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MILITARY AFFAIRS

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MILITARY-POLITICAL ISSUES

MILITARY EDUCATION IN NEW ACADEMIC YEAR DISCUSSED

Moscow KRASNAYA ZVEZDA in Russian 1 Sep 83 p 1

[Editorial: "Grasp Knowledge Firmly"]

[Text] A high-spirited atmosphere prevails in the educational institutions of our country today--the new academic year has begun in the public schools, the vocational and technical schools, the tekhnikums and the higher educational institutions. Officer candidates (kursanty) have filled the classrooms, lecture halls and auditoriums of the military educational institutions of the USSR Ministry of Defense. They are full of eagerness to grasp political, military, general scientific and special knowledge firmly, and to gain and perfect the essential qualities of future teachers of subordinates and organizers of combat and political training.

Much was done last academic year in the military educational institutions for further improving the training and education of officer candidates and students (slushateli). The work on strengthening the relationship of instruction to military practice was continued, the scientific potential of higher educational institutions was exploited more fully, and the training materials base was renewed. The Army and Navy received a new contingent of ideologically seasoned, highly trained military personnel, totally dedicated to the communist party and the Soviet Government.

But it should be noted that some graduates, as experience shows, still act hesitantly at first in a complicated tactical situation, do not always know how to unite a military collective and maintain strict, regulation procedure in it, and experience certain difficulties in educational work with the men. Commands, political sections and instructors of higher educational institutions should take this into account in their work, and prepare officers with an eye to the positions they will occupy in the future in the Army and Navy.

The new academic year must become a higher step in the seeking out and introducing into practice of the latest achievements of military science and advanced pedagogical know-how in organization of the training and education processes. The primary attention and efforts in this many-sided work must be concentrated upon intensifying the training process; raising the ideological, theoretical and procedural levels of instruction in social

science, military science, general science and the special disciplines; and ensuring the unity of training, educational and scientific work. Life demands that the work be coordinated closely with requirements of the military and naval forces, in order that advanced experience may be exploited more actively and fully.

The problem of improving the ideological influence of instruction in social disciplines was posed in the June (1983) plenum of the Party Central Committee. The chairs of social sciences, naturally, were called upon to play the paramount role in solving this problem. A high ideological theory content in lectures and seminars, an in-depth study of the classic Marxist-Leninist works and materials from party congresses and CPSU Central Committee plenums, a close connection of theory to the practice of communist construction and to the tasks of strengthening defensive capabilities of the homeland and improving the battle-readiness of the armed forces--this is the foundation, without which success in the training of confirmed, ideologically mature fighters for party affairs is unthinkable. The party spirit of instruction must be inherent in all other chairs as well. Through their joint efforts, these are called upon to teach students and officer candidates the spirit of Soviet patriotism and socialist internationalism, love for the military profession, and constant preparedness to carry out their military duty under any conditions.

As before, great attention will be devoted to tactical operations training in the new academic year. The number of problems to be solved by officer candidates and students in a situation approximating that of combat must increase. Training in the control of subunits, units and ships, and participation in combat training duties, army exercises with field firing and extended naval cruises provide much for the improvement of field, air and sea training. All of these further the most rapid mastery of standard procedures for action and the effective use of modern means of control, combat equipment and weapons in the complex situation of modern combat. The standard procedures for organization of battle become more ingrained for officer candidates and students in such an approach to matters, high qualities of the will are cultivated, and the invaluable lessons of the Great Patriotic War are learned more thoroughly.

Students and officer candidates must acquire during training time, right along with firm political, military, general science and special knowledge, the ability to work with the men. It is essential to inculcate in them the hard facts and standard procedures required for maintaining military discipline at a high level in subunits and units, and aboard ships. Therefore, one of the important tasks of commands and political sections is providing, in military academies, schools and institutes, a strict, regulation procedure which can serve as a standard for the trainees in the future.

The key links in training and educational work are the scientific and teaching personnel. On the part of the instructor, it was said at the June (1983) plenum of the CPSU Central Committee, "there must be not simply the authority afforded him by science, but correctness of personal ideological

position as well, the charm of searching thought, and moral attractiveness of personality." Said with regard to instructors of the social disciplines, these are applicable, without doubt, to all teachers. Just as before, great attention should be devoted to improving the professional skill of instructors, to make them better informed, to generalize and operatively introduce into practice the methods of leading workers and the latest scientifically-based and use-tested methods and forms of training and education. A chair determining the content and ensuring the unity of training, scientific and educational processes is called upon to play the main role in this.

