confinement, the necessity for changing his attitudes, and the need for directing his efforts to conform to the requirements of the service. These goals can be attained through profes-

Major Moore is currently assigned as a writer in the Department of Nonresident Instruction, US Army Military Police School, Fort Gordon, Georgia. He was commissioned in the Regular Army upon graduation from Clemson University in 1958.

sional evaluation, counseling, training, useful employment, and participation in welfare activities. Particular emphasis should be given to assisting prisoners to solve their problems and develop improved attitudes. Correctional treatment should be based on the premise that all individuals are worthwhile and that their dignity as individuals will be respected.

The third key part of our mission statement is the phrase ". . . pursuant to law and regulation." We must never forget one basic truth. We are military policemen and our effort is always to support and respect the laws. We do not determine the innocence or guilt of the men placed in our charge. That is the responsibility of the courts. Our job is to work with these legally-confined men and do everything in our power to change their attitudes and behavior. We do not administer "on-the-spot justice;" the courts do that. We will never be able to teach prisoners to obey and respect the law if we, ourselves, violate these same laws in dealing with offenders. Correction regulations are not written to hamstring or limit correctional activities, but rather to enhance their effectiveness.

Objectives

The administration and operation of all Army correctional facilities should be accomplished in a uniform manner to assure the attainemnt of the following objectives, as called for in AR 190-1:

• Return to military duty the maximum possible number of military prisoners, whose sentences do not include a punitive discharge, as morally responsible and well trained soldiers with improved attitudes and motivation toward their obligation to self, the Army, and the nation. As stated in the preceding sentence, our first objective is, basically, to return better soldiers to duty, and to return as many as possible. Unless the courts have imposed a punitive discharge, every man is considered to have the potential to return to duty. But we must seek to improve his attitudes and motivations before returning him. Confinement is not the end of the road, only a detour. As members of the Army, we must never forget our obligation to help provide responsible soldiers for duty.

• Return to civil life or restore to duty, the maximum possible number of military prisoners, whose sentences include a punitive discharge, as morally responsible and well trained individuals with improved attitudes and motivations who are capable of assuming responsibilities associated with their return to civil life or military duty. At first appearance, this objective appears quite similar to the first objective, but we find a new facet. Not all soldiers will be returning to duty upon completion of the sentence to confinement. We have the same obligation to those men returning to civilian life, as we do to those men returning to duty. Even though the courts have adjudged a punitive discharge upon a man, he is still a citizen with a future, and we must do all in our power to help him enter civilian life with improved attitudes and the desire to "stay straight." Another facet is restoration. Even though the courts have awarded a punitive discharge, this discharge can be administratively set aside if the prisoner displays good conduct and the desire and ability to serve honorably. He is then relieved of the stigma that follows a dishonorable or bad conduct discharge.

• Promptly identify and expeditiously release from Army confinement facilities, through separation from the service or through transfer to the federal correctional system, military prisoners who will not respond or are incapable of effectively responding to Army correctional treatment, retraining, or discipline. It is an accepted fact that some men, due to their psychological make-up, just will not accept authority or discipline in any manner. These prisoners have a history of conflict with authority that predates their entry into the Army. These men can not be helped unless they are willing to accept help. In these cases correctional treatment is not really effective. To keep this type of man in a military environment is not good use of time, or taxpayers' funds. The normal practice is to administratively separate to civil status the offenders with relatively minor offenses, and to transfer those prisoners with long sentences or conviction of major crimes to institutions of the Federal Bureau of Prisons of the Department of Justice.

Purpose of Confinement

At first thought the purpose of confinement seems simple; to keep a man locked up for a specific period of time because the court has ordered it. But if correctional treatment is to be carried out, confinement has three primary valid purposes.

• The first purpose is to keep prisoners in custody. The laws and courts deprive a man of his freedom for committing certain offenses. This loss of freedom is the man's punishment for committing these offenses. But if this confinement is to serve any useful purpose, much more than merely locking him up must be done. The time he expends while in custody must be spent helping him.

• The second purpose is to reduce delinquency through problem solving. When we say "delinquent," we are not speaking of just the youthful offender, but a person who neglects or violates duty or law. Delinquency is normally brought about by problems and the misguided effort to solve or overcome them. The most common offense in the Army is absent without leave (AWOL), yet very few men go AWOL just for the "pleasure" of it. Almost always the cause of AWOL is some problem that the man feels he can solve by running away from the Army or by going to the source of the problem. The same is true of other offenses. Few people commit crimes for pleasure, but as a way to overcome a problem. If no effort is made to help the prisoner solve his problems while in confinement, then we release the same man we confined. If these problems caused his delinquency originally, then there is little chance of reducing his delinquency while the problems exist.

• After the problem-solving process is initiated, the third purpose then appears. This is to acclimate the prisoner to the society to which he will return, whether it be a military or civilian society. Too many times you will hear comments about "model prisoners." The purpose is not to have a man adjust or change to the prisoner environment, but to prepare to enter a free society. The harsh regimentation of "past penal systems" literally destroyed a man's spirit, and upon release he just couldn't fit into society. Today, the emphasis is on preparing the man to accept the responsibility and standards of conduct of society. The final purpose then is not to produce "model prisoners," but to turn out well-motivated soldiers and

citizens. All the efforts of correctional workers should be in helping this man prepare to re-enter military service or to re-enter civilian life.

Policies of the Army Correctional Program

AR 190-1 prescribes rather precise policies for the operation and management of correctional facilities. These policies can be summed up by these statements:

- Army Confinement Facilities will be operated and administered on a corrective rather than punitive basis. It is intended that every phase of confinement be directed at the correction of the offender, and even in the administering of disciplinary measures for violations of established rules. In short, military prisoners will be treated in accordance with their individual needs with a view toward solving their problems and changing their behavior.
- Military places of confinement will be administered on a uniform basis. This policy provides for uniformity, so that when a prisoner is transferred from one military confinement facility to another, he will not require a lengthy period of adjustment. In addition, a correctional officer will be qualified by his confinement experience and training to function as a correctional officer in any type of confinement facility.
- Military prisoners will not be subjected to any form of punishment while confined, except as specifically provided by law and regulation and that contained in the Uniform Code of Military Justice. It is often necessary to impose restrictions upon a recalcitrant person, but if this is done beyond approved measures it ceases to be constructive and becomes mere vengeance.
- The dignity of the individual will be respected in the handling of military prisoners. Overemphasis and preoccupation concerning custody, repressive regimentation, and degradation in the handling of military prisoners is prohibited. Experience has established that belittling or harassing only creates more hostility.
- Correctional officers and all other personnel assigned to operate and administer Army confinement facilities will be selected in accordance with uniform criteria as established in applicable regulations. They will be specifically trained in procedures and techniques concerning leadership, custody, and correctional treatment of military prisoners. Prior to assuming such duties, they will be fully oriented to insure complete understanding of the mission, objectives, and policies established by all applicable regulations. The purpose of this is to insure the personnel assigned to confinement and correction duties are well trained in all requisite elements of their job.

