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CONTENTS	PAGE
DOSAAF Driver Training Programs Described (A. Bogachkin; SOVETSKIY PATRIOT, 1 Sep 76).....	1
Deficiencies in Operations of Sports-Technical Clubs Noted (SOVETSKIY PATRIOT, 8 Sep 76).....	6
Improvement of DOSAAF Military-Technical Sports Program Discussed (A. Shilin; SOVETSKIY PATRIOT, 8 Sep 76).....	8
Progress Report on Improving DOSAAF Training in Tomsk Oblast (I. Senetskaya; SOVETSKIY PATRIOT, 8 Sep 76).....	12
Problems of Military Training Reviewed (KRASNAYA ZVEZDA, 15, 16 Sep 76).....	15
Speed, Initiative Required, by M. Trubnikov Combat Vehicle Driver Shortcomings, by Yu. Kokhtin Importance of Social Sciences, by M. Yosyukov	
Training of Young Submarine Officer Described (A. Tkachev; KRASNAYA ZVEZDA, 17 Sep 76).....	25
Facilities for Mass Sports Activities (KRASNAYA ZVEZDA, 17 Sep 76).....	29
Officers Punished for Failing To Answer Newspaper Article Properly (KRASNAYA ZVEZDA, 21 Sep 76).....	33
Military Newspapers' Role in Strengthening Discipline (KRASNAYA ZVEZDA, 21 Sep 76).....	35
Importance of Developing Command Skills in New Officers (A. Drozdov; KRASNAYA ZVEZDA, 22 Sep 76).....	39
Schools' Approach to Cadet Character Development (V. Vovk; KRASNAYA ZVEZDA, 22 Sep 76).....	43

CONTENTS (Continued)	Page
Feeding Personnel Properly Is Important for Military Achievements (Editorial; KRASNAYA ZVEZDA, 23 Sep 76).....	46
Staff Officers Have Key Assisting Role in Socialist Competition (A. Pereskokov; KRASNAYA ZVEZDA, 23 Sep 76).....	49
Recommendations for Improving Naval Ship Supply Work (N. Shatskiy; KRASNAYA ZVEZDA, 24 Sep 76).....	52
Bold Initiative of New Officer Pays Off in Improved Work Methods (S. Kuts; KRASNAYA ZVEZDA, 24 Sep 76).....	56
Lashchenko Book on Development of New Officers Praised (V. Komissarov; KRASNAYA ZVEZDA, 25 Sep 76).....	60
Vehicle Repair Delayed by Cannibalization (A. Zernushkin, A. Tertychnyy; KRASNAYA ZVEZDA, 25 Sep 76)..<	63
Autumn Call-up of Recruits Inspires Outpouring of Patriotism (Editorial; KRASNAYA ZVEZDA, 26 Sep 76).....	65
Physical Training in Relation to Military Activities Is Crucial (M. Sorokin; KRASNAYA ZVEZDA, 26 Sep 76).....	68
High Standards Essential in Final Examinations at DOSAAF Schools (A. Popov; KRASNAYA ZVEZDA, 26 Sep 76).....	71

DOSAAF DRIVER TRAINING PROGRAMS DESCRIBED

Moscow SOVETSKIY PATRIOT in Russian 1 Sep 76 pp 2-3

[Article by A. Bogachkin, deputy chief of the directorate for military-technical training of the Central Committee of DOSAAF USSR: "New Programs: Recommendations and Suggestions"]

[Excerpts] In the forthcoming training year the training of drivers of carburetor vehicles in the DOSAAF schools will be conducted in accordance with a new program. Its overall scope is 550 hours. Of them, 60 hours are allotted to driving, to include 10 hours for the conduct of check inspections prior to leaving the park and en route and daily vehicle maintenance. There is a single program. It is intended for training draftees both with and without their separation from production. Here is the estimate of its hours.

Ord. No.	Name of Subject	Total	Number of Hours		
			Theor.	LPZ ¹	PZ ²
1.	Political training	20	20		
2.	Construction and operation of vehicle	326			
	-- theoretical lessons		116		
	-- LPZ on construction of vehicle			88	
	-- LPZ on vehicle maintenance			122	
3.	Traffic regulations	80	80		
4.	Principles of traffic safety	46	40	6	
5.	Driving	60			60
6.	Examinations	18			
Total:		550	256	216	60

Key: 1. Laboratory work with instruction
2. Practical work

The reduction in the number of hours for training drivers of carburetor vehicles permits organizing their instruction in vehicle schools of DOSAAF with their absence from production in three orders and without their absence from production--in two orders over a 10-month period.

From the list of disciplines it can be seen that instead of two subjects on the construction and operation of vehicles one has been instituted--a general subject. In the training group, it should be given by only one instructor rather than by several.

The program does not allot special hours for combined-arms training. However, this in no way means that the supervisors of the schools, teachers, and masters are relieved of the responsibility to instill basic military skills in the students.

The estimate of the hours which is presented provides for an almost equal amount of time for the conduct of theoretical lessons on the construction and operation of vehicles (116 hours) and the regulations and principles of traffic safety (126 hours). Therefore, it is also expedient to equip the same number of classrooms in the schools so as to have one classroom for the construction and operation of vehicles and one classroom for the regulations and principles of traffic safety for each two training groups.

The program envisions the training only of drivers with a license to drive category "S" transport means, that is, vehicles which are intended for the transportation of cargoes whose permitted maximum weight exceeds 3.5 tons. Therefore, it is proposed that the DOSAAF vehicle schools study two versions of the basic makes of vehicles. The first is the GAZ-66 or ZIL-131 (ZIL-130, ZIL-157). And the second is the GAZ 66 and Ural-375D. By the way, these two versions are also envisaged in the draft of the new table for equipping the vehicle schools with training equipment.

Naturally, the question arises: in accordance with which version should the vehicle drivers be trained in one or another DOSAAF training organization? Should they be switched from the ZIL make to the Ural?

At present all vehicle schools are equipped with two makes of vehicles: GAZ and ZIL. The switching of them to the study of new makes of vehicles has been completed in essence in some training organizations, and is only beginning in others. If the transition to new makes of ZIL vehicles has been accomplished or it is possible to complete it in the near future, it is inexpedient to switch the schools to the study of the Ural-375-D vehicle.

However, under certain conditions the transition to the study of the Ural-375D vehicle is possible. It is desirable to accomplish it in those schools which still have equipment for the old makes of the ZIL vehicle under the condition where the schools are completely supplied with authorized equipment for the Ural-375D vehicle for the conduct of all theoretical lessons and laboratory work and instruction.

In recent years, individual exhibit vehicles, engines, and cut-away classrooms and assemblies for the Ural-375D have been sent to several DOSAAF training organizations. But since the supplying with them was conducted without a proper system at times, the equipment reached the schools piecemeal. It was virtually unused in the training process. Therefore, it is now necessary for the

DOSAAF committees to solve the problem of the concentration of this equipment in some one school. And perhaps, with the appropriate permission, it can be placed at the disposal of another DOSAAF committee.

Life requires that the graduates of the Society's vehicle schools have firm practical skills in driving vehicles, their maintenance, and the elimination of all possible malfunctions. It is not possible to solve this problem through an increase in the hours for laboratory work and instruction with the simultaneous reduction in the time for theory due to a shortage of classrooms with large areas. Therefore, it was necessary to follow a different path. For this purpose, the program envisions the employment of the first version of the combination-team method for instructing the students on laboratory work and instruction on the construction of the vehicle.

The organization and conduct of laboratory work and instruction on vehicle maintenance remains unchanged.

A new item in the program is the organization of instruction on vehicle driving in a block of the schedule. The following is written in the program: "In motor vehicle and technical schools of the first, second, and third groups, lessons on teaching the driving of vehicles is planned in a block of hours and is conducted in half-groups. Here, one half of a group under the direction of the senior master works on practical driving while the other half, under the direction of the instructor, studies PDD [traffic regulations], the principles of traffic safety, or another subject. With students who are engaged without being separated from production and also in vehicle and technical schools of the fourth and fifth groups, when it is not possible to organize lessons in driving in a schedule block it is permitted to conduct driver instruction taking the students from other lessons. In this case, only one student is taken per vehicle for driving with the changing of shifts in the breaks between lessons.

When teaching vehicle driving in a schedule block, all training groups in the order should have the same and an even number of students (30, 32, or 34) during the entire training period.

Some DOSAAF schools number 20 or more masters of production instruction of vehicle driving. Not all of them will be engaged in training draftees in subgroups. It is expedient to use the remainder in training drivers for the national economy. It is also possible, as an exception, to assign them to a group of draftees for lessons outside the schedule.

In connection with the decrease in the total number of hours in the new program and the teaching of driving in schools of the fourth and fifth groups outside a schedule block, the separation of the students from other lessons will have a negative effect on their study of the program problems. Therefore, when teaching driving one should seek any opportunity to decrease the separation of the students from lessons on other subjects and should plan driving outside the hours of classroom lessons. For example, if lessons are

conducted in the first shift in the vehicle school, the teaching of driving must be organized in the second shift, and so forth.

Changes have also been introduced in the conduct of check inspections and daily maintenance. During the course of instruction and over a total of 10 hours envisaged by the program, each student is required to accomplish five check inspections before leaving the park and en route and five daily maintenance servicings of a vehicle with the mandatory notation in the booklet for the individual vehicle driving record.

Of the 50 hours envisioned by the program for driving, four hours (exercises 11 and 12) are allotted to teaching the driving of a three-axle vehicle of any of the following makes: ZIL-157, ZIL-131, or Ural-375D. The exercises should be worked out immediately after the initial driver training, in parallel with the accomplishment of other exercises of subsequent subjects. Here, the vehicle should be loaded to three quarters of its cargo capacity. It is desirable constantly to have the load on the vehicles in containers or boxes. During non-training time, to prevent the failure of the vehicle's spring it is necessary to relieve the vehicle using blocks. In the absence of three-axle vehicles in the school, it is permitted to work out the indicated exercises under the same conditions on two-axle vehicles.

The conduct of two check inspections in the course of the instruction of the students is envisaged: the first--to determine the possibility of allowing the draftees to drive a vehicle on the road; and the second--to disclose the ability of the student to drive a vehicle on restricted thoroughfares. Grades should be assigned on the basis of the following norms:

Designation	Grade			
	Excellent	Good	Satisfactory	Unsatisfactory
Number of errors	No more than 1	No more than 2	No more than 3	More than 3

The following should be considered errors in grading practical skills: stopping of the vehicle through the fault of the student; jerking when starting to move; moving in a gear which does not correspond to road conditions; moving with the hand brake not released; heavy grinding of the gears when shifting gears; strong shocks of the vehicle when crossing obstacles; insufficient or prolonged acceleration; vehicle rolling backward when beginning to move on a rise; violation of the engine's operating conditions.

The checks were conducted by the master of production instruction and the senior master. The lesson schedules should provide special time for this.

The role of the senior master is also increasing in connection with the introduction of lessons on vehicle driving in the schedule block. His duties include the daily check of the release of the vehicle column from the park and its return and, during the day-- checking the course of the training of the draftees.

The changeover to teaching the new program requires a certain restructuring of the training process and the material and technical base. It can be accomplished successfully only by the common efforts of the instructors, masters, and supervisors of the DOSAAF training organizations.

6367

CSO: 1801

DEFICIENCIES IN OPERATIONS OF SPORTS-TECHNICAL CLUBS NOTED

Moscow SOVETSKIY PATRIOT in Russian 8 Sep 76 p 1

[Article: "When Checking Is Absent"]

[Text] An article on serious shortcomings in the work of the Adlerskiy Marine Sports-Technical Club was published under this heading in the newspaper on 11 August of this year. It discussed the improper use of training vehicles, the addition of hours, the illegal collection of money from the students, poor work with personnel, and the weak material-technical base.

The bureau of the presidium of the Central Committee of DOSAAF USSR discussed the article, "When Checking Is Absent." The chairman of the Krasnodarskiy kray committee of DOSAAF, Comrade I. G. Ryabich, was heard concerning the questions touched upon in it.

The bureau of the presidium of the Central Committee of DOSAAF USSR analyzed the overall state of training of specialists for the national economy in DOSAAF schools. Here, it was noted that in the defense society important work is being conducted on training personnel for the mass technical professions. During the Ninth Five-Year Plan about eight million tractor drivers, bulldozer drivers, vehicle drivers, electricians, divers, and other technical specialists were trained in the DOSAAF schools. This matter is well organized in the DOSAAF organizations of Armenia, Belorussia, Georgia, Kazakhstan, the Ukraine, Uzbekistan, Stavropol'skiy kray, Bashkiria, Tataria, and the Volgogradskaya, Moskovskaya, Kemerovskaya, and a number of other oblasts of the Russian Federation.

From year to year the material-technical base of the training organizations for the training of personnel for the mass technical professions is improving, contemporary technical means of instruction are being introduced, and the pedagogical skill of the teachers and masters is growing. The DOSAAF Publishing House is publishing programs, organizational-methodological aids, and posters. The leading work experience of the teachers and masters is being systematically generalized and disseminated.

At the same time, it was noted at the bureau of the presidium of the Central Committee of DOSAAF USSR that things are still not completely satisfactory

in the training of specialists for the national economy. Individual DOSAAF committees of the Turkmenian SSR, Karelian and Yakutsk ASSR's, and the Bryanskaya, Vladimirskaya, Kostromskaya, and several other oblasts are not adopting specific measures to increase the responsibility of responsible officials for the state of affairs in the society's schools and for the steady accomplishment of the socialist obligations which have been assumed.

Serious shortcomings have been discovered in the STK [sports-technical club] of Metallurgicheskii rayon of the city of Chelyabinsk, Zavodskii rayon of the city of Zaporozh'ye, Shabalinskii rayon of Kirovskaya oblast, in the Bryansk and Klaipeda (Lithuanian SSR) vehicle schools, in the Salekhardskii STK of Tyumenskaya oblast, and in several other DOSAAF schools and sports-technical clubs. This is the consequence of weak checking on the part of a number of the society's committees which delved with insufficient depth into the practice of training personnel for the mass technical professions and were not sufficiently engaged in educational work with the permanent and temporary personnel of the schools.

The bureau of the presidium of the Central Committee of DOSAAF USSR proposed to the Krasnodarskii kray committee of the society that it analyze attentively the facts set forth in the article, "When Checking Is Absent," punish the guilty persons, and adopt measures to eliminate the shortcomings which have been disclosed.

It is proposed that the DOSAAF central committees of the union republics and the kray, oblast, city, and rayon committees of DOSAAF study the state of affairs in the training of specialists for the national economy in the schools and sports-technical clubs in light of the critical remarks of the newspaper, work out specific measures to eliminate shortcomings and omissions, and increase the role of the club councils. They should intensify their monitoring of the production-economic activity of the STK's.

In the near future the Central Committee of DOSAAF USSR is to study the state of affairs in training specialists for the national economy in a number of krays and oblasts and to work out specific measures directed toward raising the quality of instruction of specialists for the mass technical professions.

Having noted the urgency of the statement in the newspaper for the organization of the training of specialists for the national economy, the bureau of the presidium of the Central Committee of DOSAAF USSR recommended that the editors continue the publication of materials directed toward the further improvement of the activity of schools and STK's and thoroughly illuminate their training and sports work.

6367

CSO: 1801

IMPROVEMENT OF DOSAAF MILITARY-TECHNICAL SPORTS PROGRAM DISCUSSED

Moscow SOVETSKIY PATRIOT in Russian 8 Sep 76 p 2

[Article by Lt Gen A. Shilin, Deputy Chairman of Central Committee, DOSAAF USSR, twice Hero of the Soviet Union: "A Mass Character for Military-Technical Sports"]

[Excerpts] Military-technical sports received further development during the years which have passed since the 7th DOSAAF Congress. This was furthered not only by the increased activity of the DOSAAF organizations, but also by their closer interaction in work with the trade unions, the Komsomol, sports committees, DSO [Voluntary Sports Society], and departments.