The successful solution of problems confronting military educational institutions in the new academic year will depend to a significant degree upon the goal-oriented work of political organs and party and Komsomol organizations. These are called upon to delve deeply into the content of training, scientific, procedural and educational work; and to strive for improvement of the training materials and equipments base, procedure and organization. The potentials of socialist competition should be exploited more widely for this purpose.

The new academic year has begun. The military educational institutions of the USSR Ministry of Defense have at their disposal all that is necessary for the training of ideologically seasoned, highly qualified officer personnel. Fuller exploitation of these means will make possible a further strengthening of the armed forces and the defensive might of our homeland.

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CSO: 1801/479

MILITARY-POLITICAL ISSUES

RELIABILITY OF WILL INDICATED KEY TO OFFICER SUCCESS

Moscow KRASNAYA ZVEZDA in Russian 20 Aug 83 p 3

[Article by Major O. Nikonov, Red Banner Ural Military District, in the column "From the Lives of Young Officers": "Three Lieutenants Served"]

[Text] Three officers arrived at the same time in one and the same unit for identical duties (commander of a training platoon). They were met with a nice welcoming talk and the friendly advice to advance in the skills of a commander. Lieutenants V. Appolonov, V. Alekseyev and S. Tulachenkov set to work productively, vigorously.

Cheerful, full of life, energetic, Valeriy Appolonov quickly fitted into the collective. The Company Commander could not have been happier: The lieutenant had a completely mutual understanding with the sergeants, and diligently prepared himself for exercises.

And in Appolonov's family there was peace and harmony, or so it seemed in the beginning to all his associates. Indeed, how could they think otherwise, when the wife meets you at the threshold with an unfailing smile and sets a table?

"Perhaps a tiny glass?"

And the next day--just the same....

"Senior Lieutenant Appolonov had many of those 'tiny glasses'," political worker Major Ye. Timiryayev told me. "He turned to the liquor glass increasingly often, even while here for a session with the books and outlines. Drinking bouts began to 'eat up' all his free time. There were occasions when he even conducted lessons according to other people's outlines. He began being late for duty. One day he didn't show up at all...."

Members of the unit's Komsomol committee discussed the officer's unbecoming conduct. After a temporary improvement there was a new letdown. Then they expelled Appolonov from the Komsomol. Subsequently there were other measures as well. They talked, for example, with his wife. "Oh, if only I had known that it would turn out like this," she repeated through her tears, "perhaps I might have dared. If only I had known...."

My acquaintance with Valeriy Appolonov took place during that year when, as he himself sadly joked, his second youth began.

"Well, they've transferred me to another unit, and I've changed insignia and shoulder tabs, but the burden of the past drags and drags.... Once upon a time I dreamed of becoming a great commander--I have a diploma with distinction, you know--but it didn't work out," he sighed, with bitter reproach in his voice and despair in his eyes.

And for whom that reproach?

Lieutenant V. Alekseyev encountered Appolonov more often than his other officer contemporaries. They became friends. Everything came easy to Alekseyev, too. Having assumed an obligation to lead the platoon into the ranks of the outstanding, he fulfilled it. There was not a meeting or conference in the unit where the name of Lieutenant, later Senior Lieutenant, Alekseyev was not mentioned with epithets of superlative degree. The question arose of his being moved up to a company, and friends joked that Volodya Alekseyev "soon would begin to march up the ranks in just the same way."

But then, after one of the inspections, the platoon which he headed was not viewed with pleasure. Unit headquarters decided to postpone Alekseyev's advancement in position. They explained to him how to correct the situation.

However, Alekseyev began to look for causes of a supposedly prejudiced attitude towards himself. Comrades tried to reason with him: That's not the job you undertook, they said. What purpose is served by arrogance and resentment of everyone and everything? He paid no attention.

There started to take place with the young officer that which happens with people not accustomed to, and maybe not even capable of, improving themselves or, more simply stated, carrying out painstaking inner work within themselves. "Enough!" "It has to stop!" "I must control myself!" He couldn't give commands like these to himself. He wanted to take vengeance on somebody, perhaps. It turned out that he took vengeance on his job--and himself.

In a routine exercise on a complex theme for [missile/rocket] director-operators, he went beyond downright violation by junior commanders of the procedures for working out combat standards. Earlier he would have required that everything be rehearsed from bottom to top, would have analyzed errors with each sergeant, and would have conducted additional training; but this time he only brushed things aside with "Aw, I'm fed up."

Shortly afterwards it was noted that he came on duty with a wrinkled tunic, something he had never done before. Within a week he came on duty with bags under his eyes and a strong odor of liquor. The first reprimand from the new battalion commander, alas, did not become a sobering alarm.