Philosophy for Corrections

Experience in accomplishing the mission, objectives, and policies that were covered in this article has led to the formation of several philosophies, or beliefs, that apply to successful correctional treatment. Acceptance of these philosophies is necessary to successful application of correctional treatment.

All behavior is purposeful and has a history. No man ever commits an act, criminal or not, without reason. He eats because his purpose is to satisfy his hunger. He works or steals to satisfy his need for money. Virtually every act a man performs, major or minor, has a purpose. By observing a man's behavior, it is possible to achieve an understanding of his needs and, perhaps his problems. A man's behavior is a reflection of his attitudes and beliefs. A big help to those working in corrections is not only the knowledge that behavior is purposeful, but that, in most cases, repeats itself or has a history. We have found by studies that the man who enters the Army with a history of problems with authority, perhaps reflected by a police arrest record, will probably continue to have these same problems. The man who habitually "runs away" from problems will probably continue this pattern, perhaps by going AWOL. But on the positive side, the man who enters the Army with a history of abiding with the standards and laws of civilian life, will, in all probability, serve in an honorable manner and never be found in a correctional facility.

Another basic belief is that any man is the result of his total life's experience. Life in itself is a learning experience, and a man's attitudes, goals, and behavior are affected by what he experiences in life and the environment in which he lives. The ghetto dweller does not think and act like the midwestern farmer, not because of a difference in intelligence, but because of a difference in experience. The ghetto dweller lives in an environment characterized by low income, poor standards, and a high crime rate. So it is only natural that his actions and beliefs are shaped by his experiences. This fact is important to the correctional worker in that he must not judge or condemn a prisoner's behavior by the correctional worker's standards, but attempt to understand how the prisoner will act under the circumstances.

Individuals have the capacity to change. This belief, coupled with the prior statement, is the basis for the entire correctional program. For if you do not accept the belief that man can change his attitudes or beliefs, then you must face the fact the world will not change. You, as a military policeman, look at some of the "learning experiences" you, yourself, have undergone in your own life. Some of these experiences may have been education, marriage, religion, financial hardship, military service, or perhaps combat duty while in military service. Each of these experiences has influenced you and, in all probability, changed your outlook on life. This same philosophy should be applied to corrections. The period of time a prisoner spends in confinement should not just be a period of punishment or loss of freedom, but a period where positive influences can be brought to bear to assist the prisoner in changing or modifying his attitudes, thereby changing or modifying his behavior.

Since you, as a correctional worker, deal with individuals with individual problems, you should always keep in mind that there is no *average* prisoner, only *individual* prisoners. In today's world, individuality or "doing your thing" is a major part of every man's life. Just as there is no "average" soldier, taxpayer, girl, or even priest, there is no one standardized prisoner.

Prisoners are placed in confinement *as* punishment not *for* punishment. Aside from a death sentence, the loss of freedom is the worst punishment that can be imposed upon a man. The imposing of punishment is a function and right of the judicial system. The carrying out of court-ordered confinement is a function of the Military Police Corps. The two should not be confused.

MPA Roundup Special

519th MPs "Riot" At Fort Belvoir



The 519th Military Police Battalion from Ft George G. Meade, Md., sent rioting demonstrators to Ft Belvoir, Va., during the month of May, but the Virginians had no cause for alarm, since the mob was part of the 13th Semi-Annual Civil Disturbance and Riot Control Demonstration.

Held in "Riotsville," a makeshift city constructed specifically for the training exercise, the program's dual purpose was to familiarize students at the National FBI Academy with riot control techniques and equipment and to provide realistic civil disturbance training for approximately two hunderd new members of the 519th.

The 519th provided an armed platoon of troops, acting in the capacity of a National Guard unit, and the rioters. Working together with Civil Disturbance Units from the Washington area, the Fairfax, Va., County Police Department, and the Penn-Daw Rescue Squad from Fairfax, they presented the demonstration to nearly 2,000 spectators.

The first phase of the program concerned the introduction of current riot control concepts and troop formations which would be used in quelling civil disorders. Explained were the factors used to determine the employment of troop movements, such as the echelon, wedge, and line formations. The second phase of the program familiarized the spectators with riot control munitions presently available in the Army, munitions that will soon be available, and other items that are in the developmental stages.

The two-hour program, which took two weeks and five dress rehearsals to prepare, was highlighted by the simulated confrontation between the demonstrators and the law enforcement agencies. The initial stages of the mock disorder included a robbing of Riotsville's liquor store and the arrest of several demonstrators.

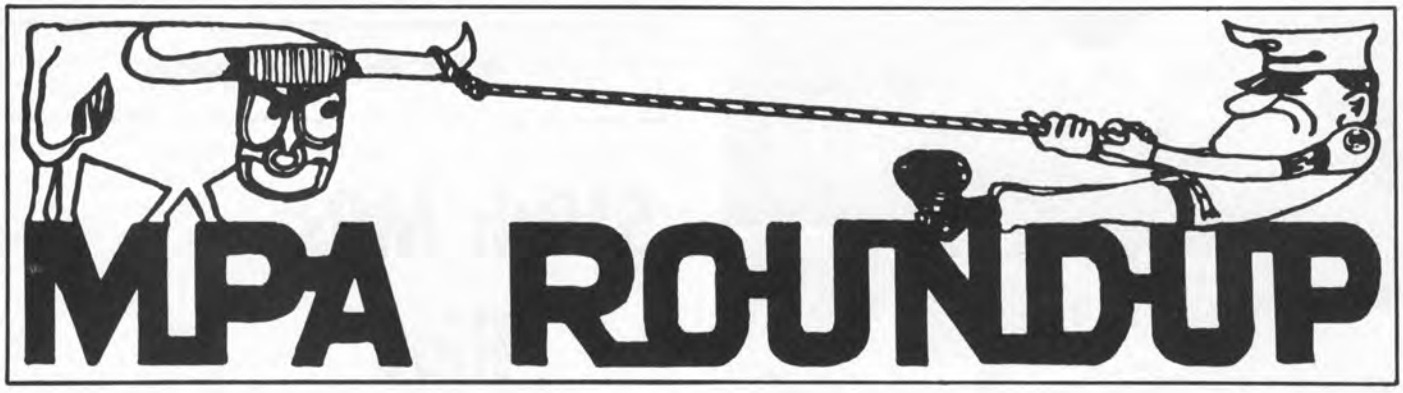
Angered by the arrests, another large group of demonstrators soon entered the scene at City Hall and demanded release of the men being held. Soon the peaceful demonstration became a scene of violence, and the platoon of troops was deployed, chemical dispersers (filled with talcum powder) were thrown, chases through the streets ensued, and a store was set on fire.