The 6th Olympiad of the peoples of the USSR which was devoted to the 30th anniversary of the victory of the Soviet people in the Great Patriotic War contributed to a growth in the popularity of military-technical sports. Forty million people went out to its starting line.

Our technical sports clubs are making a large contribution to the development of mass sports. Drivers, radio operators, motorcyclists, marksmen and so forth are trained here. The majority of them become familiar with lessons in the clubs through sports.

Marksmanship, motorcycle, motor-vehicle, motorboating, and parachuting sports applied-military all-around combined tournaments, and various types of modeling are widely developed in the sports society. Each year more than two million sportsmen accomplish the rating norms.

In a decree of 7 May 1966, the Central Committee CPSU and the Council of Ministers USSR required the DOSAAF committees and organizations to ensure the further development of defense-sports work in the country and the attraction of the broad masses of the youth to it and to see that Soviet sportsmen win world championships in the next few years in the most important types of technical sports.

In accomplishing these requirements the DOSAAF organizations and the sports clubs of the defense society have done important work. Suffice it to say

that in the last five years more than 10 million citizens in the defense society have accomplished the norms for sports ratings. During this period 6,753 masters of sports and 331 masters of sports of the USSR of the international class have been trained.

The positions of Soviet military-technical sports in the international arena have also been strengthened. In 1970-1975, sportsmen of the USSR participated in more than 600 international competitions on 11 military-technical types of sports. In 512 competitions, they emerged the winners in personal or team tests, winning 830 medals. During this time 390 new world records were established.

Recently, the society's primary organizations, committees, schools, and clubs began to devote considerably more attention to the conduct of competitions among the predraft and draftee youth.

A feature of no little importance in the development and improvement of defense-sports work is the attraction of as much of the population as possible to the passing of the norms of the GTO [Ready for Labor and Defense] complex, especially in such norms as firing with bullets, ski races, grenade throwing, and so forth.

The DOSAAF committees are called upon to accomplish GTO tasks in close collaboration with the trade union and Komsomol organizations, and with the physical-culture committees, DSO, and military commissariats.

The material and technical base for lessons in military-technical types of sports is constantly expanding in the country. New racing courses, motorcycle racing and testing grounds, water stations, shooting galleries, and swimming pools are being put into service. More improved sports equipment and weapons are arriving each year. Those organizations which are devoting constant attention to the creation of a firm material-technical base are also achieving the best results in the development of sports.

At the same time, many important tasks still remain unresolved in the defense-sports activity of DOSAAF committees, schools, and clubs. There are many shady sides in the organizational work on sports leadership.

It is sufficient to turn to some comparative data to become convinced of the presence of great shortcomings in our sports work. In 1970, during the 5th Olympiad of the peoples of the USSR the number of participants in motor types of sports exceeded 17 percent of the total number of participants in the competition; in 1975 the participants in the competitions on motorized types of sports comprised only about 10 percent. In this regard, the reduction in the proportion of competitions most important in their defense significance occurred in the primary DOSAAF organizations.

We conceived military-applied all-around combined tournaments as a type of sport which requires that the sportsman have the ability to master equipment--

the automobile or motorcycle, cart or radio station. Unfortunately, many rayon and primary DOSAAF organizations reduce military-applied all-around combined tournaments, especially summer tournaments, to competitions in GTO norms--cross-country run, firing, and swimming.

In particular, this had an effect on the reduction of the number of participants in such mass competitions as driving vehicles over intricate patterns.

Serious attention should also be paid to the fact that as yet not all DOSAAF clubs and schools are performing their role as organizers of sports work. Therefore, one of the urgent tasks is raising their activity in the physical training of the future servicemen.

The Central Committee of DOSAAF USSR required that the committees of the society form sports clubs with each technical, motor vehicle, and radio school. Leaning on the sports sections, coaches' councils, and board of judges, the DOSAAF sports clubs and schools are called upon to accustom each youth of draft age to sports and, at the same time, to support the training of highly-rated sportsmen.

More attention should be devoted to children-youth sports-technical schools which DOSAAF is creating jointly with VTsSPS [All-Union Central Council of Trade Unions]. Such schools are called upon to become the foundation for the further development of military-technical types of sports.

A no less important sector of activity is the joint work of the DOSAAF committees with the trade unions, the Komsomol, and sports societies at rayon, plant, sovkhoz, and kolkhoz primary military training centers so that all draftees, working in accordance with the established 80-hour program, pass the norms for the GTO complex.

Problems of the development of military-technical sports and a critical analysis of the state of affairs should occupy a fitting place in reports at election meetings and conferences of the society's organizations.

Military-technical sports are receiving further development with each passing year. Considering the experience which has been developed, the prospects for improving the material-technical base, and the increase in the requirements of the standards of the Single All-Union Sports Classification, the DOSAAF committees have assumed increased obligations. Their successful accomplishment is possible under the condition where at least five to six competitions per year are conducted in each primary collective; in each rayon and city, at big enterprises, in the higher educational institutions, vocational and technical schools, and in the secondary general educational schools sports-technical clubs will be created which are actively engaged in sports work; and with the widespread training of public sports personnel in the DOSAAF schools: coaches, instructors, and judges.

This is a special year for the DOSAAF organizations--it is the year of preparation for the 8th All-Union DOSAAF Congress, the 50th anniversary of the defense

society, and the first All-Union Winter Olympiad for Military-Technical Types of Sports. Preparations for these events should proceed under the sign of further mobilization of the DOSAAF organizations of clubs, schools, and sports federations for the accomplishment of the tasks which follow from the historic decisions of the 25th Congress of the CPSU.

6367

CSO: 1801

PROGRESS REPORT ON IMPROVING DOSAAF TRAINING IN TOMSK OBLAST

Moscow SOVETSKIY PATRIOT in Russian 8 Sep 76 p 3

[Article by I. Senetskaya, Tomsk: "Before and After Criticism"]

[Text] At the 4th plenum of the Central Committee of DOSAAF USSR, which discussed problems in the training of technical specialists for the Soviet Armed Forces, the Tomskaya oblast organization of the defense society was subjected to serious criticism. Substantial shortcomings were found here in the improvement of the material-technical base of the society's schools and elements of simplification were permitted in the organization of the training process.

More than two years have passed since then. How do things now stand in Tomsk concerning the training of specialists for the army and navy?

It is pleasing that the Tomskites drew the proper conclusions from the criticism. Two years is not a long time. During this time, the DOSAAF oblast committee succeeded in achieving a noticeable improvement in the training and education of the draftee youth in the society's schools. Political-indoctrinational work began to be conducted more specifically. Experienced, trained teachers are now the leaders of the political lessons. The majority of them are reserve and retired officers having a great life's experience and who devoted many years to the training and indoctrination of servicemen.

Attention to the introduction of a military tenor and requirements as set forth by the regulations into the life of the DOSAAF schools was increased. The students often visit a troop unit and military educational institutions and museums of combat and labor glory, and lecture bureaus for the draftee have been established in the Officers' House.

Formerly, the teachers of several vehicle schools of the oblast did not devote proper attention to the working out of practical skills of the students in driving vehicles, especially under difficult conditions, or to the ability to conduct vehicle maintenance independently. And it is not by chance that only a little more than 70 percent of the future drivers passed the tests of the State Automobile Inspection the first time.

We should give his due to the deputy chairman of the DOSAAF oblast committee for military-technical training, N. Smirnov, who constantly directs the supervisors of the training organizations toward the inculcation of practical skills in the trainees, is constantly interested in this during inspections of the schools, and poses these questions for discussion at sessions of the presidium of the DOSAAF oblast committee.

Recently, measures have been adopted for the expansion of the material base of the DOSAAF training organizations. The radio engineering school now has good premises and conditions have been improved for the lessons of the students in the marine school. A building for the vehicle school has been put into use in Bakcharskiy rayon. So has a House for Military-Technical Instruction in Zyryanskiy rayon. The building of a House for Military-Technical Instruction is being completed in Kozhevnikovskiy rayon.

The head of the department for administrative organs of the obkom CPSU, V. Sadovskiy, relates:

"We criticized the DOSAAF obkom for poor training of rated sportsmen and badge-winners of the GTO [Ready for Labor and Defense] badge in the society's schools. Now 98.9 percent of the students are passing the norms for the physical culture complex and 67 percent of the youths are becoming rated sportsmen. Nevertheless, conditions for training draftees in the Tomsk vehicle school are poor, especially in winter. There are no garages and it is necessary to work with the vehicles in the open air. But nevertheless, the supervisors of the training organization are coping successfully with plans for training specialists for the army and the national economy. The oblast committee of the CPSU intends to conduct a meeting of the oblast party-administrative activists on questions of mass defense work and training the youth for service in the army.

"Last September, the bureau of the CPSU obkom considered the problem of training the youth for service in the army and adopted a special decree. We are checking on this. In the period of call-ups of the youth to the army, we repeatedly assembled the supervisors of local organs of authority and DOSAAF to discuss the results of the military and technical training of the draftees.

"In the oblast, a competition of the cities and rayons has been organized for the best training of the draftee youth for service in the army and the organization of the call-up. The challenge banner of the oblispolkom was instituted for the leaders. It is now in the Kirovskiy rayon of Tomsk.

"Personnel of the apparatus of the DOSAAF obkom began to visit the locations more often and to solve problems in mass defense work under the supervision of the party organs."

We also had the occasion to talk on these problems in the oblast military commissariat. On the application of the DOSAAF obkom and the oblast military commissariat the military district allotted new equipment for the society's

schools, reported officer A. Pluzhnikov. We now have GAZ-66, GAZ-53, and ZIL-130 vehicles in the vehicle schools. Units and assemblies of new makes of vehicles have been installed in the classrooms and laboratories. Considerable work was done on improving the training-material base of the Tomsk and Mel'nikovskiy vehicle schools. As a result, in the Mel'nikovskiy school, for example, the passage of the tests of the GAI [State Automobile Inspection] the first time increased to 92 percent, and in the Tomsk school--to 93.9 percent.

However, in the DOSAAF training organizations of the oblast, far from all reserves are as yet being utilized to improve the effectiveness and quality of draftee training. For example, contemporary technical means, advanced pedagogical procedures, and so forth are being poorly introduced into the training process.

For some reason, some teachers are waiting for assistance from outside and are not displaying the proper initiative themselves in this matter.

Talk about vehicle driving grounds has been taking place for five years. By now all vehicle schools have been allocated good sectors of land which should be equipped. But this work is progressing extremely slowly. Up to now, some schools have not constructed the necessary training and sports complexes on the sections allocated for the vehicle driving grounds. Therefore, the students do not have the opportunity to acquire skills in driving vehicles under difficult conditions.

One of the reasons for shortcomings in the training of technical specialists consists of the unreasoned disposition of the training organizations throughout the rayons of the oblast. The majority of the oblast schools are located in the oblast center. This hinders manning them with students: in Tomsk, it is difficult to find accommodations for draftees who arrive for the time of their training. Therefore, at times the society's schools here are not fully manned. And conversely, the training organizations located in the rayons are overcrowded.

In the Tomskaya oblast military commissariat they also see their guilt in some of the shortcomings in the training of technical specialists. The personnel here do not always man the training groups for the DOSAAF schools in time. As a result, the working rhythm of the training organizations is disrupted.

But all the same, favorable shifts in the training of technical specialists for the army and national economy in the society's schools of Tomskaya oblast are present. The local party, soviet, and Komsomol organs, DOSAAF committees, and military commissariats have combined their efforts in this important state matter. They are filled with resolve to overcome completely shortcomings which are present and achieve high quality of training of the future servicemen and specialists for the country's national economy.

PROBLEMS OF MILITARY TRAINING REVIEWED

Speed, Initiative Required

Moscow KRASNAYA ZVEZDA in Russian 15 Sep 76 p 2

[Article by Maj M. Trubnikov: "You Don't Say 'Wait' to the Enemy"]

[Text] The ship-based helicopters were conducting a search for the "enemy" submarine. Major A. Kononov and Captain G. Strokov, navigators of the competing crews, detected it. No matter how the "enemy" maneuvered, it was unable to escape from the ASW crews. The aviators maintained contact with the submarine for a long time, then "turned it over" to other crews. The "enemy" was forced to join battle under unfavorable circumstances and suffered damage. It seemed that the success of the ASW crews was never in doubt, since they handled their assigned task so well. But in the exercise critique, an officer from higher headquarters, having noted the aviators' excellent training, concluded, "Certain crews nevertheless performed below their potential." It would be impossible to disagree with such a conclusion. Here, for instance, are some examples.

The helicopter piloted by Captain G. Kolyakov hovered at the planned point. But Navigator Senior Lieutenant V. Alenin hesitated and was unable to quickly discriminate the target blip from the clutter on the scope. And, judging by the report, he analyzed the noise of the returns slowly, somewhat cautiously. Here aviators should exhibit decisiveness and initiative--after all, the submarine was somewhere near-by. But they continued to operate uncertainly, extremely cautiously. Such actions limited even the capabilities of the search equipment. Moreover, in shifting positions the crew used the sonar clumsily, which immediately revealed their own position. The "enemy" quickly took countermeasures.

Navigator Senior Lieutenant V. Krikoten' also failed to demonstrate initiative. During one of the helicopter's hovers he saw the target blip on the scope and should already have begun to lis-

ten to the characteristic noises. It was required that he unhesitatingly classify the signals according to all their identifying features and immediately report it. However, the navigator, doubtful of the authenticity of contact with a detected target and fearful of making a mistake, decided not to report the data he had received.

What are the causes of the failures of the above-mentioned crews? Some of the aviators attempted to justify the inadequacies in their training by the fact that, allegedly, there had been little practice in conducting a search for underwater targets. The demands for performing such flights, they say, were not always met. But nevertheless, the main reason is the fact that the subunits [podrazdeleniya] have relaxed the demand for developing coordination in the actions of crew-members. Certain navigators did not pay due attention to improvement of their special training, but relied more on their old habits.

True, there was still another circumstance which may not have been as striking, but which, one way or another, required of the aviators greater initiative and irreproachable precision in their actions. Earlier, while searching for a naval target the crew unhesitatingly reported signals which were only remotely similar to submarine noise. Whenever necessary, the authenticity of contact has been determined more precisely with the aid of other instruments. And the helicopter crews have transmitted without apprehension, "We have probable contact with a submarine."

But it is well known that each flight is more complicated than the preceding one. And so it was this time, when the conditions of the mission turned out to be more exacting. In evaluating the crew's actions only those reports have now been considered in which there was no doubt of the certainty of target acquisition, and in such cases, for every unconfirmed report the demand is more stringent. For that reason, a report of target acquisition was usually received only when the crew was completely convinced that they had found the "enemy." And why have other experienced specialists sometimes feared to give such assurance? Because they had not prepared as they should have for the flight. This is the explanation for their passivity in the air. It is better, they say, to be silent if they have not managed to detect absolutely distinct, clear signals from the depths.

True, there was such an episode during the exercises.

"We do not have contact!" was the report from the helicopter.

The situation which had developed demanded initiative from the crew as well as from the specialists on the flight control team

in order to prevent the "enemy" from breaking away. However, at that tense moment when they were beginning to assess the situation at the KP (control point) the telephone rang with a call from higher headquarters. Flight controller Lieutenant Colonel B. Fedorovskiy was called to the phone. The officer had barely returned to his assessment after this conversation when he was again called to the phone. Now the headquarters officer asked what decision had been reached. And the time flew by. The crew, waiting to be prompted, continued to search in the same area. But the submarine had already changed position. And what if such a thing should occur in battle? There you just don't say "wait" to the enemy. They quickly corrected the mistake, but in fact it could have been avoided.

Initiative is a valuable quality of the airman. When flights are frequent there is every possibility to develop a high degree of combat aggressiveness in naval aviators. And these opportunities must be used to the maximum in the interests of increasing the effectiveness and quality of each flight mission.