What followed cannot even be termed "service"--mere presence on duty.... Formerly one might have said with the first glance at him: military to the bone. There was really a commander's charm in his entire aspect: slender, well-formed, decisive, inwardly collected. But now unhealthy conceit literally cried out from him. Years of dissatisfaction, quarrels and constant demonstrations of resentment went by. Comrades advanced--he remained where he was, and gnawed at himself from within still more, not comprehending that everything depended upon himself, and that he need only be able to get a tight hold on himself.

As we see, the situation was the same--it was necessary for each to control himself, and neither the one nor the other was able to do so. In the final analysis, Appolonov found himself at a new line of departure, so to speak; but Alekseyev recently was recommended for release to the reserves.

The outcome was unquestionably sad. But let's get to the heart of the matter: Why did such a result become possible? If we take the position of Appolonov and Alekseyev themselves, circumstances will appear to be at fault--either one thing didn't happen in time, or another happened unexpectedly, or a third took place accidentally. Officers with whom I discussed this matter consider that a certain role was played here by the fact that educational work with young commanders was poorly conducted in the unit. The young commanders were left more or less on their own, and minor offenses often either were accorded no importance or unimaginative conclusions were drawn in their regard.

But I shall put aside the shortcomings of others, because I wish to focus attention on the problem of accountability of each for his own work, his personal duty, his fate. And accountability rests upon two supports: 1.) A thorough understanding of one's duty, an understanding of that which is necessary; and 2.) will.

In the present case there must be special discussion of will. Appolonov and Alekseyev had ability; but in matters of will, each had shortcomings.

It was another matter entirely, another turn of fate, for Lieutenant S. Tulachenkov. The platoon he received was not one of the small ones.

While still in [military] school, Sergey thoroughly applied himself to tactics--one of the leading subjects in commander training. He found in the subject what others find in mathematics, astronomy or quantum mechanics--precise thought and their strict laws and poetry of inquiry. Thus Tulachenkov's platoon noticeably distinguished itself by especially good coordination and tactical training in tactical exercises. In firing training there were the very same results because the commander showed enviable perseverance in this matter as well, and set a fine personal example for his subordinates. He painstakingly made notes on everything he read about tactics and the development of military thought, equipments and weapons at home and abroad. Learning became like a natural need for him--"my condition of being," as he confessed to friends. "Every day must enrich me with

something." He forced himself to act this way, considering himself still insufficiently well trained. A healthy dissatisfaction with oneself also is a display of will. In order to take a couple of hours a day for independent work, he had to establish a tight schedule for the work week. This required denying himself for a while both his favorite pastimes of fishing trips and hunting with a camera, and limiting himself in much else--everything personal was subordinated to service.

Tulachenkov made the maximum effort to compress time. Instead of the traditional smoking break between lessons, for example, he introduced a ten-minute mandatory physical fitness training period for the platoon--good for the health, and the productivity of studies was greater as well. And at the end of a year nearly the entire platoon had become non-smokers--also a great benefit.

"Where are you going in such a hurry?" asked his fellow officers in bewilderment.

"I'm not hurrying, but catching up," replied Sergey jokingly with an unfailing smile.

It has long been known that an officer is perceived as a person by all the traits of his "individuality". The ability always to be a commandingly collected, precise, accurate, smart-looking and interesting person is especially important. Soldiers--they, you know, are still youths, searching for their romantic hero in real life--don't like the dull ones, but expect their own genuine commander. And they got him in the person of Tulachenkov. They looked up to him, loved to obey him, and valued his opinion.

In brief, his service was turning out to be successful. No, not turning out, for he himself made it so. Once having been designated outstanding, the platoon took a firm hold on that distinction. Then it was recognized as the best in the regiment.

Soon thereafter, Senior Lieutenant Tulachenkov was entrusted with a company, and he coped superbly with the new size task.

But, unfortunately, even he could not avoid serious personal problems, emotions, and even despair. The young lady, with whom he had been friends for many years, didn't want to travel to the remote garrison, and married someone else. This was a difficult trial for the young man. But Sergey "took himself in hand" and didn't weaken.

It so happened that a general inspection was going on in the unit at this same time. Having passed all tests brilliantly himself, he also led the company into the ranks of the outstanding. He accepted as a great reward, and without conceit, routine advancement in duty assignment and non-routine advancement in rank. There was no trace of self-assurance, much less self-satisfaction, in him. Two years later, the commander of an outstanding battalion, Captain Tulachenkov left for studies at an academy. I am confident that he will not betray himself even in the future.

This is how the fates of three young officers crossed each other in one year, in one unit. The three had equal opportunities, and identical duty circumstances affected them. Everything was the same, but the outcomes were dissimilar and, pondering over this, I am compelled to conclude: How very important is the quality which may be termed reliability of will.