Putting their tactics and equipment to use, the civilian and military authorities successfully stifled the riot, but as order was about to be fully restored, a lone sniper began shooting at the police. The V-100 Commando Car was called to the scene and flushed the man from his perch in the upper window of a building by firing a chemical disperser. Once again, peace prevailed in Riotsville with forces of evil stamped out for another six months by the 519th MPs. This was the sixth performance at Ft Belvoir for the Ft Meade based 519th MP Battalion.



Left: The V-100 Commando Car proved to be an effective piece of equipment as a center for the wedge formation used in riot control. Above: Under a barrage of imitation chemical agents, the rioters flee, but then regroup (below) to make one final approach to the MPs before the disorder is quelled.







NG MP Promoted in New York Police Dept, Now Youngest Lieutenant on Force

As announced by Police Commissioner Patrick V. Murphy during a ceremony at the New York City Police Academy, Robert F. Littlejohn has been promoted to the rank of lieutenant in the NYC Police Department.

Lieutenant Littlejohn is currently the youngest lieutenant in the department. He was assigned to the Police Academy as Unit Head, Disorder Control Training Unit, Advanced and Specialized Training Section, in June 1969. He was responsible for planning, implementing, and evaluating the recent command course seminar entitled Confrontation Management, and he served as supervisor of the command post teams established to assist field commanders during civil disorders. He is also the liaison officer with the Law Enforcement Assistance Administration, which coordinates members of the NYC Police Department attending the US Army Military Police School at Ft Gordon, Ga.

Lieutenant Littlejohn holds the rank of 1LT in the 42d Military Police Company, 42d Infantry Division, New York Army National Guard, which is located in the New York City metropolitan area.

New Military Police Facility Opens in Heidelberg, Germany

BG Harley L. Moore, Jr., then US Army Europe Provost Marshal, presided over a ribbon-cutting ceremony opening a new military police facility at a shopping center in Heidelberg, Germany. Modeled after an MP facility at Ft Gordon, Ga., the new desk features an enlarged work area and a new communications system, which will enable the 15th Military Police Brigade to better serve the 15,000 troops, dependents, and Department of the Army civilians in the Heidelberg district. Participating in the ceremony were, from left to right, SSG Ralph J. Popelka of the 15th MP Brigade, who served as project NCO for the new facility; COL Walter N. Israel, Commanding Officer, 15th MP Brigade; General Moore; CPT Frances M. Chirico, Officer-in-Charge, Heidelberg Military Polce Station; and MAJ Norwood E. Jackson, Heidelberg Area Provost Marshal.



LTC Wood Honored by AG School

During a ceremony at Ft Benjamin Harrison, In., COL Jack T. Pink (left), Commandant, US Army Adjutant General School, presented an Honorary Instructor Plaque to LTC Raymond D. Wood, former Provost Marshal, 82d Airborne Division. Colonel Wood has visited the AG School on several occasions as a guest speaker for the GI, Personnel Staff Officer Course. His presentations to the classes concerned the role of the Division Provost Marshal and staff relationship with the GI. Because of the excellence of the presentations, the staff of the AG School recommended Colonel Wood for the special award.







FROM TOP TO BOTTOM RIGHT:

18th Brigade Officers Earn Bronze Star

Two 18th Brigade Military Police officers received the Bronze Star Medal from BG Wallace K. Wittwer, then Provost Marshal, US Army Vietnam, and Commanding Officer, 18th MP Brigade, during a recent ceremony at 18th Brigade Headquarters. In the photograph, General Wittwer (left) congratulates MAJ Harold F. Allen for his service as Plans Officer, Office of the Provost Marshal. 1LT Ronald R. Ruhaack also earned the Bronze Star for his service as Customs Liaison Officer, Office of the Provost Marshal.



PM Representative Promoted in Japan

CPT Bradley L. Smith (center), Provost Marshal Representative, Camp Drake, Japan, is congratulated by MAJ Loyal G. Evans, Provost Marshal, Directorate of Personnel and Services US Army Japan, upon his promotion to the double-track rank. Observing the ceremony held in the Provost Marshal Office at Camp Zama is the new captain's wife, Joane.

212th MP Company Change of Command

During a change of command ceremony at Long Binh Post, Vietnam, 1LT Charles R. Wells, Jr. (center) assumed command of the 212th Military Police Company (Scout Dog) from departing CPT James D. Folsom, Affixing leadership tabs to the epaulets of the new commanding officer are 1SG William W. Warnick (left), 212th First Sergeant, and LTC Albert A. Ackerman, Commanding Officer, 720th Military Police Battalion.



ARCOM to 546th MP Company Sergeant

SGT Paul J. Lies (center), 546th Military Police Company, Ft Sill, Ok., has been awarded the First Oak Leaf Cluster to the Army Commendation Medal. Making the presentation at a ceremony in the Office of the Provost Marshal were COL Ivan C. Nelson (left), Ft Sill Provost Marshal, and SGM James J. Colvard. Sergeant Lies earned the decoration for his services with the 4th Military Police Company, 4th Infantry Division in Vietnam.

German Citizen Cited for Service

Dr. Otto Kienle, Chief of Public Safety in the Baden-Wuerttemberg Ministry of Interior, was recently presented an Outstanding Civilian Service Award. The presentation made by BG Harley L. Moore, Jr., then US Army Europe Provost Marshal, was in recognition of the recipient's close cooperation for over twenty years with US Army military police officials.

In presenting the medal, General Moore cited examples of actions by Dr. Kienle which improved police services provided both military and civilian communities. These examples included, but were not limited to, working closely with USAREUR and Seventh Army Provost marshals to improve German-American police services, providing highly trained traffic police to assist the US Army during field exercises, being instrumental in erection of autobahn lane barriers which have prevented traffic deaths, providing the impetus and leadership for a smooth transition of police services under the Status of Forces Agreement, and insuring close coordination of German-American police efforts against drug abuse.