Combat Vehicle Driver Shortcomings

Moscow KRASNAYA ZVEZDA in Russian 15 Sep 76 p 2

[Article by Col Yu. Kokhtin: "Taking Psychology Into Consideration"]

[Text] The test exercises on combat equipment were in progress. The troops in their second year of service fulfilled the standards first. They performed confidently and reacted to the exercise injects precisely and quickly. Then came the young soliders' turn. At first it seemed that everything was still going well. But when the exercise director complicated the tactical situation, the picture changed abruptly: the soldiers glanced warily at the deep ditches which lay ahead to be crossed by the combat vehicles.

The times allotted for training the drivers had been completely adequate, and, judging by the records, the planned lessons had been fully completed. Then where did this timidity come from? When the critique began, it turned out that certain commanders had protected their subordinates too much. For instance, as soon as a complex situation would arise in the field exercises, the officers, avoiding taking a risk, substituted for the inexperienced drivers. Sometimes they intentionally set up simplified conditions. There were other causes, too. But there was a very important one among them which did not immediately attract attention.

During training scant consideration was given to the psychological traits of the young soldiers. The fact has frequently been overlooked that prior to their army service many youths had no concept of such equipment, and for them the process of association, of "breaking in" is neither easy nor smooth, and that it is necessary to exert an influence on this process, not only during the lessons, but through other forms of individual and group work.

In this sense, the party organization headed by Guards Major V. Bloshenko deserves reproach. It could have done a great deal to correctly direct the officer instructors to take a number of necessary measures on their part. It is patently obvious that the psychological readjustment of young soldiers in the "field" of man and machines, so to speak, will become ever more urgent with time. In recent years military affairs have progressed a long way. This is especially apparent to those of us who have served for more than a year. At times it is difficult to immediately familiarize oneself with new situations and to acquire necessary working habits on new equipment and under new conditions. Therefore, it is no wonder that people facing previously unknown difficulties or encountering a complex situation frequently become flustered when they perform different operations.

The collective in question did not consider this psychological state of young soldiers. True, the party committee did outline interesting and useful measures. But they were usually prepared carelessly, without considering the special features of the audience, and at times they were reduced to a tour of the equipment and a short conversation between the experienced troops and the newcomers. The party committee members never actually implemented what they had planned. They felt that their business was to give advice and to leave the organizational effort to the commander-instructors.

Young soldiers are very receptive. And this must also be taken into account. An incorrect approach to their training could have serious consequences. And we are dealing specifically with such a case. Some platoon and even company commanders attempted to train specialists more quickly. But they didn't particularly consider what methods to use.

In the subunit commanded by Guards Lieutenant G. Abramov, for example, the instruction began immediately with intensive practice. The officers strove for a single goal--to give their subordinates maximum knowledge in the shortest possible time. They felt the only way to skillful, competent actions, in other

words--proficiency, was frequent, numerous repetitions of various techniques. At first such methods may have been justified. But then when a trainee ran into a more complex situation requiring quick, sharp wits, simple automatic equipment operation could not help, and specialist development slackened.

The party committee, in which there were few experts in methodology, unfortunately did not notice this negative "displacement" in the instruction process. In the end the influence of the communists turned out to be insignificant in the specific instance where it was most needed and at the time when it was necessary to combine more closely personnel training and education. This feature, this requirement for a comprehensive approach to ideological and educational work, was not immediately considered by the party organization and consequently did not provide proper assistance to the commander.

Our pedagogical science long ago demonstrated that the process of accumulating knowledge and habits must be done by going from the simple to the complex. The instruction of troops in our advanced military collectives is structured accordingly. With the assistance of party organizations, commanders are attempting to more fully consider the psychological traits of young soldiers and, in order to familiarize them more quickly with complicated combat equipment, are achieving a comprehensive educational influence on each man.

We have many good things to say, by way of illustration, about the party collective headed by Guards Major I. Zhurbin. Here the communists have conducted the work with young soldiers in a different manner. When they were divided into groups with an experienced specialist assigned as leader of each group, the party committee organized a meeting at which experts demonstrated to the newcomers the full might and capabilities of the equipment assigned to them. Then in a relaxed situation they related how they had reached the peak of their specialty, what had helped them and how they mastered various techniques.

The party committee prepared for this meeting in advance and attempted to make it a special holiday for the young soldiers. Each communist received an assignment. Guards Lieutenant N. Moskovskiy, for example, prepared an excellent training film for this day, and Guards Major N. Grigorov was instructed to train the best specialists and to "dispose" them to working with young soldiers.

But in seeking the most suitable method of influencing young troops, the party committee did not have in mind any single measure. Concrete proposals for their training and education over

a long period were worked out by the communists. They were based on analysis of the general educational background, capabilities and already acquired habits of the new replacements. The commander considered the party organization's proposals with interest. For instance, the following factor was clarified. Among the new arrivals were graduates of general educational schools and youths who had already managed to do some work as tractor drivers and machine operators. This circumstance (and many others) was taken into account by subunit commanders. In adapting to it, they organized both the soldiers' training and their individual educational work.

Communists I. Zhurbin and A. Ryaboshtan were once faced with this situation: during underwater tank-driving exercises, the vehicle driven by Private Yu. Toporkov approached the water's edge and unexpectedly stopped. No matter how they tried to find out from the driver why he stopped performing the exercise, they were unable to achieve anything.

Zhurbin and Ryaboshtan, members of the party committee, trying not to embarrass the soldier, did not focus attention on this incident, but were extremely interested in the problem. Being experienced specialists and good psychologists, they thoroughly investigated the nature of the incident and came to the conclusion that the soldier's uncertainty and fear stemmed from the fact that he was faced with an unusual situation and unfamiliar circumstances. This was the source of the proposal for substantially improving the underwater driving exercises.

The communists of this same subunit were able to use socialist competition for rapid development of young soldiers. Soldiers in their second year of service are a reliable support for the party organization in working with young replacements. With their assistance contests are arranged in the platoons to determine the best driver, gunner and loader. By participating in such competitions the youth acquire more quickly the experience of expert drivers and of accurate fire.

The introduction of a new replacement is a complicated, labor-consuming process. And a great deal of this process depends on well-arranged party and political efforts. Our best officer instructors always find an opportunity in any lesson or field exercise to point out in everyday labor the great mission of the Soviet soldier and to disclose the organic indissolubility of conscientious military service and the success of the Soviet people in the building of communism. All of this together permits them to develop in their subordinates a conscious desire to master their specialty better and more quickly, and to make them psychologically more stable.

Importance of Social Sciences

Moscow KRASNAYA ZVEZDA in Russian 16 Sep 76 p 2

[Article by Maj Gen M. Yosyukov: "In the Interests of Ideological Tempering"]

[Text] The instructional and educational process in a higher military educational institution is many-sided. The department of social sciences has a special place in this process. In developing a scientific outlook in students and trainees, they ensure uniformity in instruction and education and impart to future military affairs specialists the necessary theoretical knowledge and practical skills of working with people.

The command and political organs of military educational institutions and social science departments have done considerable work in carrying out the CPSU Central Committee decree "Work in the Moscow Higher Technical School imeni N.E. Bauman and the Saratov State University imeni N.G. Chernyshevskiy to Raise the Ideological and Theoretical Level of Instruction in the Social Sciences." The scientific and pedagogical qualifications of instructors has risen. The number of Doctors of Science has increased 350 percent, and Candidates of Science have increased 250 percent in 1975 compared with 1965. New curricula and programs have been worked out and implemented in military educational institutions. Personal interviews and theoretical conferences have been thoroughly confirmed in the educational process. The front of scientific research has expanded.

The 25th CPSU Congress outlined ways for further improvement of communist education of the Soviet people and set new guidelines which must be achieved by the instructors and social scientists. The first and most important task of social science departments today is organization of thorough study of the 25th Party Congress materials by each trainee and student.

The CPSU Central Committee Report stressed the necessity of achieving mastery of the materials of the congress, first of all by young communists as well as those who are preparing to join the ranks of the party. It is primarily youth who are studying in military academies and institutions and military schools, so this appeal of the congress has special meaning for them. And it should be noted that social science departments have done much to make each trainee and student aware of the ideas of the 25th CPSU Congress. Extensive use has been made of such methods as presentations by delegates to the congress, lectures, political commentaries, etc. Visual propaganda has been renewed, study rooms have been re-equipped and new teaching aids have been published.

Today a variety of methods designed for more profound study of the materials of the congress are being ever more widely disseminated: scientific and practical conferences, elective classes, seminars on individual problems, etc. Special attention is being paid--as required by the CPSU Central Committee decree, "Tasks of Party Studies in Light of the Resolutions of the 25th Party Congress"--to the necessity for profound mastery of the basic principles of Marxism-Leninism as a uniform international doctrine, to the historical experience of the CPSU and the creative contribution to theory made at the 25th Party Congress as well as to the study of party theory and policy in close connection with the practice of building communism.

As before, the thorough study by trainees and students of the works of K. Marx, F. Engels and V.I. Lenin and the documents of the CPSU Central Committee and the world communist movement remains an important aspect of the work of the social science departments. Mastery of the works of the founders of Marxism-Leninism and, above all, of the Leninist ideological and theoretical heritage is the leading factor in methodological training and indoctrination of trainees and students. This goal is achieved when in lectures and seminars the instructors do not limit themselves to simple exposition of the primary sources, but explain the methodological significance of the Marxist-Leninist classics for solving urgent contemporary problems and substantiating the domestic and foreign policy of the CPSU. And this requires of them solid theoretical preparation, self-reliance and creativity and an ability to present academic material to an audience in close connection with practice, with the present and with those missions performed by troops.

In the social science departments considerable advice and guidance on methods are being given to develop these specific qualities in instructors. In this effort effective methods include scientific and practical seminars and conferences, information from instructors regarding events in domestic and international affairs, discussion of lectures, on-the-job training of instructors in the army and navy, meetings with military representatives, summarization of the work experience of graduates for use in the educational process. In this regard, during the past year much has been done by the social science departments of the Air Force Academy imeni Yu. A. Gagarin, the Rostov Higher Military Command School imeni Chief Marshal of Artillery M.I. Nedelin, the Kiev Higher Naval Political School and a number of other military educational institutions.

As is well known, the 25th Party Congress emphasized the necessity of strengthening the educational role of ideological work,

of turning knowledge into conviction, into an active, vital stand and into practical activities. The social science departments consider these tasks to be one of the primary aspects of their work.

Turning knowledge into conviction, into an active, vital stand is a complicated dialectical process. It is subordinate to objective conditions as well as to the psychological arrangement of personality and its cognitive activity in the study of Marxism-Leninism, and to the capability to orient oneself in the stream of scientific and political information. A special role in this process is played by the personality of the instructor, his party and moral qualities and his ability to stimulate the interest in science of trainees and students, to explain its contents imaginatively, and to expose logically and aggressively bourgeois and revisionist ideology.

However, in the lectures given by some instructors the personal imaginative element is still only vaguely apparent, and they are frequently dominated by a simple narration of materials with which the trainee or student could familiarize himself from instructional aids. As a result, even in seminars it is possible to encounter presentations in which the reading material is expounded without sufficient interpretation and independent approach.

It should not be forgotten that a truly scientific Marxist-Leninist outlook and a deep communist conviction cannot become firmly established in the minds of trainees or students merely by memorization of materials. A scientific outlook and conviction are the result of considerable independent study. V.I. Lenin in his famous lecture on the state stressed that in the study of theory the most important thing is development of the ability to approach the problem being studied independently. Only then can a person consider himself sufficiently steadfast in his convictions or able to successfully defend them before anyone at any time.

This is the source of the great role which is assigned to independent study and to inculcation in future military specialists of the skills of independent attainment of knowledge in the process of studying social sciences. However, these problems are still not given due attention everywhere. In some institutions of higher education the loss of communication of trainees and students is too great during self-study hours. The control and assistance from instructors and party and Komsomol organizations is not always sufficiently effective. Trainees and students are seldom listened to about their independent study at party and Komsomol meetings.

The work of clubs in military science societies and writing research papers promote the development of an independent and creative approach in studying social sciences. Of great benefit is the participation of trainees and students in all-union contests of students' work in social sciences and the history of the VLKSM [All-Union Lenin Young Communist League, or Komsomol] and the international youth movement. The number of participants grows from contest to contest. Sixty-five percent of the trainees and students took part in the 6th all-union contest, which coincided with such important events as the 30th anniversary of the Victory of the Soviet People in the Great Patriotic War and the 25th CPSU Congress. The military educational institutions of the Leningrad and Kiev Military Districts share the lead in organizing this effort.

In the 25th Party Congress much attention was paid to the problems of a comprehensive approach to educational work. In this aspect, the departments of social sciences have many plans for their activities. Together with improvement of the content and methods of instruction, they include concrete steps for improving educational, individual work with trainees and students in their out-of-school hours. Organization of on-the-job training is being improved and a persistent effort is being made to increase the party spirit in teaching military, military-technical and general scientific disciplines.

In preparing the effort to carry out the resolutions of the 25th Party Congress, it is important to encourage in every way a creative approach to this work and to initiative in social science instructors. This will promote the further improvement of the effectiveness of training and education of trainees and students.

8939

CSO: 1801

TRAINING OF YOUNG SUBMARINE OFFICER DESCRIBED

Moscow KRASNAYA ZVEZDA in Russian 17 Sep 76 p 2

[Article by Lt A. Tkachev: "The Little Silver Ship: Pages From the Life of a Young Officer, who--at the Age of Twenty-Four Was Permitted To Command a Submarine"]

[Text] The iron hoop is locked--hoist away! A test torpedo is being loaded. Its colloquial name--pig--does not sound too melodious. But today the submariners are glad because of the "pig." It was needed to testfire the torpedo tube--the last object that must be checked upon completing the repairs of the ship.

Hoist away!...Capt-Lt Georgii Bautin directs the loading. The torpedo, engirdled at its center of gravity by the hoop, a metal sling, emerges weightlessly above the mooring. The officer stands next to the crane although usually his, the senior assistant's, place is on the bridge. However, Bautin also feels confident in the working place of a commander of a mine-torpedo combat unit--not for nothing did he hold this post for 3 years.

He had to execute his first loading on the open sea. From a supply ship they took on tens of tons of cargo at that time. Today, with his 26 years, Bautin would consider such an operation as complicated; but then, because of his youth, it seemed like nothing special. And so it must be somehow: a wave gushes back and forth over the decks and the crash job being done by all the hands.

He is already used to the wave. The ship rode a storm in the winter ocean with a wind force of 7-9. Most difficult of all is the surface patrol. It has been nicknamed the diving patrol.

One of the "divers" was Lieutenant Bautin, assigned to the crew less than a month ago, but--within an extraordinary period of time--able to pass the examinations qualifying him to command the group and to perform regular patrol duty. Torrents of water whipped his face, his chest, and the piercing wind did not subside for an instant.

From time to time, the central post inquired: "Bridge, how are your spirits?"--"High," replied Bautin, having in mind the height of the deck cabin. But in actual fact his spirits did not fall.

From the very first day he spent in the service, he subjected his actions to an immutable standard: are they conducive to the development of those qualities which are necessary for a naval officer, especially the commander of a ship?

The test of the gale which they endured during the first week of sailing was useful in verifying sea qualities. Also useful was the school of the regular patrol through which Bautin went at sea.

The ship went under water, the diesel engines worked to recharge the accumulators. The signalman reported the appearance of a surface object in the stern sector. Bautin classified it: a tanker. It was moving at high speed, on a course, as the navigator on the bridge reported, moving away at a short, but safe distance. However, having come close, the tanker suddenly changed its course. There was not time to call the commander on deck, and there was not time to wait for information from the navigator that could confirm or refute the conclusion reached by Bautin on the basis of visual evaluation of the circumstances.

The officer of the deck independently took measures to bring the submarine up to maximum speed. In a minute and a half, the tanker intersected it [the submarine's] back wash six cable lengths astern. The mountain of white foam boiling at the cut of the stern, recognizable even through the night, disturbed Bautin's sleep more than once afterwards....