Dr. Kienle was also instrumental in ameliorating on many occasions adverse news media reports concerning US Forces, initiating instructions and policy that served to protect American installations during student demonstrations, providing helicopter traffic control service and other traffic innovations that contributed greatly to highway safety of both Amercans and Germans, initiating an exchange of information between German police and the military police, and providing a focal point for smooth police liaison that extended throughout all of Germany.



During a ceremony at Heidelberg, Germany, BG Harley L. Moore, Jr. presents the Outstanding Civilian Service Medal to German citizen Dr. Otto Keinle, Chief of the Public Safety Department, Ministry of Interior, Baden-Wuerttemberg. Dr. Kienle was honored for twenty years of civilian service with the Military Police Corps in Europe.

30th MP Battalion Hosts Handicapped Scouts at the Presidio

Hosted by the 30th Military Police Battalion of the Presidio of San Francisco, Ca., the 15th Annual Boy Scout Jamborette recently wound up three days of excitement and activity for over five-hundred handicapped scouts and their leaders. The 30th MPs, with the support of the post engineers at the Presidio, provided everything from camping space for the boys to a ride in a military police jeep.

Weeks of preparation had gone into the three-day event to insure a smooth camp-out for the mentally and physically handicapped youth from throughout California. When the scouts arrived for the weekend on Friday afternoon, they found neatly-aligned Army tents, evenly constructed ramps across rough terrain for those in wheelchairs, and several newly built special activity areas, including a miniature soap box derby race track.

On Saturday the scouts participated in competitive events assisted by scores of volunteer Army personnel. A miniature soap box derby, tire rolling, nature identification, knot typing, and a two-hour tour of the historic Presidio filled the afternoon. In keeping with the theme of this year's Jamborette, "Save Our American Resources," the scouts also participated in a ceremonial tree planting. Supervised by the post engineers, each of the seventeen scout troops planted a seedling along the route of the post tour.

Sandwiched between the competitive events and the historic tour were the meals served by volunteers from the 402d Military Police Company mess hall. The Saturday evening bonfire provided a warm climax for the first two days of activity.

At the closing ceremony on Sunday, the scouts presented a trophy to LTC A. J. Harageones, Commanding Officer, 30th Military Police Battalion, in appreciation of the services and hospitality rendered them by the MPs at the Presidio.

Cooperation between scouts and soldiers at the Presidio of San Francisco kept the 15th Annual Handicapped Boy Scout Jamborette running smoothly. SP5 Quincy Gilbert, Jr., greets two scout leaders on the opening day of the three-day event.



Change of Policy: Dogs return from Vietnam

The first group of fifty canine veterans of Southeast Asia duty has returned to the United States as a result of a change in Department of Defense policy. Their return was made possible by diminishing US involvement in the Southeast Asia conflict and by effective control of a tropical anemia-like disease which previously prevented their reassignment in this country.

Military working dogs of all services which are no longer needed in Vietnam normally will be reassigned to fill requirements elsewhere within the Pacific theater. The remainder of the dogs will return to the US for cross-training or retraining and redistribution.

Provisions will be made for transfer to other government or law enforcement agencies, should numbers returned exceed military requirements. There are no plans to return military dogs to the civilian community.

Dogs have served effectively in Vietnam since 1965. There are currently about 5,500 working dogs worldwide, and about 1,400 of those dogs are in Southeast Asia. All dogs scheduled for return at this time are Army scout and tracker dogs.

To assure that they will present no health hazard to other animals or to people, the dogs are quarantined for two weeks prior to shipment to receive preventative antibiotic treatment.

Three 94th Battalion MPs Patrol with AFSP, Marechaussee

Combined patrols in a foreign country do not always involve only members of different national armed forces. This summer, three military policemen from the 94th Military Police Battalion have been placed on assignment at Soesterberg Air Force Base in the Netherlands. The three men involved in this US Army Europe directed operation are SGT Michael J. Sheehan, 553d MP Company; SP4 James O. Hurley, 295th MP Company; and SP4 Kenneth Giovanni, 537th MP Company. The MPs were called to assist the security police of the 32d Tactical Fighter Squadron at the request of COL Boyd E. Gibson in view of the expected influx of US Army personnel on leave in the Amsterdam area.

The combined patrols in Amsterdam are composed of one military policeman, one Air Force security policeman, and two Dutch military policemen (Marechaussee). The introduction of the Marechaussee provides the chief feature of this cooperation compact. Although the Dutch military police have exclusive jurisdiction and execute all apprehensions, armed forces personnel are turned over to the military policemen of their respective branch.

In the spirit of Project Partnership, the interaction of the three police forces is not only a legal expedient, but also a device that permits a simplification of investigations. Both American and Dutch personnel involved in the patrols have expressed great satisfaction in their work with personnel from another security branch and from a foreign nation. The patrols are scheduled to continue until the end of September.



793d MP Battalion Wins Project Partnership Award

The 793d Military Police Battalion was honored recently during an awards ceremony at Koblenz, Germany, for selection as an outstanding unit in Project Partnership competition. Project Partnership offers American and German military units in Europe the opportunity to interact in various activities, and it helps to foster good fellowship and a better understanding of a unit's counterpart in other armed forces. The 793d earned its award for excellence in a unit of battalion or equivalent size. German and American officers accepting awards for their units at the ceremony were MAJ Fries, Commanding Officer, 2d Company, 760th Feldjaeger Battalion; LTC John E. Parks, Commanding Officer, 793d MP Battalion; MAJ Diez, Commanding Officer, 12th Feldjaeger Company, 12th Panzer Division, and CPT Thomas J. Wynne, Adjutant, 793d MP Battalion.

Fort Lewis Military Policemen Promoted, Decorated

One officer was promoted to captain, and another was decorated for service during a recent ceremony at Ft Lewis, Wa. CPT Dennis McGill (second from left) was promoted to his new rank by LTC Clifford A. Druit (left), Commanding Officer, 392d Military Police Battalion, and LTC Ray W. Berry (right), Commanding Officer, 2d Military Police Group and Ft Lewis Provost Marshal. During the ceremony 1LT Ronald Hall received his 24th through 38th Oak Leaf Clusters to the Atr Medal for service in Vietnam. Both officers are members of the 296th MP Company at Ft Lewis.





General Moore Honored by Reservists

Left: BG Harley L. Moore, Jr. (center), former Provost Marshal, US Army Europe, was honored at Heidelberg, Germany, recently by a group of Army Reservists when he spoke at the US Army Reserve Spring Seminar, Air-Ground School, Ramstein Air Force Base. Impressed by General Moore's visit, the reservists spontaneously created and signed a Scroll of Recognition, citing the "inspiring example of integrity and forthrightness" displayed by General Moore. The presentation was made by COL Leonard W. Zedler (right), US Army Reserve, ODCS Comptroller, as COL Robert B. Nett (left), Chief, USAR Affairs, observed.

NG Unit Solves Rifle Range Problem

The 205th Military Police Battalion of the Missouri Army National Guard, Pleasant Hill, Mo., has solved its problem of having no firing range for small bore firearms. Occupying a rangeless former Nike-Hercules missile site as an armory, the 205th found it necessary to travel at least thirty miles to the nearest range where they could practice firing.

The battalion's executive officer, MAJ David S. Jones, developed the idea of using large concrete pipe connected to buildings to produce an all-weather firing range. Surplus pipe was located at a Kansas City firm, and the MP Battalion was soon busy hauling the lengths of pipe to their armory. Major Jones directed the construction of the firing tunnels when the materials arrived on location. The battalion now has a two-point range for small bore firing, and the 205th rifle and pistol teams are practicing to attain their goal of best marksmen in the State of Missouri.



ROTC Instructor Awarded MSM

Left: During a May ceremony when fourteen cadets became the first officers to be commissioned from the Appalachian State University Reserve Officers Training Corps, LTC John G. Collins (left), was presented the Meritorious Service Medal by COL Jerry Sage, Deputy Chief of Staff, ROTC, Third US Army. Colonel Collins was cited for meritorious service while assigned as Professor of Military Science, Third US Army ROTC Instructor Group, Senior Division, Appalachian State University, Boone, North Carolina, a position he has held since completion of a tour as Commanding Officer, 93d Military Police Battalon, Vietnam, in 1969. He has been reassigned to the US Army Criminal Investigation Division Agency, Washington, D. C. MAJ Joseph Arnold, Assistant Professor of Military Science at the university, observes the ceremony.

Twelve 281st Military Police Company Men Promoted in Thailand

During a recent promotion ceremony at Camp Samae San, Sattahip, Thailand, twelve military policemen were promoted from Private First Class to Specialist Four. Members of the 281st Military Police Company to receive new rank were, from left to right, SP4 Roland A. Desilets, SP4 Willie T. Davis, SP4 Michael J. Demmer, SP4 David B. Donegan, SP4 Timothy B. Decker, SP4 Gerald D. Cooper, SP4 Robert J. Braunscheidel, SP4 Robert D. Danielson, SP4 Dean A. Bork, SP4 Clarence Brown, SP4 Daniel L. Caudill, and SP4 Daniel B. Morey. CPT Thomas K. Baber, Jr. is commanding officer of the 281st.





Provost Marshal Presents Stripes at Fort Sill Ceremony

At a ceremony in the Office of the Provost Marshal at Ft Sill, Ok., eight military policemen from the 546th MP Company were promoted to Sergeant E-5 and Specialist Four. Those promoted were, from left to right, SP4 Michael Sample, SP4 David L. Purvis, SP4 Richard Weiser, SGT Melvin Kelly, SP4 John M. Outz, SP4 Damon R. Pence, SGT John W. Reed, and SP4 Malcolm Watt. COL Ivan C. Nelson, Ft Sill Provost Marshal, presented the stripes indicating the new rank to the MPs.

ARCOM to 65th Platoon Member

Right: COL Charles M. Shadle (right), Commanding Officer, Dugway Proving Grounds, Ut., reads the citation accompanying the Army Commendation Medal to SP5 Lewis H. McClam. Specialist McClam was cited for his outstanding service with the 65th Military Police Platoon (Service) at the proving grounds. Athough he did not have a military police MOS when he was assigned to the 65th, Specialist McClam performed MP duty because of a shortage of trained military policemen. He rapidly familiarized himself with MP duties, and he soon became one of the highest praised patrolmen by the 65th MP Platoon Leader, 2LT Carl F. Seastrum. When the platoon received enough qualified MPs, Specialist McClam returned to his duty as Operations Clerk for the 65th, where he continued his notable performance of duty.



Lt. Colonel Billy L. Brown Dies

LTC Billy L. Brown (US Army Ret.) died on June 3 at Walter Reed Army Hospital. Colonel Brown served as provost marshal at Ft Eustis, Va., from 1967 to 1970. Prior to coming to Ft Eustis, he served as First Army Provost Marshal, Ft George G. Meade, Md., and as Provost Marshal, US Armed Forces, Dominican Republic.

In 1969 Colonel Brown was named the Virginia Peninsula Outstanding Military Officer by the Hampton Roads, Va., Jaycees. He was cited for his activities in the Protestant Men of the Chapel at Ft Eustis, the Virginia Peninsula Traffic Safety Council, the Police Science Advisory Committee of Thomas Nelson Community College, and for various phases of youth work at Ft Eustis.

A native of Raleigh, N. C., and a graduate of North Carolina State College, Colonel Brown entered the active service from the US Army Reserve in 1951. Upon his retiremnt in 1970, he was a member of the faculty of Thomas Nelson Community College at Hampton, Va.

546th Man Is Outstanding Post MP

SGT Jerry Anderson, 546th Military Police Company, Ft Sill, Ok., is congratulated by MG Roderick Wetherill, Ft Sill Commanding General, upon the presentation of the Commanding General's Military Policeman of the Month award. Sergeant Anderson was chosen for the honor from a select group of men of the 546th MP Company and the 197th MP Detachment at Ft Sill. The provost marshal at Ft Sill judged the MPs on a basis of individual performance of duty, conduct, and personal appearance. During the ceremony in Ft Sill Post Headquarters, Sergeant Anderson received a Letter of Commendation from General Wetherill for his achievement.







96th Battalion MP Promoted on Okinawa

Above: COL Hugh H. Riddle (right), Commanding Officer, 1st Military Police Group, poses with MAJ and Mrs. Joseph Haag, Jr., during a recent promotion ceremony at which Major Haag was promoted to his new rank. Major Haag is assigned as S-2/3, 96th Military Police Battalion, 1st MP Group, Ft Buckner, Okinawa.

18th Brigade Staffer Gets ARCOM

Above Right: MAJ Peter A. Gray (left), Chief, Operations and Training, 18th Mililtary Police Brigade, Vietnam, congratulates SP5 George Robinson upon the presentation of the Army Commendation Medal. Specialist Robinson was cited for his service with S-3, 18th Brigade.