Bautin proved ready to take independent action because he had tirelessly prepared for it. In the simplicity of this explanation a nuance of psychological property is cut out. It lies in the peculiarity of the relationship of the individual fulfilling the duties of the officer of the deck to the iron rule: the commander makes the decision.

Some young officers think that, while the commander is on the bridge, it is useless for them to analyze the change of the situation, to look for the best variant of maneuver. Bautin, on the contrary, always had his own solution to any question. To express one's opinion is not mandatory, but to have an opinion that is one's own is. He thought it inexcusable to miss an opportunity to compare his decision with that of the commander.

Bautin was always attracted to tactics. During his student years he threw himself into archive work to acquaint himself--in primary sources, on the basis of navigation charts and logbooks--with the battle practice of famous Baltic submariners: Marinesko, Travkin, and Osipov. Nothing prompted him to this work except the desire to examine the logic of the tactical thinking of the best commander minds. During his years of service in the Trans-Arctic region, he studied the experience of the North Sea submariners Kolyshkin, Gadzhiev, and Vidiaev.

Attack is the crown of the commander's art. For the time being, Bautin aimed for this crown only once. On the breast of the senior assistant a silver ship has gleamed for a long time, certifying the right of the officer to independent command of the ship. Usually it takes many, many years to reach this coveted line. Bautin took it when he was still commander of the BCh-3, at the age of 24 years. The old-timers among the submariners do not remember another case of such early and such confident ascent of a young officer. Talk about Bautin's success was also spurred by his accelerated promotion to captain-lieutenant, and his immediate appointment as senior assistant from the ranks of the torpedomen.

But all of this, first of all, was earned by the young officer in long cruises under difficult and dangerous circumstance that, as is well known, illuminate a man better than any x-ray. And, secondly, Bautin took his advancement in the service as a manifestation of confidence, which he must justify through triple work capacity, responsibility, self-sacrifice.

Yes, the silvership happened. However, as soon as the situation became complicated, the commander took the microphone into his hands.

But once, after a report of the acousticians concerning the appearance of a submerged target, the senior chief ordered that the senior assistant come out for the torpedo attack. Bautin had long waited for this moment.

The senior assistant squeezed himself into the chart house. The tracing showed how the submarine was closing in on the target. From the compartments, reports came in about the readiness of the weapons.

Ready the tubes!--commanded Bautin, as he had done more than once during the training in the base room. Only his voice sounded a little more hollow. The submarine was embarked upon a battle course.

--"Volley!"

During the analysis of this practice attack, the senior chief pointed out the only defect: the elements of the target's movement did not need to be determined with such scrupulous precision as the senior assistant tried to obtain.

The ship was undergoing repairs. And during this difficult time, the senior assistant remained behind as commander. Bautin's working day began with a round of the ship, a checkup of the work front. He was invariably accompanied by 1st Lt-Eng A. Dubovsky, who made sure of the technical side of things.

Bautin was interested in many things: the quality of the mounting, as well as the observation of safety technique and the execution of their obligations by the factory specialists. But the officer-communist, without fail, noticed what changes took place in the work after 24 hours, who among the sailors made progress. In drawing up a balance sheet, the names of the secretary of the Komsomol organization First Seaman P. Vasilov, torpedoist Sergeant Major second class I. Belozaras, and electrician First Seaman first class V. Galata.

A scrupulous approach to his work gave Bautin a strong basis from which to plan the working day. Special notice was taken of the areas that were falling behind. When necessary, the communists assembled--there was stern and open discussion. If the reason for the delay was found to be outside the crew, Bautin went to the management of the factory, to headquarters.

"The eyes worry, the hands do"--it is said among the people. When the work was efficiently organized, the hands did considerably more than the planning organs, the unit staff and even Bautin himself could expect. The crew carried out the repair in one-fourth of the normal time period.

Hoist away! The test torpedo is ready for feeding. Today Captain-Lieutenant Bautin, having returned his temporary authority as commander, once again feels like a senior assistant. Critically, as behooves a senior assistant, he completed his morning round of the ship. Repair is repair.

Now, standing on the moorage, he thought that the days of repair were, very likely, the only time for years during his service as an officer when he had the opportunity to be home regularly. And now the last torpedo tube will be checked, then the course assignment turned in, and once again the sea will assume decisive preponderance over the shore.

What lies ahead? Work, which makes you tired, like any hard work; from which you have to rest sometimes, as from any hard work; but from which you will not part for anything in life because it suddenly turns out that there are no lines to separate life from work.

8970

CSO: 1801

FACILITIES FOR MASS SPORTS ACTIVITIES

Moscow KRASNAYA ZVEZDA in Russian 17 Sep 76 p 2

[Article Letter to the editor: "The Main Goal Is Combat Readiness"]

Criticism on Shortcomings

Dear Editors! I would like to share some thoughts concerning the organization of sports work directly in the subdivision.

In our company everything is going normally: according to the results of the regimental review of sports activity during the winter period of training, 96 percent of the personnel of the subdivision mastered the norms of first and second class. And towards the beginning of the review, you know, only individual sergeants and soldiers were sportsmen with an official rating.

Before being included in the review, control studies of the basic military exercises were carried out in our company. Every soldier was checked separately, it being ascertained, moreover, for what type of sport he had ability, what his prospects were of becoming a sportsman with an official rating within a short time. The men were assigned to sections, and the best sportsmen were designated as instructors.

True, by far not everything went smoothly. Rather quickly, leaders came to the fore, and those who fell behind were determined. A problem arose: what to do with those with whom things are not going for the better. I, the commander, received help from the Komsomol organization. On its recommendation, the sportsmen in charge took those who were lagging behind under their personal patronage.

But then they were discharged to the reserve, having served their terms, and new recruits came. And a great deal had to be started from the beginning. Of course, one does not like to give up lines once they have been attained; however, to hold them, I feel, will not be easy. Why? I'll try to answer.

Guards Sergeant E. Yazanov, the rank and file guards V. Nagornyi and A. Takhtimurov registered for a section of a militarized cross-country race. In the case of Yazanov, things soon worked out well--physically he proved to be better prepared than his comrades. But here in the case of Takhtimurov and Nagornyi, it turned out, supplemental exercises were needed in order for them not to fall behind. But where to carve out the hours and minutes for them? They found only one way out--from the personal time of the soldier.

Of course, it is easier to work with those who prior to their military service were drawn to, say, running, heavy athletics, or shooting. But more often, unfortunately, it was as in the case of Takhtimurov and Nagornyi, who--prior to their call-up--rarely appeared in a sports arena.

As commanders, we must give each one of these laggards a precise recommendation in the selection of one or another form of sport. However, in this problem area we most often act on the basis of groping because we do not have a special method containing a selection of control exercises and tests to determine the abilities of young soldiers, just starting on their road in sports. We cannot solve this problem with our own powers; we need here the help of scientists working in the realm of physical training and sports.

We, the commanders of subdivisions, are also acutely aware of the inadequate nature of the methodological literature dealing with the questions of mass sports. In every company, there must be detailed reports on the training of first-class sportsmen in different type of sports, in which it would be possible to read about how to organize correctly the training in the sections and commands, to find out about its length and intensity, and the regimen of physical loads. For the time being, everything is built on feeling and the personal experience of section leaders.

In connection with the creation of physical fitness, a need arose long ago for trainers capable of speeding up the training process of the soldiers, of elaborating and strengthening in them special qualities and skills. Is it not time to work out, in a centralized manner, a number of training facilities, and to circulate the designs to the units? We are certainly able to prepare them ourselves.

Guards Senior Lieutenant
V. Galkin
Motorized Infantry
Company Commander

Commentary on Criticism

This letter was sent to the editors from the Northern Group of Armed Forces. The questions which Guards Sr Lt V. Galkin raises in it worry many subdivision commanders. Taking this into account, we requested Gen Lt O. Kulishev, who commands the Northern Group of Armed Forces to comment on the letter of officer V. Galkin.

The results in sports attained by the personnel of the company under the command of Guards Sr Lt V. Galkin are indeed high. But I will say at once: such results are fully within the reach of all subdivisions and even units. The company which Guards Sr Lt V. Galkin commands has no special conditions compared to the other subdivisions. The success of the motorized infantry men is due, in the first place, to a well-thought-out, methodologically competent approach to the organization of mass sports, the ability to determine correctly the inclinations of every soldier, the effective activity of the sections in charge of military types of sports.

Without question, the personal qualities of the commander also played a role, his clearness of purpose, persistence in attaining the planned lines. Being supported by the Komsomol organization, making skillful use of socialist competition, the officer was able to attract all soldiers to become actively involved in sports. The sports committee of the Northern Group of Armed Forces (SGV) generalized valuable experience accumulated in this subdivision and disseminated it among all units of the army group.

But not all of V. Galkin's ideas are indisputable in my view. Thus, he complains about the lack of time for working with the laggards. But let us analyze this: The regular training in physical fitness, the daily morning drill, the hours set aside by the order of the day for mass sports activity, the training in the process of practicing for combat preparation in the field, in the tank-drome, on the shooting-range.... Is this time really inadequate? We must add here 3-4 hours of the day-off, which can and must be allotted for the execution of mass contests. It turns out that 13-14 hours per week are earmarked for the physical training of the personnel of the subdivision--and there is no need whatsoever to spend the personal time of soldiers for the purpose of working with the laggards.

The whole point is this: How is the time that is allotted by the schedule for physical exercise utilized--whether with sufficient efficiency, and strictly in accordance with the purpose. Are the cases really rare, for example, when the morning drill is executed sluggishly, is limited to a short run and a few gymnastics exercises? It is clear that the effectiveness of such training is exceedingly low. Taking this into consideration, the command of the Northern Group of Armed Forces, along with some increase in time for the execution of the drill, now focuses the greatest attention on the quality of its organization, its maximal tightness, the intensification of the physical work load.

The individual approach in determining the direction of sports training, about which officer V. Galkin writes, deserves support. But at the same time, it must not be forgotten that the main task is to raise--with the aid of sports--the level of combat readiness and fighting efficiency of the subdivisions.

Therefore, after the direction of mass sports activity has been determined, we must, above all, not proceed on the basis that training in a certain type

of sport will produce high results more quickly or will yield a good "increase" in first class sportsmen; but rather on the basis of whether the types [of sports] cultivated in the unit and subdivision contribute to the acquisition of skills and qualities that promote the mastery of military specialties, the increase in the level of field training, the efficient execution of military tasks. Everyone of us, surely, remembers a case when first class runners, for example, managed to lift weights with great difficulty or similarly qualified weight-lifters could not keep up with their comrades for the distance of a multi-kilometer march-thrust. It is necessary to develop in soldiers a high level of general-physical training and on its basis to perfect, with the aid of training in sports sections and teams, the qualities and skills applicable to one or another specialty.

The author of the letter to the editor with justification expresses his concern about the lack of literature on the subject of organizing mass sports activity in the subdivision, and also about the standard training facilities and other devices--all of which, naturally, affects the quality of training. Here one must express dissatisfaction, first of all, with the training specialists who work in the military scientific and educational institutions, in particular the scientists of the Military Institute for Physical Culture. The interests of the cause demand that they should devote themselves in real earnest to the solution of the problems, part of which officer Galkin has raised in his letter.

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Commander of the Northern Group of
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8970
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OFFICERS PUNISHED FOR FAILING TO ANSWER NEWSPAPER ARTICLE PROPERLY

Moscow KRASNAYA ZVEZDA in Russian 21 Sep 76 p 2

[Article: "Following Appearance of the KRASNAYA ZVEZDA article 'That Is How Hurt Originates'"]

[Text] On 31 January of this year our newspaper published an article entitled "That Is How Hurt Originates." It spoke of weaknesses in the organization of labor, political education work, and leisure time in a military construction detachment, specifically in the company commanded by Lt A. Pishcheyko.

The response to the newspaper article came in a month and a half later. The editors had a right to assume that concrete and effective steps would have been taken and the company put in exemplary order. But the response, signed by political worker I. Zhirkov, consisted mainly of indefinite and slippery phrases, which led to the appearance, on 10 April, of our rejoinder, entitled "They Made a Meaningless, Formalistic Response."

We thought that the newspaper's second article on the same subject would not go unnoticed, that it would elicit an appropriate reaction. But then April passed, May, June, and half of July, and no communication was received. Assessing such prolonged silence as an attempt to brush off criticism, the editors were forced to send a request to the political directorate of the Leningrad Military District for information on steps taken.

Maj Gen V. Rodin, first deputy chief of the district political directorate, writes that political worker I. Zhirkov has been punished strictly for giving a formalistic response to critical newspaper articles. The questions raised by the newspaper were discussed by a meeting of officers, ensigns, and engineering-technical personnel and at a party meeting. Steps were taken to improve party management of the Komsomol organization and political education work and to reorganize the working day of the military construction workers.

Lieutenant Colonel Kravets, commander of the military construction detachment, was given a severe reprimand by the Housing Operations Directorate

of the USSR Ministry of Defense for permitting shortcomings in service work. Senior Lieutenant Shcherbonos, deputy commander of the detachment in charge of political affairs, also received a disciplinary reprimand. Lieutenant Pishcheyko was relieved of his position as company commander.

As the result of these steps military order in the military construction detachment has been strengthened and labor productivity has risen.

As we see, the criticism expressed in the newspaper was timely and useful. And that is why it is surprising that officials whose duty it was to send a timely response to the newspaper did not do so. Therefore, it is not out of place to remark that critical articles in the newspaper must be answered without having to be reminded. This conforms to the principles of the party response to criticism.

11,176
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MILITARY NEWSPAPERS' ROLE IN STRENGTHENING DISCIPLINE

Moscow KRASNAYA ZVEZDA in Russian 21 Sep 76 p 2

[Article: "Strengthening Military Discipline -- Review of the Press"]

[Text] A training year filled with field exercises, firing, flights, and sea cruises is coming to an end in the army and navy. The goals of the year have been to fulfill the historical decisions of the 25th CPSU Congress, struggle for a further rise in unit and ship combat readiness, improve the quality of combat training, and steadily master new equipment and weapons.

We know that during the fundamental changes in military affairs which have taken place in the Soviet Armed Forces such concepts as time discipline, combat duty discipline, the discipline of operating combat equipment, and cooperation discipline have taken root. These new concepts which have entered everyday army and navy life underline the fact that with the current development of military affairs one must act not only quickly and accurately, but correctly, at the right time, and with a high degree of responsibility.

Mar SU D. F. Ustinov, USSR Minister of Defense, spoke of the need to give greater attention to further strengthening military discipline and maintaining regulation order in the units and on ships during his talk at the science-practical conference of army and navy executive political workers.

Our press can do a great deal to strengthen military discipline and regulation order and improve individual educational work with the fighting men. For example, a series of reports published recently under the title "Discipline Is the Foundation of Combat Readiness" in SOVETSKAYA ARMIYA, the newspaper of the Group of Soviet Forces in Germany, told of the experience of various commanders and political workers and how the process of instilling lofty moral qualities, a conscientious attitude toward work, and an active posture in life in general is carried on. The analysis of this work was well presented in the articles entitled "From Knowledge -- to Convictions," "Moral Education During Training,"

"Everyone Is Responsible for Discipline," "Do Not Overlook the Person," and others. Of course, not all of the articles are of equal quality. But they are united by a true idea: discipline is stronger in those units and subunits where daily attention is devoted to individual educational work, where the men are known by their actual deeds, not by information on forms. Specifically, the newspaper devotes a great deal of attention to categories of servicemen such as drivers, emphasizing that high discipline in a driver and his feeling of personal responsibility for operation of the vehicle are qualities that can be taught. They are developed by the whole organizational structure of military service, above all by strict regulation order in the unit and constant checks on the activity of the servicemen who are entrusted with operating the vehicles. The group newspaper not only calls for strict observance of the Rules of Vehicle and Pedestrian Traffic in the cities and on the highways of the GDR but also gives practical help to drivers. SOVETSKAYA ARMIYA has published more than 50 pieces under the title "For Drivers," providing useful advice and recommendations.

The newspaper recently published a letter to the editor by Lt Yu. Gruzintsev under the title "Touch the Strings of the Soul." This young platoon leader raised several pressing problems of individual educational work, to which the newspaper invited reader comment.

NA BOYEVOM POSTU, the newspaper of the Order of Lenin Transbaykal Military District, runs regular discussions with young fighting men about the oath and regulations. The articles which appear under the title "We Are Serving in the Transbaykal" stand out among them for their lively, persuasive style. The articles are permeated with the ideas that the combat skills and high moral-fighting qualities of the defenders of our native land are based on high discipline and exacting performance and that only a solidly unified military collective can perform any mission, even the most difficult, with honor.

In ZASHCHITNIK RODINY, the newspaper of the Red Banner Odessa Military District, the "Saturday readings on discipline" draw attention. Each such article is a deeply sincere talk with the soldiers and contains many interesting examples from military experience in the Great Patriotic War and the daily experience of our army life. A mere listing of the topics of the Saturday readings illustrates their purposefulness: "Alongside You Is ... Your Comrade!" "Military Honor Is a Sacred Treasure," "Master of Weapons and Equipment," "The Strength of Military Morale," and "The Mighty Strength of Traditions." Col Anatoliy Ivanovich Shmakov, Hero of the Soviet Union, conducted Saturday readings on the topic "Our Commander" in one of the subunits. The discussion, which was reported by the newspaper, helped raise the commander's authority.

The newspaper presents experience in educating skillful, disciplined fighting men in articles and reports under the titles "Behind the Lines of the Documents of the 25th CPSU Congress," "Put the Requirements of the New Regulations into Practice," and "Commander, Leader, Teacher." One

senses in the presentation of issues of strengthening military discipline that the editorial collective has a well thought-out, smooth system.

The same thing can be said of the newspapers NA STRAZHE ZAPOLYAR'YA of the Red Banner Northern Fleet and FRUNZEVETS of the Red Banner Turkestan Military District. For example, the newspaper of the Northern Fleet sailors gives a good picture of the working experience of commanders and political workers in individual education of sailors. In the article entitled "Everything Begins in the Collective" there is a detailed story of how the moral climate is shaped in an outstanding crew and how the foundations of high discipline in it are laid. The articles entitled "The Atmosphere in Crew Quarters," "No Right To Be Mistaken," and "The Pedagogy of Punishment" were timely and interesting. The last-named article discusses the moral aspects of disciplinary practice and the commander's ability to make correct use of the rights which the regulations give him.

What has been said above, however, does not mean that there are no shortcomings among these newspapers in their treatment of issues of strengthening military discipline. SOVETSKAYA ARMIYA, for example, has everything necessary to give an extensive presentation of the know-how in individual educational work in those units and subunits which are confirmed as outstanding year after year. And we could point out that the discussion of Guards Lt Yu. Gruzintsev's letter "Touch the Strings of the Soul" has been very sluggish so far. It would appear that the editors have not played the proper organizational role here.

In reading some issues of KRASNOYE ZNAMYA, the newspaper of the Red Banner North Caucasus Military District, one gets the impression that strengthening discipline is a concern for the Komsomol only. There is no need to disprove such a viewpoint. Sometimes questions related to strengthening military discipline are handled according to the principle of "all or nothing" in SOVETSKIY SOLDAT, the newspaper of the Central Group of Forces. These and some other newspapers seldom publish critical or problem-oriented articles and reports.

The military press is expected to provide allout propaganda for the demands of the 25th CPSU Congress and the combat readiness of the Armed Forces and to persistently explain to personnel the crucial importance of discipline and good troop organization for victory in modern battle.

The press should give better treatment of the organizational activity of commanders, political agencies, party and Komsomol organizations, and army and navy cultural-educational institutions in strengthening military discipline and improved coverage of the educational role of socialist competition. There should be broader summaries of the experience of demanding commanders, especially the experience of new officers, ensigns, and sergeants in conducting individual educational work with subordinates and acquiring and using knowledge of psychology and pedagogy.

It is important to use all the capabilities of our newspapers for daily education of the fighting men in a spirit of respect for commanders and leaders, unconditional and precise performance of their orders and commands, and personal responsibility for the defense of our native land. The stronger discipline is the higher the combat readiness of the units and ships will be.

11,176
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IMPORTANCE OF DEVELOPING COMMAND SKILLS IN NEW OFFICERS

Moscow KRASNAYA ZVEZDA in Russian 22 Sep 76 p 2

[Article by Maj A. Drozdov, military pilot 1st class: "Not Only Flying"]

[Text] The profession of aerial fighter is an officer's profession. By itself, this defines its command characteristics and, of course, the service prospects of the pilot. But as we know, by no means all pilots become leaders of large military collectives, subunits and units. What is more, some stay in the position of crew commander for their entire term of service. The development of an officer, certainly, depends on his moral-political and work characteristics and the level of theoretical and flight training.

As Maj Gen Tank Trps P. Manzhurin correctly remarks in his article "Without Discounts for Youth" (KRASNAYA ZVEZDA 28 April 1976), the concern of senior comrades for the growth of new officers and regular, qualified assistance to them are an important condition for rapidly gaining command maturity. After all, if a new officer is left to himself his command characteristics will unfold slowly or perhaps even die away. Time passes and we find that he cannot be promoted higher than senior pilot. And even in this position the officer does not always show himself to be at the level of present-day requirements.

I know from experience that mistakes in work with new commanders are most common where the senior pilot is still considered nothing but the leader of the pair, where no importance is imparted to his significant duties in relation to his wingman both in the air and on the ground. But this is, if I may express it this way, his first on-the-job training as a commander. It is from precisely this category of flight personnel that candidates are selected to fill vacancies as flight commanders.

As an example, Sr Lts V. Pankov and N. Fateyev were a strong pair in our unit. The same age, they came to the regiment together after school. They became rated pilots at the same time. Maj V. Yudakov, an officer with the accurate eye of a methodologist and squadron commander, quickly determined that Pankov was better organized and had better grasp of flying, theoretical training, and organizational talent. He was named senior pilot, with an eye to the future so to speak.

A young pilot, even a capable one, needs regular attention, especially with respect to command skills. Therefore, after reading the order appointing Pankov senior pilot, the squadron commander said the following to him and his flight commander:

"Try to be a leader for your wingman in the air and on the ground. And we will help you in your development."

This "help" turned out to be a whole program to train the new pilot as a leader. The squadron commander and Capt A. Paliy, his flight commander, introduced the officer to the range of command duties which are, of course, broader than the duties of senior pilot. He was assigned to prepare theoretical papers for each successive flight problem and take part in the preparation of methodological aids and making calculations. At the assignment of the flight commander he monitored ground drill by pilots and checked performance of socialist obligations by the airmen of the flight. Such purposeful, thought-provoking work with the men helped the officer in a short time to not only become a real leader but also to gain the knowledge and skills necessary to be a flight commander. And when Capt A. Paliy was recently promoted, Pankov took over the flight and is running it well.

But even now he is not left to himself. The squadron commander has not lessened the attention given to Pankov's development.

For another example, let us take Sr Lt A. Voronin. He is also a new flight commander and things are going well for him too. Great credit for this must go to his squadron commander who perceptively and tactfully directs the work of the young commander and shows great concern for his skill as an instructor and in organizing competition among the collectives of the flight. Voronin too came from the ranks of the senior pilots.

Such cases are common today. The level of work with senior pilots has risen markedly. This is good. Unfortunately, however, experienced comrades are still not devoting enough attention to the effective development of new commanders in all squadrons. In some places the contribution of senior pilots to the development of competition in the collective is underestimated. In observing the actions of leaders of flight pairs and talking with them I have often found that they have everything in order with respect to flying and directing the wingman in battle. They are highly trained and they know their place in flight training well; but, to put it bluntly, they are unable to command their subordinates on the ground because they are taught this skill only sporadically. For example, take Sr Lt S. Ryzhikh, leader of a combat pair. Recently I asked him how things were going with the second crew that belongs to the team which he heads.

"I don't know the details," he admitted. "But you can ask the wingman. He is the crew commander there."

And the wingman, of course, did know. But can the leader be indifferent to the state of affairs in the crew which will be at his side in battle? It was necessary to explain to the young officer that the power of the fire and tactical unit made up by the pair depends largely on ground preparation and that he, the leader, was obliged to have a good knowledge of the work and moral-political characteristics of every airman in both crews and to help them grow militarily. As the flight commander he should take an interest in literally everything: the state of military discipline, combat readiness, progress in professional and political training, the mood of the men, and their everyday life. Only on this condition can one expect that the future commander will acquire the skills of effectively influencing all facets of the training and work of his subordinates.

But when we demand that senior pilots work more with the crews we must not forget that they are mostly new officers to whom the complicated world of command problems is just opening. They must be taught, and assisted. Not overguided, but assisted. Patiently, every day.

As I have already said, the work of Capt A. Paliy with senior pilot V. Pankov provides a good example. But to be completely frank, this work was in large part done on the personal initiative of Captain Paliy and through his experienced intuition of military and everyday affairs. He himself often had to perform the duties of deputy squadron commander temporarily. And at such times officer Pankov took over Paliy's duties. Then it was a matter of necessity that he learn command skills. Where there was no such necessity the growth of senior pilots was slower.

We once followed the practice of choosing candidates for flight commander from the most promising new officers. A special program of command and instructor training was drawn up for them. Today this practice has for some reason been dropped. The concept of "candidate for a command position" still is used, but there is no longer any purposeful work with this group of officers. As life shows, the need for this is quite pressing.

Unfortunately, also forgotten are such regimental-level activities as lecture bureaus for senior pilots, seminars with them, topical meetings between them and commanders where they have a chance to acquire know-how from their senior comrades and leading commanders. It is no accident, therefore, that pair leaders are very constrained in approaching issues of disciplinary practice.

Recently I was working on an analysis of precisely this question, the disciplinary practices of unit officers. The reports were not consoling; the new commanders work primarily with soldiers and aviation mechanics. But we all know that they also have officers subordinate to them. One rarely encounters cases where the leader of a pair has encouraged a pilot or technician. This is not to mention punishment; they consider

this a matter for senior officers and make reference to lack of authority and the like. Is this so? The disciplinary code gives the crew commander significant rights; all that is necessary is to use them skillfully as a broad opportunity for educating subordinates.

I am convinced that the cause of cases of poor discipline in certain flights lies hidden in the fact that their young commanders are unprepared at first for their duties and believe that their one mission is to fly. Their immediate superiors justify their "nonintervention" by pointing to the diplomas of their subordinates, as if to say that it is all right because they had studied the regulation, pedagogy, and psychology at school. This is true; the graduates of our higher schools do have knowledge. But they still must acquire command skills. Experienced commander-teachers can and should help them in this. Only in this way can the cadre problem mentioned in some units and subunits be solved.

11,176
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SCHOOLS' APPROACH TO CADET CHARACTER DEVELOPMENT

Moscow KRASNAYA ZVEZDA in Russian 22 Sep 76 p 2

[Article by Col V. Vovk: "The Department Provides Training and Education"]

[Excerpts] The departments of social sciences at military schools are devoting increasing attention to theoretical interpretation of the meaning of the comprehensive approach and are taking more vigorous steps to put its requirements into practice. This is understandable. The tasks posed by the 25th party congress for party organizations and ideological workers demand steady improvement of ideological-educational work at the military schools. It is essential to achieve a closer combination of theoretical training of the cadets and students with the development of communist convictions and lofty moral qualities in them and to instill skills in educational and organizational work with personnel.

Continued improvement in the planning of the entire training-educational process plays a large part in this problem. This should find expression in current and long-range plans of work in departments and party organizations because these plans are a constituent part of the curricula of the schools and the long-range plans of communist education for the whole period of study. Thoroughly substantiated plans help make more purposeful use of educational factors and achieve greater articulation in accomplishing ideological-educational tasks; this assumes comprehensive use of the most effective forms, methods, and means of affecting the consciousness of the cadets and students. What the departments must do is help students and cadets acquire solid knowledge and develop a communist worldview. Close coordination of the teaching of the social sciences with the everyday practice of communist building and strengthening the defense capability of the country is expected to promote this end.

The science of education is a matter of profound social importance and it must be related to the life of the people. With this in mind, leading pedagogical collectives accomplish educational tasks more successfully by holding classes at enterprises, sovkhozes, and kolkhozes. They invite party and Soviet workers, war veterans, and experienced commanders and political workers to take part in seminars. They make broad use of the possibilities of movies and other technical aids. For example, two film courses, on the history of the CPSU and party political work,

have been prepared and are popular at the Minsk Higher Engineering Anti-aircraft Missile School of Air Defense. (Incidentally, this film course on CPSU history, after polishing at the film studio of the USSR Ministry of Defense, will be sent to all military schools during this training year). Methodologically correct use of film fragments, slides, and epidiastroscope frames greatly increases the emotional force of classes and broadens the capabilities of educators in shaping the communist convictions of cadets and students.

The reorganization of higher education for officers also called forth new forms of classes: individual discussions, theoretical conferences, and writing reference papers. The scientific and pedagogical collectives of social science departments are trying to make more use of them to instill creative thinking and the skills of independent work, which are important factors in development of the individual.

At many institutions of higher education the learning activity of the cadets and students is directed to scientific research very skillfully. It is not accidental that management of the work of the study circles of the military science societies has improved and there has been a rise in the number of students and cadets who participate in all-Union contests for student work in the social sciences, development of reference papers, scientific reports, and literature surveys.

The comprehensive approach to ideological-educational work demanded richer exploration by the departments in the field of the methodology of training and education. There are traveling meetings of departments among the troops, joint meetings of departments from different military schools, and exchange of methodological know-how. Forms of creative cooperation among military social science teachers and the exchange of scientific information on the most important and timely questions of the social and economic sciences have become more diverse.

The internal (within schools) ties among the departments of the social science, military, specialized, and general science disciplines have become noticeably stronger. Joint meetings, review of lectures and textbooks, visits to classes, and close creative contacts help raise the level of party loyalty in the whole training-educational process and enrich the content of the syllabi. The methods councils, commissions, and seminars which are permanent working bodies at the military schools have given a good account of themselves. For example, an interdepartmental commission established at the Perm' Higher Military Command School studies problems of raising the ideological-theoretical level of teaching in the military, specialized, and general science disciplines and strengthening the military-professional orientation of the social sciences.

An organic combination of the theoretical course of study with student involvement in active sociopolitical work demands creative participation by all teachers in the organization of political education work among the nonpermanent personnel. As experience shows, vigorous interaction between the teaching of the social sciences and out-of-class educational

work greatly speeds up the process of forming communist convictions in the students and cadets and enriches the entire training-educational process. Teacher participation in this work gives them a chance to supplement theoretical courses with vital new material and to make the knowledge being presented specifically relevant to timely problems of military building.

Out-of-class ideological-educational work with students and cadets especially stresses the development of the traits of a modern leader. The ability to approach work with initiative and creativity, as demanded by the decisions of the 25th CPSU Congress, to take account of sociopolitical and educational aspects, to be sensitive to people and their wants and needs, and to set a good example in work and everyday life -- brilliant examples of all these can easily be found in both the history of the Communist Party and in its work today.

We may refer here to the out-of-class work of teachers in the department of CPSU history at the Rostov Higher Engineering Command School imeni M. I. Nedelin. Under the direction of teachers the cadets carry on lively correspondences with party veterans, delegates to CPSU congresses, prominent figures in our country, and leading Soviet military leaders and political workers.

Needless to say, the comprehensive approach to ideological-educational work at our institutions of higher education is taking only the first steps. But even now it is apparent that comprehensiveness is one of the most important modern methods of training highly qualified and highly conscious officers. All that is needed is continued, profound interpretation of this method. Continued creative searching is needed.