Engineer Corps Division PM Promoted

Right: LTC Robert L. Toye (center), Provost Marshal, US Army Corps of Engineers, South Pacific Division, San Francisco, Ca., is congratulated on his promotion to lieutenant colonel by BG Frank A. Comm, Division Engineer. Colonel Toye's wife, Doris, accompanied her husband to the promotion ceremony.



Three Become Sergeants at Fort Detrick

Three members of the 516th Military Police Platoon (Service), Ft Detrick, Md., were promoted during a recent ceremony at that post. Promoted to Sergeant E-5 were (from left to right) SGT Jimmy D. Kimbrough, SGT Andrew P. Adams, and SGT Lowman Harris. 1LT John O. Becker, 516th Platoon Leader, and MAJ Reese L. Boyd (right), Ft Detrick Provost Marshal, were in attendance at the ceremony during which LTC Lucien T. Winegar, Ft. Detrick Deputy Commanding Officer, presented the three-stripe chevrons to the new sergeants.



Soldier's Medal Awarded To Military Policeman in Germany

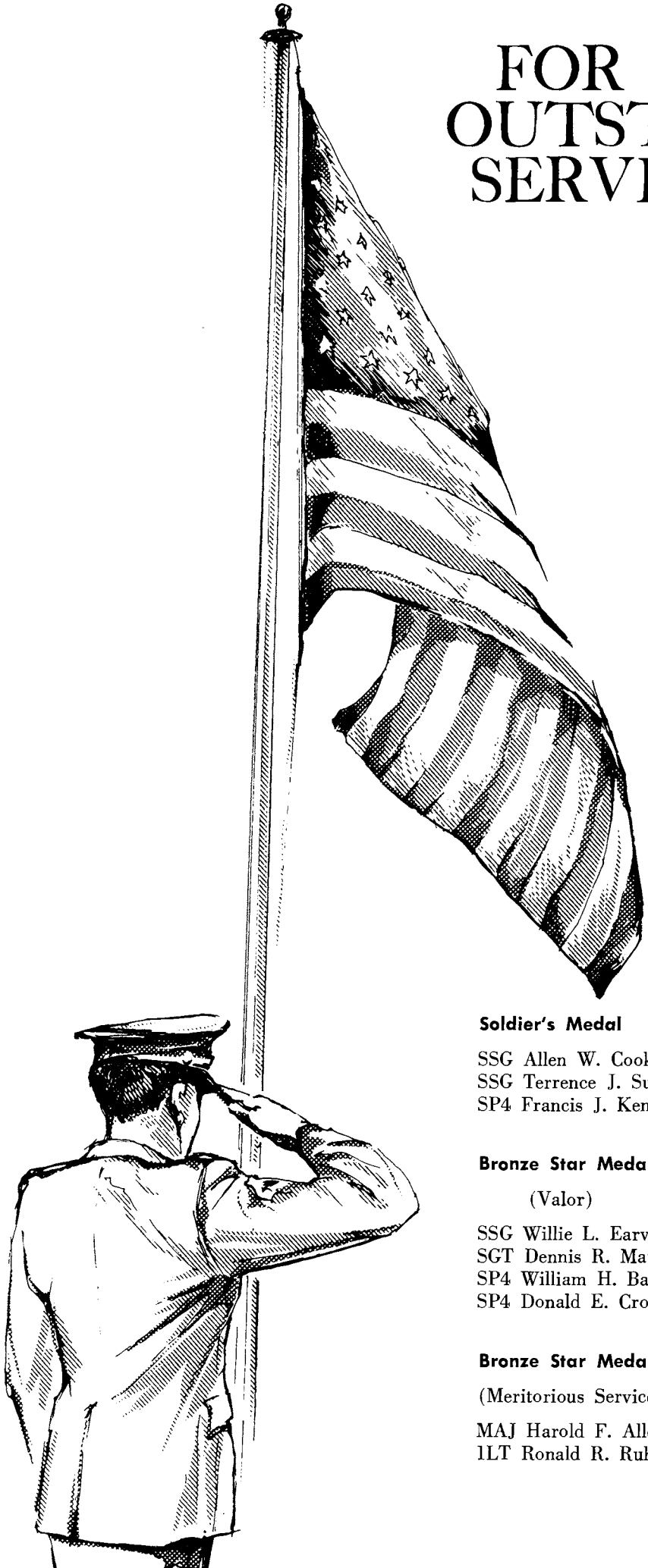
Walking head-on and unarmed toward the muzzle of a loaded rifle is a risk most men would rather avoid. That act, however, recently earned SSG Terrence J. Summers, Assistant Operations NCO at the Ulm, Germany, Military Police Station, the Soldier's Medal for Heroism. Sergeant Summers, acting as duty officer, was notified by the station desk sergeant that a despondent enlisted man had obtained a semi-automatic rifle with ammunition and had barricaded himself in a communications van at nearby Nelson Barracks.

Sergeant Summers hastened to the scene, where he was informed that the man had already taken a shot at a passing officer. Assessing the situation, the military policeman grabbed a megaphone and began to talk. After attempting to reason with the soldier, the sergeant was successful only in persuading the man to talk over a telephone installed in the van.

Sergeant Summers again tried to calm the individual, but was met with a number of threats. The desperate man vowed to shoot anyone attempting to come near the van. Undaunted by the continued threats, Sergeant Summers approached the van and talked quietly to the soldier. Finally the man was persuaded to lay down the weapon and come out of the van.

BG M. Micholson, Deputy Commander, TASCOM, presented the Soldier's Medal to Sergeant Summers during a recent ceremony at Kaiserslautern, Germany.