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FEEDING PERSONNEL PROPERLY IS IMPORTANT FOR MILITARY ACHIEVEMENTS

Moscow KRASNAYA ZVEZDA in Russian 23 Sep 76 p 1

[Lead editorial: "Take a Paternal Concern in Feeding the Fighting Men"]

[Excerpts] A paternal concern for feeding subordinates is one of the remarkable traditions of the Soviet officer corps. It is a duty and statutory obligation of every commander and political worker as well as the daily mission of the chiefs and specialists of the food service.

There are fine opportunities to see that their efforts bring the desired results, that motorized riflemen, tankists, seamen, and airmen have ample, good-tasting food under the most complex conditions of service. The Communist Party and the Soviet Government devote constant attention to providing the Armed Forces with everything necessary for work and for everyday life. The army and navy receive adequate amounts of various food products and up-to-date cooking equipment. Army and navy rations have been upgraded several times in recent years; they are worked out with due regard for the special characteristics of service by the most diverse specialists under the most diverse conditions: in the mountains and the desert, during underwater cruises and on long-range flights.

Generally speaking, the units and ships make skillful use of the opportunities for organizing a full-value diet for the fighting men. In the N unit of the Transcaucasian Military District which was mentioned [not excerpted] at the start of this article, fresh vegetables and greens are served all year and no dish appears more than twice in the weekly menu. The soldiers receive everything required by food norms. The soldiers mess looks attractive: the tables are carefully set, there are pictures on the walls and curtains on the windows, and they even have a "green corner" where flowers are growing. All this has a good effect on the mood of the men and promotes good military work.

Commanders, political workers, and rear officers give special attention to the organization of food service during exercises. Not long ago some subunits of the Samaro-Ul'yanovskaya, Berdichevskaya Zheleznaya Motorized Rifle Division of the Carpathian Military District went into the field for training. Despite the fast-moving character of the training battle,

subunit personnel received three hot meals a day at the right times. The fighting men of the administrative platoon commanded by Ensign F. Boris, for example, handled the assigned missions outstandingly.

Many letters to the editors of KRASNAYA ZVEZDA testify to equally good organization of food service.

But it does still happen that a commander, in organizing the training battle, will forget to give instructions as to when and where the men are to be fed, and during a halt they are forced to restore their strength with nothing but dry rations. There are also cases where permanent mess halls prepare monotonous, bad-tasting food or do not give full portions. Such problems were revealed, for example, in the units where officers I. Ovchinnikov, A. Butov, and I. Kuznetsov are expected to work on food service matters.

Nothing is "trivial" in the work of the food service. Its results depend on how food products are kept (especially during the winter), the qualifications of the cooks and other specialists, the layout and equipment of the mess halls, and the work of the daily detail. Recently Gen Arm N. Lyashchenko, commander of troops of the Central Asian Military District, commended Ensigns N. Korotkov, V. Savoylenko, and others for preserving potatoes and vegetables stored last autumn until the current harvest without any loss. Such specialists are around in all the military districts, fleets, and groups of forces; they are masters of their work. We must see that their know-how becomes the property of all workers in the food service.

Party and Komsomol organizations and people's control committees and groups should give constant attention to questions of feeding the fighting men. The work of storehouse and mess hall gardens, the quality of dishes served, and order in the mess hall -- all these things should be watched by army and navy leaders.

The cook is rightly called the chief figure in public catering. Most of our army and navy cooks receive professional knowledge and skills in special military schools. The graduates of such schools in the Carpathian and Transbaikal military districts have given a good account of themselves. This is also true of schools of the Group of Soviet Forces in Germany. But there are also schools where the educational process is poorly related to practical work, which do not have the necessary graphic materials, and where students are taught little about cooking under field conditions. Not all units have yet organized continued study for school graduates, and sometimes no attention is given to improving their working conditions.

Everything possible must be done to improve the material-technical base of the food service, to build new and rebuild existing mess halls and storehouses according to today's plans, and to eliminate manual labor where machinery can be employed.

The fighting men of the army and navy are applying all their effort and creative energy to maintaining constant combat readiness and mastering

present-day equipment and weapons. Well-organized food service for personnel is expected to promote achievement of this mission and to put our fighting men in the right mood to reach new successes in work and combat training.

11,176

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STAFF OFFICERS HAVE KEY ASSISTING ROLE IN SOCIALIST COMPETITION

Moscow KRASNAYA ZVEZDA in Russian 23 Sep 76 p 2

[Article by Maj Gen Arty A. Pereskokov: "The Staff and Competition -- Practicality, a Creative Approach"]

[Excerpts] At a readers conference in the N garrison officer V. Zinchenko requested that we tell about competition among officers and the role of the staff in organizing competition. Today we are publishing an article on this subject.

Not long ago we had an opportunity to study the working style of the staff officers of the N antiaircraft missile unit. It is led by Lt Col I. Tenen, an experienced and energetic officer. Both he and his subordinates visit the subunits often and see that planned activities are carried out.

Nonetheless, several mistakes and omissions were found in the work of staff officers. Everyone knows that a struggle is being waged among the troops to raise the effectiveness and quality of the training process. Has the staff of the unit commanded by Comrade Tenen been able to find its place in this crucial work? We cannot give an unconditional affirmative answer to this question. In the unit all the recommendations on improving training methodology appear to have been implemented at the proper time. But no one on the staff has looked seriously at the questions: what effect have these steps produced? what must be done to eliminate the tight spots and carry the work begun through to the end?

So Lieutenant Tenen and his subordinates had to hear bitter, but justified criticisms of their work. The staff cannot stand aside from the struggle, the competition to see that personnel fulfill their socialist obligations fully and well. This is a basic obligation. And the excuse that the press of current affairs takes up all the time is not acceptable; as life demonstrates, it is all a matter of precise organization of work, rational use of work time.

I recall Lt Col (today he is a colonel) V. V'yugin, chief of staff of the regiment which I commanded at that time. Vladimir Vladimirovich

came to the staff from the post of artillery battalion commander. He had the characteristic of not being satisfied with past achievements but always looking for and finding new reserves for raising combat readiness. Relying on the party and Komsomol organizations he had skillfully organized competition in the battalion and always won first in the regiment. And when he became regimental chief of staff his enthusiasm infected his subordinates once again. He instilled an interest in competition in every staff officer and studied how to organize it. Lieutenant Colonel V'yugin initiated many steps to improve the effectiveness of competition. In particular, he attached great importance to contests among teams and gave this matter substantial attention. The staff worked out special conditions for the contests. With each new training season the conditions were corrected and, in line with the level already achieved, made more difficult.

The contests began with a struggle for outstanding training in each team member. Then the teamwork of the whole team was checked and the winners in the subunit were determined. The next stage was competition for champion of the regiment. The flawless organization and constant attention of staff specialists raised the prestige of these contests, instilled pride in the fighting men for their teams and subunits, and inspired each individual to struggle to overfulfill obligations.

A good deal of time has passed since then. Socialist competition has become an inseparable part of the training process. Well-organized competition makes it possible to surpass standards, cut time required for high-quality training of specialists, and conserve the working life of combat equipment and materiel. The mobilizing force of competition is universally used by commanders, political agencies, staffs, and party organizations to achieve a high level of combat skill, teamwork in teams and subunits, and the introduction of new, more rational methods of combat training.

While working in the subunits, staff officers study the organization of training time in a close, organic relationship with competition. This enables them to go more deeply into things and find new reserves for raising the effectiveness and quality of specialist training.

When speaking of the role of staff officers in organizing competition in the subunits I will remark that the effectiveness of this role is directly dependent on how the staff officers compete among themselves. Practice suggests that their personal obligations should reflect the issues of raising operational-tactical, military technical, and specialized training, improving work methods in the subunits, participation in generalizing and introducing progressive know-how, and the like.

Many young, energetic, and well-trained officers are now being promoted to command posts. Most of them are handling their duties well. But they sometimes lack experience in organizing the training process and competition. Staff officers take this into account when planning their own work and give new commanders active assistance in accomplishing these missions.

Not long ago I had an opportunity to visit the subunit commanded by Sr Lt Ye. Yurkov. He took over the subunit about one year ago. During this time it has progressed remarkably and won the title of outstanding. Comrade Yurkov deserves great credit for this, of course. But we cannot disregard the fact that his energy, persistence, and constant desire to work were guided by the unit commander, political workers, and staff officers.

For example, staff officers G. Klepikov and I. Orlov, in working out their personal obligations, outlined several steps which could be taken in this subunit. When they got to the subunit they gave the commander a thorough familiarization with the problems to be solved in improving the training process and physical facilities and setting up trainers. By analyzing the know-how of the best subunits they pointed out unused reserves and advised the commander to introduce the accelerated training method for specialists which is used successfully by Capt Ya. Mikhail'chuk. The staff officers helped Senior Lieutenant Yurkov set up qualified and timely checks on progress in fulfilling obligations in socialist competition.

Life teaches that where the commander and chief of the political agency direct staff work in organizing competition skillfully, a high level of effectiveness is achieved and the fighting men make significant progress in training and work.

11,176
CSO: 1801

RECOMMENDATIONS FOR IMPROVING NAVAL SHIP SUPPLY WORK

Moscow KRASNAYA ZVEZDA in Russian 24 Sep 76 p 2

[Article by Capt 1st Rank N. Shatskiy: "Before the Mooring Lines Are Cast Off -- Remarks on Naval Rear Services"]

[Text] The ship on which I was then serving had performed its missions at sea and was returning to base. One could already sense the happy anticipation of the crew which always accompanies the successful conclusion of a cruise and looking forward to meeting relatives and friends on shore. But when we were just, as they say, a stone's throw from base one of the engines began to malfunction. The commander ordered a switch to the backup engine and instructed that the trouble be found and taken care of.

The ship's engineer-mechanic reported that the cause of the malfunction in the engine had been found and that everything would be fixed up in a certain time. But the time passed and the engine was still not working.

"Report, please, what is the trouble?" the commander demanded.

"We were missing some things," the engineer-mechanic reported. "We have found replacements. But the repair will take a little longer than we expected."

The engine was finally repaired, and faster than envisioned by standards. But this work would have required less exertion from the men if the necessary materials had been on board.

Later, when the ship was tied up at the dock, it was learned that one of the administrative workers of the shore service had made a rough, "eye-ball" determination of the ship's need for certain repair materials during preparation for the cruise. It seemed to be a small omission, but during the cruise it meant more work for the men and required them to show resourcefulness in solving a problem which never should have arisen.

Seamen today have at their disposal not only up-to-date ships but also all the many kinds of shore support needed for normal training and life

and accomplishing combat training missions. Ammunition and tools, fuel and lubricants, food, clothing, emergency and rescue gear, and spare parts -- all this and much more which is necessary for an ocean cruise can always be gotten in time and in sufficient quantity. Thus, there are no objective reasons for shortcomings in ship supply.

But a great deal of precise work by all elements of the rear services apparatus is necessary to see that favorable opportunities for ship supply are used properly. No sooner is this precision broken than we have cases such as described at the beginning of the article. They are rare, extremely rare, and usually they concern trivial matters. But even these "trivial" matters can and must be foreseen while the ship is in port, before the mooring lines are cast off.

We must say that most rear services workers understand this and do everything necessary to see that seamen are not short of anything. For example, take Capt 2nd Rank-Engr G. Zolotarev, Capt 3rd Rank A. Maskalenko, and Warrant Officer V. Turuntsev. Each of them in his own position tries to organize the work so that all gear is delivered to the ship on time and matches the ship's needs.

A ship preparing for a cruise usually submits a calculation-request to the supply agency. Officer B. Belovol and his subordinates themselves visit the ship beforehand and help the specialists of the combat sections in determining all needs exactly. This not only cuts delivery times but also makes it possible to avoid omissions in supply.

The enterprising group headed by Capt 2nd Rank-Engr G. Zolotarev has proposed a number of ideas to improve ship supply. The essence of them is a desire to improve the organization of supply on a scientific basis. In particular, they have worked out and introduced check cards for each ship. What does this do? For one, it makes it possible to determine at any time how much technical material has been supplied to the ship. For two, information on the operation of the engines, their degree of wear, and the times when various parts and materials will be needed by the ship are always in front of specialists. For three, these cards enable them to prepare the base better for repair work and to draw up the most rational repair schedules.

Another innovation which permits improvement in rear support for ships has taken root. We all know that ships setting off for cruises have lists of onboard supplies. But for long cruises the loads on ships and engines increase. There is a corresponding increase in the probability that individual assemblies of the weaponry and equipment will wear out. This is an objective process. But to prevent it from leading to undesirable consequences the crew should have everything necessary for repair at hand. On the other hand, a ship setting off on a cruise cannot be turned into something like a storehouse of spare parts and materials. It became necessary to determine the optimal level of supplies which would make it possible to support the cruise in a fast-changing situation without detriment to combat readiness. This level was found.

A group of officers generalized experience with the operation of machinery and use of weapons during performance of training missions on long-range cruises. Malfunctions and breakdowns with which seamen had faced at sea were carefully studied. All this served as the basis for a scientifically substantiated review of the lists of supplies delivered to ships. Recommendations were worked out for repairing engines by the crew at sea.

This approach to the problem permitted a significant cut in the time required to replenish the stocks and examine the equipment of ships returning from long-range cruises. With a general idea of the ship machinery which is expected to be "worn out" when the ship returns shore service workers prepare spare parts, materials, and tools beforehand, without the ship's request form. This is not done in general, it relies on experience with operating the machinery of the particular design of ship on similar cruises.

It is relevant here to recall that the 25th CPSU Congress emphasized the great importance of well-organized supply in the national economy. The words from the document "Basic Directions of Development of the USSR National Economy for 1976-1980" concerning the need to bolster the role and accountability of supply agencies in raising the efficiency and quality of production apply fully to naval rear service workers. It is their immediate duty to improve the support system while achieving a further rise in ship combat readiness.

As we have already stated, most rear services workers understand this and work their hardest. But there are also bothersome omissions. We must see that higher standards and intensified political education work with the men and improvement in their professional training prevent them.

Socialist competition among rear services specialists plays an important part in this. Communists set the tone in competition. When summarizing the results of competition leading officers invariably relate the success of the particular individual or collective to the results achieved by ship battle sections. This is very important because it makes it possible to show each worker of the supply agency his personal participation in the success of the ship crews. And this, in turn, develops professional pride in the men and stimulates initiative in the search for improvements in the organization of supply. Competition also helps in raising the professional training of the specialists who prepare the ship's guns and repair various types of equipment. Here is a broad area for the initiative of commanders of rear subunits and party and Komsomol organizations.

Ship supply is, so to speak, the final point in the work of rear services agencies. But along the way are the warehouses and storage areas, workshops, and auxiliary services where records are kept and so on. All this demands the fixed attention of senior officers, political agencies, and staffs too, especially in analyzing progressive know-how. Specifically, the plan for organizing storage of material which insures

an exact plan: "warehouse -- rack -- cubicle -- part" has worked out well. It would be advisable to introduce such a plan at all rear service organizations where it is needed and technically feasible.

In short, before the ship casts off it should receive everything which the crew will need at sea; it should be delivered on time and in the needed quantity. This is the direct duty and a matter of honor for workers of the naval rear services.

11,176
CSO: 1801

BOLD INITIATIVE OF NEW OFFICER PAYS OFF IN IMPROVED WORK METHODS

Moscow KRASNAYA ZVEZDA in Russian 24 Sep 76 p 2

[Article by Col-Engr (Res) S. Kuts: "A Time for Boldness"]

[Text] The battery was going through comprehensive check training periods. No matter how the missilemen tried they could not achieve an outstanding mark. They rushed and made mistakes. The battery commander was nervous. They were facing the examination for permission to take part in tactical exercises, but everything was not yet in order.

"Authorize me to organize the men's work in a new way," Lieutenant Bukshtynovich asked. "As an experiment. I think a half hour of preparation will be enough."

The major stared at the young officer. "You don't even know the level of training of the specialists."

"That will make the results more objective," was the confident reply.