FOR OUTSTANDING SERVICE



Soldier's Medal

SSG Allen W. Cook
SSG Terrence J. Summers
SP4 Francis J. Kennerly

Bronze Star Medal

(Valor)

SSG Willie L. Earvin
SGT Dennis R. Matey
SP4 William H. Bailey
SP4 Donald E. Crowe

Bronze Star Medal

(Meritorious Service)

MAJ Harold F. Allen
1LT Ronald R. Ruhaack
SFC Orval C. Kerrwood
SP5 Daniel S. DeJong
SGT Raymond L. Kautzmann
SP4 Willie G. Wells

Meritorious Service Medal

COL Harold I. Pitchford
LTC John G. Collins
LTC George J. Ossorio
MAJ John C. Blair
MAJ Robert J. Fetterolf
MAJ Thomas C. O'Hara
CSM Donald F. Skoglund

Air Medal

COL Glen A. Hill
MAJ Ronald E. Boehme (2OLC)
CPT Thomas J. McHugh
1LT Ronald Hall (24-38OLC)
SFC Walter T. Roberts
SP4 Carter B. Millan

Army Commendation Medal

(Meritorious Service)

CPT Clifford S. Abramson
MSG Charles E. Tyner (1OLC)
SFC Thomas L. Crisco
SSG Eugene F. Schulz (2OLC)
SP5 Harold E. Grossglass
SGT Paul J. Lies (1OLC)
SP5 Lewis H. McClam
SGT Lozell Reed
SP5 George Robinson
SP5 Randolph Truitt
PFC Stephen J. Raciboski
PFC Vincent P. Villastrigo

Purple Heart

SGT William E. Bonshire

PROMOTIONS

LTC/COL
(RA)
Roland Harris (105)

LTC/COL
(AUS)
Richard E. George (105)
Robert E. Ingalls (109)

MAJ/LTC
(RA)
John T. Alexander (109)
John S. Holeman, Jr. (109)
James S. Oliver (109)
Bruce C. Young, Jr. (105)

MAJ/LTC
(AUS)
Charles H. Clemons (90)
Earl H. Moore, Jr. (90)
Wayne B. Nicoll (100)
Thomas H. Sanford (109)

CPT/MAJ
(RA)
George R. Baldwin (100)
Ravmond F. Humphrey (105)
Gilbert E. Jones, Jr. (105)
Robert A. O'Brien (105)
John W. Sallee (100)
Don M. Saunders (100)
William A. Ward (109)

CPT/MAJ
(AUS)
Bennet S. Jones (100)
Herbert L. Sklar (100)

1LT/CPT
(RA)
Marshall D. Beall (105)
Joseph J. Carusi, Jr. (105)
William L. McInnis (109)
Kenneth R. Pierce (100)
Edwin H. Tucker (109)

1LT/CPT
(AUS)
Richard A. Cummins (100)

2LT/1LT
(AUS)
Willard G. Holgate (110)

CW2/CW3
(AUS)
Anthony N. Blatt (105)
Charles L. Darkis (105)
Rudolph Fox, Jr. (95)
James F. Hamrick (100)
Arthur S. Hart (109)
Jack A. Sellinger (105)

MSG/SGM
James J. Hall (105)
Harold R. Hoffman (105)
Robert E. Mayo (105)
Rolf M. Ries (105)

SFC/MSG
Edward J. Black (105)
Thomas J. Dean (105)
Patrick V. Garland (105)
John J. Lasusky (105)
Wayne G. Stevens (105)
Frank Thompson (105)
Theodore Weidanz (105)
Larry M. Young (105)

SSG/SFC
Roy B. Asbell (105)
John S. Marshall (105)

Change of station and retirement information courtesy of ARMY TIMES.

CHANGE OF STATION

COL Hiram E. Daniels from Pentagon, Wash DC to Vietnam
LTC Eugene T. Carson from Portland, Or to Honolulu, Hi
LTC Raymond F. Humphrey from Ft Monroe, Va to Long Binh, Vietnam
LTC Charles R. Kelly from Philadelphia, Pa to Ft Meade, Md
LTC Carroll P. Kemp Jr from Ft Huachuca, Az to Long Binh, Vietnam
LTC John J. Renford from APO SF 96490 to Ft McPherson, Ga
LTC James D. Smith from APO SF 96375 to USMA
LTC Theodore H. Walker from Ft Harrison, In to Cam Ranh Bay, Vietnam
MAJ Fouad K. Aide from APO SF 96222 to Ft Gordon, Ga
MAJ Michael V. Annast from APO SF 96222 to Ft Gordon, Ga
MAJ Jerald C. Burns from APO SF 96491 to Ft Sam Houston, Tx
MAJ Clyde H. Blakely from APO SF 96383 to Ft McPherson, Ga
MAJ Harold R. Brizee from Pres. of SF, Ca to Wash DC
MAJ Burton A. Browning from APO SF 96222 to Ft Huachuca, Az
MAJ Arnold F. Harris from APO SF 96331 to Long Binh, Vietnam
MAJ Donald B. Jackson from Ft McPherson, Ga. to Wash DC
MAJ Douglas W. Johnson from Ft Gordon, Ga to Long Binh, Vietnam
MAJ James W. Macolly from APO SF 96491 to Wash DC
MAJ Edward F. Meskunas from APO SF 96207 to Ft Rucker, Al
MAJ Benjamin Valimont from APO SF 96491 to Ft Gordon, Ga
CPT Glendin O. Asbury from APO SF 96491 to Ft Gordon, Ga
CPT David L. Basham from APO SF 96384 to Ft Sam Houston, Tx
CPT John M. Bischoff from APO SF 96491 to Pres of SF, Ca
CPT Harry J. Bonnell from APO SF 96212 to Ft Myer, Va
CPT John P. Bordenet from Ft Sam Houston, Tx to Ft Riley, Ks
CPT Eugene R. Boy from Ft Bragg, NC to Ft Gordon, Ga
CPT Wallace B. Brucker from APO SF 96238 to Frankfurt, Germany
CPT Walter Chambers from Ft Gordon, Ga to Ft Sheridan, Il
CPT William A. Cherry from APO SF 96226 to Ft Sam Houston, Tx
CPT William O. Conoine from APO SF 96222 to Ft Gordon, Ga
CPT Robert E. Courneen from Fifth Army HQ to Ft Sam Houston, Tx
CPT Chauncey Crenshaw from APO SF 96491 to Ft Ord, Ca
CPT Daniel W. Domagala from APO SF 96243 to Ft Bragg, NC
CPT Ronald E. Garrison from APO SF 96349 to Ft Knox, Ky