The battery commander had heard that Lieutenant Bukshtynovich was working on an improvement in the method of preparing missiles. But the major doubted that he had found a way to significantly cut the time required to perform the operations. The lieutenant is probably carried away with some trifle, he thought. But knowing that the lieutenant was a member of the group that would check the battery's readiness for field firing, he gave his authorization all the same. "Go ahead and try."

Lining the missilemen up Lieutenant Bukshtynovich gave them a thorough explanation of the order of actions under the new method. Each man received an assignment. This took about 25 minutes.

The lieutenant was noticeably agitated. It is one thing to experiment with one's own team, but with an unfamiliar team it is quite different. And under the fixed gaze of experienced missilemen. But he gave his commands precisely. When a mistake was made he corrected it quickly and efficiently. Occasionally he redirected men from one sector to another.

The battery commander and the officers standing with him watched the actions of the personnel closely and saw that things were going faster than before. When the stopwatch was read it turned out that the men had significantly surpassed the difficult standard which they had earlier had trouble matching, with a "good" evaluation.

"But is it at the expense of quality?" the major questioned.

They checked. Not a single mistake had been permitted.

"Well, comrade lieutenant, your method deserves attention. Thank you," the major said, giving the young officer a firm handshake.

The critical path schedule of operations which Lieutenant Bukshtynovich was working on had not been finally tested yet or written up in plans. But the main thing was that it had had success in practice, and it was not his own team. Yet there had been times when he wanted to forget the whole thing...

It was a day some time back. They were working hard at the launch site on a regular drill for missilemen. The men worked precisely and skillfully. They had repeated this same thing many times before.

"We work as hard as we can, but for what?" one of the soldiers sighed during a break.

"Yes, there's no improvement," agreed Sgt V. Petrenko, glancing in the direction of the team leader.

Lieutenant Bukshtynovich was looking for a way to gain precious seconds. He was experimenting, but still without success. "Who knows, the men may lose confidence," he thought, listening to the judgements of his subordinates. "We have to search together. I have to involve them."

"We spend a lot of time on secondary operations," Petrenko spoke again in his deep voice. "For example, in removing the camouflage from the launcher."

Bukshtynovich came alive: this was it, the spark, if only he could keep it alive.

"Let's think this over together," the lieutenant suggested.

They began to think and try things out. It seemed simple to remove the camouflage net from the launcher. But when you looked more closely, it was not. Sometimes it would become stuck on some protruding part or bracket. This would take up precious seconds.

"What if we cut the net up into parts?" Petrenko suggested.

"And connect them with a rope run through rings," PFC K. Dannik said to complete his thought.

They made an experimental model and redistributed duties among the team members. Now the camouflage net could be removed a few seconds faster. The first success inspired them. The men began to look more closely at each operation, and to suggest ideas.

"I have an idea..."

The lieutenant had been nurturing this idea for a long time. He had read a great deal about sliding critical path schedules. But formerly he had thought they were more suitable for staffs. What if such a schedule were worked out for preparing a missile? He shared this idea with his subordinates.

The analysis of concrete conditions came later. He spent evenings studying the literature. He made drawings, threw them out, tested his idea in drills dozens of time. In the course of this searching the officer learned that reducing missile preparation time would not, by itself, lead to success. Time, of course, is a very important factor in combat readiness. But there is one other factor, the quality of performance of the operations. How could these two factors be combined?

Many things opened up when he got to work on the organizational side of things. It turned out that missilemen in different subunits worked in different ways. The instructions permitted certain variations in the order of performance of operations. So each commander constructed a plan for performance of the jobs based on personal experience. But what was the best way?

Lieutenant Bukshtynovich, trying to grasp the dynamics of the actions of each specialist, was looking for the most purposeful order of operations, the optimal arrangement of team members. And it seemed he had found it. Missile preparation results in the team improved markedly. And then came the opportunity to test his methods with another team. Its effectiveness was confirmed.

After this Lieutenant Bukshtynovich decided to report the results of his searches to the unit commander. A theoretical conference was planned as part of preparation for tactical exercises in the unit. After listening to the young officer the commander suggested, "Summarize the work experience of all missilemen and present a report at the conference."

This gave the lieutenant wings. Before selecting a final critical path schedule, working out a model of it, and presenting it for general appraisal the lieutenant carefully analyzed a great deal of statistical data on the performance of operations by different teams and discussed his conclusions with his comrades. Experienced officer L. Zadorozhnyi, Ensign A. Belak, and Sr Lt N. Vol'fson, his rival in competition, helped him willingly. By the time the conference opened schedules were prepared which defined all the operations on the critical path, that is, the ones on which performance of the overall mission primarily depended.

Based on these schedules the possibility of redistributing the men to achieve a significant cut in total missile preparation time was substantiated. There was no violation of technical specifications or reduction in the quality of performance of the operations.

Lieutenant Bukshtynovich reported all this at the conference. He backed it up with the results which teams had achieved using the plan. At the end of the discussion the method was approved. Soon critical path schedules developed by the lieutenant were being used in all the sub-units. Their final test came at the tactical exercise with field fire.

The situation at the exercise was complex. Marches, changes in battle formation, working while wearing individual protective gear--the team handled all of these missions well. Finally the battery received the order to deploy on the run and deliver a missile strike against the enemy. Giving the necessary instructions, the young officer tried to stay calm. But his heart was chilled by fear that he might have overlooked something.

The crucial moment arrived. The missile groaned and rolled slightly. The launcher became enveloped in smoke. The officer's heart swelled with pride that he had been entrusted with such a mighty weapon.

"The target is destroyed! Evaluation -- 'outstanding,'" the loudspeaker announced.

This statement put everything in its place.

One might say that Sr Lt Yuriy Bukshtynovich's military biography has just begun. But his very first years of service were for him a time of bold striving. He graduated from school with distinction. When he arrived among the troops he quickly learned to apply his knowledge in practice. This is illustrated by his improvement of the method of preparing missiles, which gave good results and was generally accepted in the unit. The young officer also acquired solid command skills. The collective of missilemen which he commands has won the title of outstanding several years in a row. They are famous for their high level of training. And not long ago the senior lieutenant was promoted.

11,176
CSO: 1801

LASHCHENKO BOOK ON DEVELOPMENT OF NEW OFFICERS PRAISED

Moscow KRASNAYA ZVEZDA in Russian 25 Sep 76 p 2

[Review by Maj Gen V. Komissarov of the book "Ofitsterskaya Yunost'" (The Officer's Youth) by P. Lashchenko, Voenizdat, 1975, 272 pages]

[Text] There are many important events in the life of every officer. One of them, the most significant and decisive, is the time of transition from cadet life to independent life as an officer. Everyone knows this from their own experience. You are filled with knowledge but lack the main thing, practical experience, living wisdom, something which is not given at school and is only acquired in practical work.

And this is the subject of the book "Ofitsterskaya Yunost'" by Hero of the Soviet Union Gen Arm P. N. Lashchenko which the Military Publishing House (Voenizdat) has published: the initial development of the officer, gaining practical skills through work.

The author of the book is a prominent military leader. He has accumulated considerable experience in directing the training and educational process. Gen Arm P. N. Lashchenko shares this experience with young officers. His book gives comprehensive explanations of many intricate problems and tells how new officers enter army service, how they overcome difficulties with the help of senior officers, party and Komsomol activists, and work superiors, how they toughen their will and develop the other qualities needed by an officer.

Gen Arm P. N. Lashchenko's advice and reflections will undoubtedly help new officers find their place in a new military collective quickly, begin independent work more successfully, and show their fullest abilities. As the author correctly remarks, new officers absolutely must receive good advice from senior comrades and attention and support from their teachers and fellow servicemen. Still, help is only a part of it; the main thing depends on the individual himself.

When the former cadet becomes an officer his social position changes abruptly as well. Now he must answer not only for himself but also for his subordinates, for their ideological and moral education, discipline, military skill, and physical conditioning.

The person who has been given the honor of serving as an educator and guide for Soviet fighting men must have not just solid military, political and technical knowledge and assorted practical skills but also excellent party and pedagogical characteristics. General Secretary of the CPSU Central Committee L. I. Brezhnev spoke of what a leader should be like in the Accountability Report at the 25th party congress: "The modern leader must organically combine party loyalty with profound competence, discipline with initiative and a creative approach to work." The new officer too must begin from this instruction in all his activity.

In the first chapter, called "The Officer Joins the Ranks," the author relates the first steps of new officers who have arrived at units, their ideological toughening, military skill, and loyalty to combat traditions. He recalls his own early days as an officer and shares valuable observations and reflections on individual work, the importance of reprimands and commendations in education, and the ability to use them skillfully. The author argues that only the leader who is able to find the positive qualities in each subordinate, rely on them, and eliminate shortcomings on this basis will be successful in educational work.

It is stressed in the book that the most effective way to influence the masses of people has been and remains persuasion, appeal to the person's conscience and consciousness. But of course, this does not exclude being very demanding and taking forceful steps with those who violate military discipline. Youth is no excuse here. Speaking to lieutenants, the author says, "Although you are young you are not children. You have been through serious things and graduated from school. And now just as much is expected from you. No matter how solicitous and experienced your senior officer may be his educational work will not have the desired results if you yourself do not develop within you a need for self-discipline and self-education, internal concentration and organization, and a sense of great responsibility for performance of your military duty."

The author writes very knowledgeably of command training for officers, emphasizing that new officers do not become experienced specialists, mature commanders, and educators right away. In his analysis of training periods in command training he gives special attention to group exercises and short tactical exercises, demonstration training periods, quizzes and instruction sessions, improving methodological skill, and independent work on oneself. The school provides nothing more than the foundation of knowledge; an officer must continue learning all his life. This idea is supported with some interesting examples of independent study by our famous military leaders, in particular I. D. Chernyakhovskiy who, the author tells us, would not part with his library even at the front.

The book reviews questions of the officer's work as an educator of subordinates. The author alleges that the foundation of command authority is the commander's personal example in everything, the unity of word and deed. Authority is a category without which successful command activity is impossible. The author reviews the work of officers to introduce regulation norms in the life of personnel, to insure uniformity between knowledge and performance of regulations, to monitor the actions of

subordinates, and to apply high standards to them every day. This makes the servicemen accustomed to unconditional obedience and exemplary performance of their duties. There is a good treatment of practical aspects of the collective's influence on each serviceman in the educational process. The book stresses that the persuasion method has been and remains the chief method of teaching discipline. There is an especially detailed review of the experience of leading officers in individual work with their subordinates, and examples are cited of skillfully combining large group activities with careful daily work with each fighting man.

Young officers will also draw much that is interesting and useful from the book with respect to such issues as the organization of socialist competition, work with sergeants (their closest assistants), and relying on the communists and Komsomol members. The author gives the new officer many valuable pieces of advice on organizing his working day and using personal, nonworking time.

The pages devoted to problems of molding the officer's field qualities are interesting. These qualities are based on the depth of the officer's Marxist-Leninist worldview, his principled character and self-discipline, purposefulness and determination, steadfastness and boldness, independence and energy. All this is concentrated in the will, in the officer's ability to control his own behavior, consciously direct his activity toward the goals which have been set, and mobilize his strength to overcome difficulties which are encountered. The author gives a number of recommendations on instilling will and character and illustrates them with examples.

In its conclusion the book correctly emphasizes that the lieutenants who arrive among the troops ordinarily have good military-theoretical training and are distinguished by high political consciousness and a desire to perform their difficult military duty as well as possible. The only thing they do not have, as we noted above, is experience in training and educating subordinates, pedagogical skill. That is why helping new officers in their development is an important and urgent task for all commanders, political workers, and party and Komsomol organizations.

The book is written in a good, understandable style and will be read with great interest and benefit not only by new officers but also commanders and political workers of all ranks.

11,176
CSO: 1801

VEHICLE REPAIR DELAYED BY CANNIBALIZATION

Moscow KRASNAYA ZVEZDA in Russian 25 Sep 76 p 2

[Article by Lt Col-Engr A. Zernushkin and A. Tertychnyy: "Filed Under the Letter 'X'"]

[Text] Among the folders and documents in the safes of almost any vehicle repair enterprise one may find a certain , unusually fat file marked with the letter "X" [Russian "kh"]. What does this, at first glance, mysterious designation conceal? The meaning of the letter is easy to decode; it stands for "khraneniye" [storage]. But we all know, of course, that a repair enterprise is not a warehouse and storing things may not be very convenient for it. Nonetheless they must store things. What the repair workers "store" is not at all what they are supposed to be storing. They store vehicles which have come in for repair.

The owners sometimes wait and wait for the vehicle to be fixed. And the repair workers are ready to make every effort to repair it as quickly as possible. But sometimes the vehicles cannot even go into the shop for a long time. Why does this happen?

Let us open the "Storage" file of the enterprise where Col-Engr L. Shamanayev is chief. It contains a thick folder of documents. The most recent ones arrived with a vehicle from the military unit commanded by Capt V. Khimchenko. According to the papers signed by Sr Lt-Engr V. Trifonov, chief engineer of the unit, and Sr Lts Ye. Sokolov and H. Katunov and Ensign N. Voronin, members of the forwarding commission, the vehicle is in good mechanical condition and fully meets all requirements for a vehicle being turned over for repair. But an examination of the vehicle after it arrived showed very different facts. It was short at least 33 parts and mechanisms. That is why the vehicle did not go into the shop. It was put in storage, waiting for the owners to send the missing parts.

Roughly the same story is told by documents from the "Storage" file at the enterprise where Col-Engr P. Monarkha is chief. They received a vehicle from the military unit commanded by Maj Yu. Gorokhov. Receiving

workers were quite surprised to find a half dismantled gear box in the cab. Upon complete examination of the vehicle it was found that about 40 parts and assemblies were missing.

The military unit where Maj A. Dolgikh is head of the vehicle service sent the same repair enterprise a vehicle in even worse condition. It had a "thawed out" cylinder block and was short the crankshaft, carburetor, starter, an induction coil, hydraulic actuator, and other things.

More than 35 parts and assemblies were missing from vehicles received from the military unit where Maj V. Shanin is chief of the vehicle service. This was at the repair enterprise directed by Col-Engr V. Manyugin.

How does it happen that vehicles sent for repair are missing parts, despite regulation requirements? Here is how. According to existing rules vehicles must be sent for repair under their own power. Plainly, in this case the vehicle has to arrive at the enterprise with its carburetor, crankshaft, and other parts and assemblies. But there is an exception to the rule: remote units are permitted to ship vehicles to the repair enterprise by rail. And then, of course, a vehicle may arrive without wheels, even without an engine. Unconscientious people take advantage of this, figuring that all that matters is to get the vehicle to the repair enterprise, that its condition makes no difference.

Of course, the repair workers have the right to refuse to accept vehicles which are missing parts. But who will send the vehicle back? After all, it would be foolish to be sending flatcars carrying vehicles back and forth. So the repair workers send letters to their customers telling them that the vehicle received cannot be repaired because it is missing parts and asking them to send the parts. But to get them to do it is sometimes as hard as finding water in the desert. The correspondence about "storage" grows and grows while the vehicles with missing parts rust away in the open air for months and years, waiting for the parts.

Poor management? It certainly is. It is not difficult to establish the guilty party in each particular case. All one must do is open the safe and take out the plump file marked with the letter "X."

11,176
CSO: 1801

AUTUMN CALL-UP OF RECRUITS INSPIRES OUTPOURING OF PATRIOTISM

Moscow KRASNAYA ZVEZDA in Russian 26 Sep 76 p 1

[Lead editorial: "Under the Combat Colors"]

[Text] The time for replenishment of our valiant Armed Forces has come. As determined by the order of the USSR Minister of Defense published in the press today, the autumn call-up of citizens for active military service will be conducted in November and December. Newly recruited armed defenders of our country will join the army, navy, border troops, and internal forces to replace those being discharged into the reserve.