CPT Gary R. Gracon from APO SF 96491 to Ft Gordon, Ga
CPT Robert M. Hawk from APO SF 96316 to Ft Dix, NJ
CPT William D. Houck from APO SF 96491 to Yuma Prvg Grnds, Az
CPT Robert W. Lively from APO SF 96294 to Ft Gordon, Ga
CPT Gary D. Lutes from APO SF 96233 to Ft Dix, NJ
CPT John T. Martin III from APO SF 96491 to Ft Gordon, Ga
CPT William McCluskey from APO SF 96312 to Ft Knox, Ky
CPT John H. Mumma from APO SF 96308 to Ft Riley Ks
CPT Steven S. Nance from APO SF 96490 to Ft Gordon, Ga
CPT Earl V. Perdue II from APO SF 96243 to Pres of SF, Ca
CPT Leon F. Parrott from APO SF 96491 to Ft Gordon, Ga
CPT Kenneth Pillsbury from APO SF 96491 to Sandia Base, NM
CPT Theron R. Plowman from APO SF 96308 to Ft Hood, Tx
CPT Felix H. Rhue from Ft Gordon, Ga to Ft Lewis, Wa
CPT Gary C. Stracensky from Ft Sam Houston, Tx to Ft Riley, Ks
CPT Robert T. Turi from Ft Gordon, Ga to Ft Sam Houston, Tx
CPT Carlton J. Vickery from Ft Dix, NJ to Ft Sam Houston, Tx
CW4 Robert L. Colombo from Ft Meade, Md to Dept of Def, Wash DC
CW4 Herbert P. Hache Jr from Pres of SF, Ca to Long Binh, Vietnam
CW4 John W. Mangan from Ft Sam Houston, Tx to Long Binh, Vietnam
CW4 Arthur A. Sweberg from APO SF 96491 to USMA
CW3 William M. Atkinson from APO SF 96232 to Ft Sam Houston, Tx
CW3 Clyde W. Doyle from APO SF 96491 to Ft Sam Houston, Tx
CW3 John J. Fay from APO SF 95491 to Ft Gordon, Ga
CW3 Thomas E. Graham from Wash DC to Frankfurt, Germany
CW3 Molos F. Tomandl from Ft Meade, Md to Long Binh, Vietnam
CW2 Phillip W. Blair from APO SF 96491 to Frankfurt, Germany
CW2 William L. Butts Jr from APO SF 96491 to Frankfurt, Germany
CW2 Peter M. Herman from APO SF 96207 to Frankfurt Germany
CW2 Eugene D. Marshek from APO SF 96232 to Pres of SF, Ca
CW2 James C. Nelson from APO SF 96491 to Ft Sam Houston, Tx
CW2 Joseph W. Podraza from APO NY 09326 to Long Binh, Vietnam
CW2 Jay H. Polk from APO SF 96491 to Ft Meade, Md
CW2 Anthony Scozzafava from APO SF 96358 to Frankfurt, Germany
CW2 Darrell E. Smith from Ft Meade, Md to Long Binh, Vietnam
CW2 Lyle B. Smith from Wash DC to Long Binh, Vietnam
WO1 Harry R. Kurtzrock from APO SF 96391 to Frankfurt, Germany
WO1 Joseph Passalaqua from Wash DC to Long Binh, Vietnam

RETIREMENTS

COL Louis O. Guiffrida
CW3 William E. Reed
CW2 Harper A. Hemenway

BOOK REVIEWS

Reviews by Major Charles D. Herrera, MPC

POLICE ENTRANCE EXAMINATIONS, Davis Publishing Company, Santa Cruz, California 95060, 1970, 206 pages.

In recent years law enforcement agencies have gradually improved the training, pay, fringe benefits and professional status of the individual policeman. Along with these improvements, entrance standards have also been raised. An integral part of these standards are medical, psyhciatric, and entrance exams which must be satisfactorily passed before an aspiring individual is accepted into a modern police training program.

This manual deals with one aspect of the screening process—the entrance examination. It is designed as a guide to familiarize candidates with the various aspects of both written and oral examinations.

The manual contains a complete section on the oral interview, with a lengthy list of questions characteristically asked by review boards. By preparing answers to these questions prior to the interview, the applicant can greatly enhance his chances of passing this portion of the test. Also in this section are instructions normally given to oral boards, and copies of their rating forms.

Included, too, are general instructions to follow when preparing for a Civil Service test. The purpose of this section is: (1) to help one understand why government agencies give written examinations, (2) to let one know how to prepare for the test, and (3) to give one an idea of what the test is like and how to take it.

The bulk of the book is devoted to a series of sample tests, each preceded by thorough explanations. Each test is followed by a key for rapid grading and student feedback. General categories of test items treated in the book are: arithmetic tests; alphabetical progressions; problems in number series, cubes, figures, and matching forms; an intelligence test; reading comprehension and judgement; memory and observation; and finally a series of police officer tests.

The author had no particular agency in mind when he prepared this monograph. It was intended primarily as a piece of orientation literature rather than an official document. However, according to the author, diligent use of the book could enable an applicant to raise his final examination grade by as much as 10% which may make the difference between passing and not passing the examination. That is not an overly optimistic prediction, but a sound one.

The use of an examination guide such as this is a small price to pay for successfully passing an examination and securing an appointment in a civilian law enforcement agency.



PRACTICE AND COACHING FOR INTELLIGENCE TESTS, Davis Publishing Company, Santa Cruz, California 95060, 52 pages.

The manual is designed by the publisher as a preparation aid for anyone taking a Civil Service, industrial entrance or promotional examination. An intelligence test is included.

When group intelligence tests are administered, numerous factors are at work. Some are controllable and others are not, which affect the performance of the examinees. For example, the testing conditions should be as standard as possible in order to add validity to the test results. It is assumed that the agency administering a group intelligence test has provided the optimum in environmental conditions. However, what cannot be controlled are the psychological factors that affect the individual once he enters the testing situation and becomes bewildered, nervous, or flustered attempting to answer test questions.

This manual presents a group of questions characteristically appearing on group intelligence tests. They are arranged in short groupings designed for distributed practice. It is not the author's intent to duplicate exact questions, but to familiarize the student with the questioning pattern he will encounter. After numerous timed trials, it is predicted that the student will gain confidence, reduce his anxiety, and subsequently put forth his best effort when exposed to the actual testing situation.

The student is also afforded a brief introduction to the types of items that appear in group tests of intelligence.

By carefully following the instructions given and obeying the recommended schedule, one can find the manual most useful in serving its intended purpose of familiarizing the student with the tone and pattern of intelligence questions. However, this manual is by no means complete and should not be used as the sole source of data, because there are several types of items which are not addressed. The potential examinee should procure additional manuals of a similar theme in an effort to expose himself to the full spectrum of intelligence test items.

Military Police
Association
P. O. Box 7500
Fort Gordon, Georgia 30905

Please do not destroy this copy. If it cannot be forwarded, please return to Military Police Association, P. O. Box 7500, Fort Gordon, Ga. 30905. Postage will be paid for its return.

Return Postage Guaranteed

CPT JOHN L KELLY 500-081
BX 427
USAMPS
FT GORDON GA 30905

Forwarding Address:

Please check expiration date, membership number, name and address.

Is it correct?
If not — notify us.

TPMG Trophy Pistol Team Match
1-30 September 1971