For several years now our country has drafted young people for military service twice a year, in conformity with the Law on Universal Military Service adopted in 1967. Each call-up takes place in an atmosphere of great patriotic enthusiasm among Soviet people; it is a great event in the life of working collectives. The current call-up has special characteristics; it is being conducted at a portentous time, illuminated by the bright light of the ideas of the 25th congress of our Leninist party, which gave high praise to our Armed Forces and called on Soviet people to continue in the future to do everything possible to bolster the defensive might of our socialist fatherland. There is no doubt that the atmosphere of elevated emotions and business-like practicality generated by the struggle to carry out the decisions of the congress will have an enormous effect on all work connected with the call-up of a new group of young men for military service.

The young men entering military service this autumn have received good elementary military training; more than a third of them have acquired military specializations. An absolute majority of them are communists and Komsomol members and most of the draftees have higher and secondary education. These facts and figures are the result of the economic and social gains of our people, achieved under the guidance of the Communist Party. They are a brilliant indication of the great work which is being done in our country to develop education and bring up the adolescent generation.

Work to prepare young people for military service improves each year. Useful experience in this work has been accumulated, for example, in

Dnepropetrovskaya Oblast. They have established good physical facilities to train specialists for the Armed Forces. More than 50 percent of the schools have their own indoor and outdoor firing ranges. There are well-organized recruitment points at all the rayon and city military commissariats. Constant attention is devoted to the ideological conditioning of young people in the cities and towns of Dnepropetrovskaya Oblast. All this produces good results. More than 80 percent of the draftees sent to the troops by commissariats in the oblast have higher and secondary education and many of them have mastered military specializations in DOSAAF training organizations and the vocational-technical educational system.

Today we say "Thank you" to the army and navy veterans, the heroes of battles and labor, all those who give all their energy, their whole passion, to the noble cause of military-patriotic education of our young people. It is important now to see that our gains are reinforced, to complete our achievement by carrying out the draft precisely, in strict conformity with the requirements of the Law on Universal Military Service.

The crucial role in this belongs to the workers of the military commissariats, for whom the period of most intensive work is now arriving. Their mission is to complete the call-up at precisely the established time, to carry out this major state action to further strengthen our Armed Forces with the proper responsibility. Working together with local governmental agencies and involving the public extensively, the military commissariats must take care to see that the day of call-up is a great day, an important and memorable event in the life of each young man.

The draft commissions have important duties. These temporary, but very important and prestigious governmental agencies carry out the medical certification of the young men and decide whether to draft them for military service or give certain young men draft deferments. These commissions are generally composed of competent people who have a lofty sense of responsibility for the assigned work and are unswervingly guided in their actions by the requirements of the Law on Universal Military Service. All the same, unfortunately, there are inadequacies and omissions in the work of some commissions. Occasionally the principles which determine who is given deferments from the draft to active military duty based on family or other circumstances are violated. Sometimes young men sent to the troops are unsuited for military service for health reasons.

It is very important to have a precise, organized, ceremonial sendoff for the recruits. The duty of the commissariats and local governmental agencies is to do everything necessary to insure that the departure of the young men for military service becomes a demonstration of the patriotism of Soviet people, the invincible friendship of the multinational people of our country, the close tie between the people and the army. Experienced officers, ensigns, warrant officers, and sergeants and petty officers must be appointed to accompany the recruits.

The regular call-up poses a number of tasks for army and navy commanders and political workers. According to the fine traditions established in

many units and subunits work is already underway to greet the new recruits in a fitting manner. The necessary quarters and classrooms for the new soldiers and seamen are being allocated and instructor training periods are being organized for those who will be their teachers. The initial development of the new soldiers and seamen will depend in large part on how their senior comrades treat them. Their participation, sincere friendliness, and daily assistance are very essential to the new arrivals. Correct procedures are being followed in those units and subunits where work is already underway to see that the newcomers feel themselves to be full-fledged members of a strong, unified combat family from the very first days of service.

Inspired by the decisions of the 25th CPSU Congress, Soviet fighting men are persistently refining their combat skill and making every effort to fulfill their lofty socialist obligations with honor and finish the training year successfully. A spirit of creative practicality and high demands of one's military labor reign in the army and navy these days. There is no doubt that the emotionally elevated atmosphere and the great enthusiasm will have a beneficial effect on the new fighting men from the very first day and will help them develop more quickly into skilled defenders of our country, worthy successors to the heroic combat traditions of our valiant Armed Forces.

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PHYSICAL TRAINING IN RELATION TO MILITARY ACTIVITIES IS CRUCIAL

Moscow KRASNAYA ZVEZDA in Russian 26 Sep 76 p 2

[Article by Lt Gen M. Sorokin, first deputy commander of troops of the Red Banner Far Eastern Military District: "The Winners Are the Steadfast and Strong-Spirited -- the Military Specialization and Physical Training"]

[Excerpt] Among the troops of our district, as in the Armed Forces as a whole, the system for physical training of personnel is subordinated to the interests of combat training. It is aimed at raising the combat capability and helping personnel improve their military-professional skills and psychological stability under the most unfavorable conditions of modern battle.

At a certain exercise the motorized rifle company commanded by Sr Lt A. Zayats was ordered to carry out a difficult march of many kilometers to envelop an enemy strongpoint and wipe out approaching reserves. The battalion commander knew that the day before the men of this company had cleared obstacles from a forest road, taken part in an attack, and wiped out a defending outpost. Moreover, they had not slept more than two hours of the preceding 24. He knew all this and still gave the order to this very subunit. Why? The decisive factor was the fact that the personnel of the company commanded by Sr Lt A. Zayats are famous for their outstanding physical conditioning. They run five applied military sport sections and more than 90 percent of the men have top ratings for skiing and paramilitary cross-country. Men like that can be counted on. They did not let him down either. They intercepted and crushed the enemy reserves.

The experience of motorized rifle company commanders Sr Lts A. Zayats and M. Topil'skiy, reconnaissance company commander A. Vlasov, and tank company commanders Capt V. Klochko and Sr Lt A. Nutrikhin shows that progressive methods are successful in combat training by raising the level of physical conditioning of personnel by every means. It is common knowledge that this provides a strong foundation for high combat capability and psychological stability in personnel.

Some new officers occasionally complain that there is not enough additional time for training periods with those who are lagging. The practice of the

best commanders illustrates that in developing general endurance the number of drills is not as important as their intensity and quality. Thus, cross-country training was once the stumbling block for the subordinates of Sr Lt A. Nutrikhin. The allocated time was not sufficient to overcome this lag. But a reserve was found; where they had formerly walked to the training ground, they began to cover the distance by running. It took more exertion and the endurance of the men grew.

Such "intermixed" drills became part of the system, an ordinary thing in most of the units and subunits. And although they continue to give serious attention to training periods at the physical training area and the "scout's trail," the usefulness of drills in the process of combat training is obvious to everyone. If no prepared obstacle course is at hand during field training periods the Far Eastern environment is ready to provide a substitute, summer or winter. It is always possible to pick out a route with natural obstacles that are as tough as manmade ones. Multipurpose training periods are effective; in them tactical or fire training is combined with elements of physical, engineering, and military medical training and performance of the standards for defense against weapons of mass destruction.

A study which deserves great attention was made in the tank regiment where Lt P. Filippov is a member of the sport committee. Military doctors determined during the study of personnel that the level of work capability and combat activism in fighting men who take an active part in sports is 30-40 percent higher than in soldiers who are in worse physical condition.

It is not by chance that a policy has been adopted in the district of developing military-applied types of sport and seeing that all personnel meet the requirements of the VSK [military sport set]. Certain successes have already been achieved: about 85 percent of the fighting men of the district win the VSK badge each year and roughly 90 percent have sport ratings. It is especially instructive that the numbers of rated sportsmen and masters of sport are growing for these events: military multi-event competition; parachuting; helicopter sport; skiing; shooting; paramilitary cross country; weight lifting. In terms of the exercises performed these types of sport are closest to the real actions which personnel must perform in the process of combat training. Moreover, and this needs to be particularly stressed, the physical and psychological toughening of the fighting men is furthered at combat training periods.

That is why, in our view, when summarizing the results of inspections of sports work in the Armed Forces preference should be given to those units which have the best achievements in military-applied types of sport.

Life is increasingly confronting us with problems which can only be resolved through the combined efforts of commanders at all levels, exercise leaders, and chiefs of physical training and sports in units. Unfortunately, the "interconnection" of these common interests often fails to receive organizational and theoretical support. For example, none of the guidelines on physical training contain a methodology for overcoming obstacle courses at night.

But night tactical and special tactical training periods are a standard thing in combat training. The fighting men shoot, drive vehicles, make parachute jumps, assault strongpoints, and cross trenches, obstacles, and marshes. It is relevant to recall that during the war years night was always the ally of the skillful and strong-spirited. Night actions prevent the human being from making full use of one of the basic organs of perception, vision. Under these conditions more is required of the motor analyzer. In other words, the soldier must learn to "see" the ground with his feet, to sense comrades at a distance but not lose contact with them, to hold to a line of attack, and not to become confused when he finds himself alone. These things can only be achieved by persistent drilling.

That is the logic of night battle. It must be understood. Therefore, officers need to master the methodology of conducting physical training periods not only during the day but also at night. And it is best to do this while they are still at military schools.

There was an interesting film festival recently at the Ussuriysk Higher Military Vehicle Command School. At it the future subunit commanders, most of whom are rated sportsmen, saw sport films and the "Military Sportsman" film journals and became acquainted with an exhibit of books and methodological aids devoted to questions of physical and psychological conditioning. Then a discussion of them was held. The cadets learned a great deal, but they also expressed a wish that the films and literature would show more detail concerning the organization of physical training right in the subunits and explain the interaction of physical training and other disciplines more fully.

One may be confident that when they arrive among the troops, the officers who as cadets learned a real love for sports and mastered scientifically sound methodology will be able to instill in their subordinates the characteristics needed in modern battle: unflinching psychological stability, a high level of military skill, and good physical conditioning.

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HIGH STANDARDS ESSENTIAL IN FINAL EXAMINATIONS AT DOSAAF SCHOOLS

Moscow KRASNAYA ZVEZDA in Russian 26 Sep 76 p 2

[Article by Lt Gen A. Popov, chief of the Directorate of Nontroop Training of the USSR Ministry of Defense: "The Authority of the Evaluation -- on the Work of Examination Commissions at DOSAAF Schools"]

[Text] Twice a year new recruits pour into the ranks of the army and navy. A significant number of the young men are trained and educated at DOSAAF training organizations and vocational-technical schools before being drafted for active duty. There they receive the specializations of vehicle driver, radio telegraph operator, electrician, radar operator, and others. Naturally, with such training it is easier for them to master military affairs and improve their vocational skills. And many graduates of DOSAAF schools achieve marked progress in the service quite quickly.

Such progress is possible only if the DOSAAF school graduates received solid knowledge and skills. Unfortunately, not all graduates have knowledge which meets the requirements of actual army life. Sometimes the new fighting men from DOSAAF organizations do not justify the high marks which they were given in their final examinations at the school or club. Therefore, more attention should be given to the quality of specialist training at DOSAAF organizations and to raising the standards applied to cadets at the schools.

An important part in solving this problem belongs to the final examination commissions which are set up by the military commissars at the site of the training organization. The examinations are given under the direction of a chairman, an officer-specialist appointed by order of the troop commander of the military district. The commissariats select the members of the commission, announce the membership in an order, and monitor the progress of the examinations. Practice demonstrates that where the military commissar and the chairman of the commission take a high principled approach to the performance of their duties and are strictly guided by existing requirements with respect to the organization and conduct of final examinations at training organizations the quality of specialist training is usually high.

A commission from the USSR Ministry of Defense inspected the organization and training of vehicle drivers at the Alagir DOSAAF Vehicle School in the North Ossetian ASSR. The school is located in an old building and does not have special classrooms and laboratories. Nonetheless they have organized cadet training well. The young men, mostly from the mountain settlements near Alagir, study the layout of the motor vehicle with great desire and interest and are fairly skillful in servicing vehicles. At a training period in driving the students drove with confidence, skillfully selecting the appropriate way to drive in complex road conditions. Only 12 percent of the cadets tested lacked confidence behind the wheel.

All personnel at the school, including the head M. Ogoyev, speak respectfully of Lt Col A. Kuznetsov, who usually heads the final examination commission for cadets at the school. Officer Kuznetsov visits the school frequently and keeps an eye on the quality of the training periods being conducted and how fully cadets cover the curriculum. He has considerable teaching experience and finds time to conduct training periods for instructors and discussions on methods of teaching driving.

The chairman of the examination commission's constant contact with the collective of the school does not prevent him from being strict and demanding in the final exams. This is illustrated by the following facts. This school year the commission chaired by Lieutenant Colonel Kuznetsov has given examinations in four groups. They were taken by 132 students; of them 44 received good and outstanding marks, 66 got satisfactory, and 22 were graded unsatisfactory.

At first the teachers at the school were upset at Lieutenant Colonel Kuznetsov and considered him too strict and hard to talk to. They told him of the Ordzhonikidze DOSAAF Vehicle School where 90-94 percent of the graduating students were given good and outstanding evaluations. Lieutenant Colonel Kuznetsov was critical of this example. He had served for a long time as chief of the vehicle services of various units and he knew what a poorly trained driver was. He knew how much time and materiel is sometimes required to complete the driver's training or retrain him, and how much concern he causes the commander when he goes off on assignment. Lieutenant Colonel Kuznetsov's refusal to compromise and his regular participation in improving the training process, conducting methods work with instructors and teachers, and refining the physical facilities convinced the teachers that only better teaching of the students would raise the average grade.

Unfortunately, there are still some officers serving as commission chairmen who do not understand their role, permit simplification and indulgence during the examinations, and sometimes even violate the requirements of the Instructions on Conducting Final Examinations. For example, during an inspection in Bekabad in the Uzbek SSR rayon military commissar Lt Col M. Chepkunov reported that the examination commission at one of the vocational-technical schools had completed its work. All the cadets had received positive marks and were now preparing to take tests at the State Motor Vehicle Inspectorate. It seemed interesting to find out how well

trained these young men were, for in a short time they were to be called to active military service with the specialization of driver.

A check inspection showed that the graduating cadets had very poor knowledge and skills in servicing vehicles. They were unable to make the simplest operating adjustments and had not been trained to drive a vehicle on restricted throughways or in reverse gear. One fourth of those tested were graded unsatisfactory for knowledge of the layout and functioning and more than 42 percent were graded unsatisfactory for driving. In essence, many of them proved to be unprepared for independent work as drivers.

This was no accident. Capt B. Gusev, chairman of the examination commission, and Maj B. Khalimov, representative of the military commissariat, took a formalistic approach to their duties. They did not carry out the requirements of the Instructions on Conducting Final Examinations. The condition and potential of the training facilities and performance of the curriculum were not checked by documents and a training group containing cadets who had not finished the program was permitted to take the examinations.

When he was signing the certificates of completion of the course of training for the specialization of vehicle driver 3rd class Captain Gusev did not think of the commanders to whom these graduates would be sent. Nor did he think of the harm this would do to combat readiness in their subunits or to the drivers themselves.

Indulgence and simplification during training periods and even during the final examinations at DOSAAF training organizations and vocational-technical schools still occur. The chairmen of the commissions and the military commissars of the cities and rayons where the DOSAAF training organizations and vocational-technical schools are located often tolerate shortcomings in organization of the training process and lack of well-equipped classrooms, driving practice areas, radio training grounds, winter basins, and other training facilities.

Sometimes certain school directors try to cover up shortcomings in training by overstating grades. The average mark for specialist training at a large group of DOSAAF training organizations this year ranged from 4.3 to 4.7, but check inspections at the sites revealed that the quality of specialist training, especially for drivers, leaves much to be desired.

The training of specialists at DOSAAF training organizations is important work, state work. It requires steady improvement of all training and educational work at DOSAAF and vocational-technical schools. And the high standards of examination commissions in determining the quality of specialists' theoretical and practical training play an important part in this.

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