It is very necessary in any situation, and necessary to the military person in particular--today, tomorrow and always. This reliability is necessary in peacetime and in the most crucial hour for the homeland.

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ARMED FORCES

INNOVATOR COMPETITION SPURS COMBAT APPLICATION OF TECHNOLOGY

Moscow KRASNAYA ZVEZDA in Russian 20 Aug 83 p 2

[Article by Engineer-Major General Yu. Voinov in the column "Technical Creativity in the Army and Navy": "Introduce Innovations Faster"]

[Text] The first stage of a competitive review "for popularity and high efficiency of scientific and technical creative work" announced by the Inventions Department of the USSR Ministry of Defense jointly with the Central Council of the All-Union Society of Inventors and Rationalizers, the management of USSR VDNKh [The Exhibition of Achievements of the USSR National Economy] and the editorial office of TEKHNICA I VOORUZHENIYE magazine will be concluded this year. And, although nearly 6 months remain before the final tally, it may be said even now that the competition has brought forth many valuable suggestions which have found application in the armed forces, at repair facilities, and in educational institutions. Specifically, definite improvements have been attained in the Strategic Rocket Forces, the Air Force, the Moscow, Kiev, Turkestan and a number of other Military Districts, and in the Moscow Air Defense (PVO) District.

Participation in the competitive review has stimulated more rapid introduction into armed forces usage of all that is best, new and progressive in what the creative work of the innovators has produced. And consequently, it has furthered successful resolution even of such important problems as shortening the time periods for bringing military equipment into combat application and improving the quality and efficiency of its servicing and repair, mechanizing labor-intensive operations, improving personnel training processes, and saving physical assets and financial resources.

The competitive review furthers the raising of the technical level and effectiveness of developments by army and navy innovators, centralized supply of units (chasti) with models manufactured according to the inventions and rationalization suggestions, and growth of interest in the technical innovations being displayed in USSR VDNKh and recommended in various informational publications.

Thus in Air Force (VVS) repair facilities recently, various devices making aviators' work easier were manufactured in the quantity necessary for support of aviation units. Deserving of attention is the experience of those

commissions on invention which, at the same level accorded to the suggestions of their own innovators, view with consideration and interest all information about technical innovations, including brochures of the USSR VDNKh and articles in military newspapers and magazines. In units of the Moscow Air Defense District, for example, about 500 kinds of innovations, adopted from USSR VDNKh and from various sources of information, have found application.

In the unit in which Captain V. Fedotov serves, about 30 innovations being displayed in USSR VDNKh have found application. In their number is a logic tester (logicheskiy tester), an instrument for checking transistors, a simulator (imitator) for communication wire lines, and others. All of these devices are being used successfully, both in the training process and in the repair of equipment. Much that is useful has been adopted from the exhibition, and is being used in the training process and in carrying out scientific research in the Kharkov Higher Military Aviation Engineering School. And at the repair facility headed by Engineer-Colonel A. Padalkin, it has been possible to save several thousands of rubles because of the introduction of innovations being displayed at USSR VDNKh.

There are quite a few such examples. Of course, not all of the adopted innovations are suitable for use in army circumstances in their initial form. Many need design modification with the specifics of application and existing possibilities in mind. However, there is appreciable advantage in the fact that precious time need not be spent in search of technical solutions already found by others.

At the same time, there are still military collectives where due interest in scientific and technical achievements is now shown, and where, because of lack of information, much labor and time are spent in the creation of that which long ago has been created and has proved itself in practice. I can assert with confidence that fruitful technical ideas are not born every hour. Most often they just pop up in the process of solving important and complex technical problems. And even then, what is within the capability of a collective is difficult for single individuals to resolve. And yet, creative energy bears fruit when it finds the support--business-like, active and constant--of commanders, political organs and party organizations, and when the inquiry of one or more innovators, organizationally-backed, assumes a popular nature.

In accentuating the attention of participants in the competitive review to study of the displays of the USSR VDNKh, one must not fail to speak, as well, of that solid help which specialists of the arms of service, Main and Central Directorates of the USSR Ministry of Defense and the directorates of the branches of the armed forces have been called upon to give the participants. This work is being conducted actively in the Main Rocket and Artillery Directorate. Here copies of informational and technical bulletins, which give descriptions of the innovations being displayed at the USSR VDNKh that may be of interest to units and repair facilities, are published periodically in the necessary quantity. In just one such bulletin, 120 descriptions of useful innovations were given.

Much has been done, as can be seen, but even more demanding tasks lie ahead. And among these, task number one is disseminating the accumulated know-how. Of course, it is not always possible, on the basis of brief information, to manufacture one or another device or instrument, or to reconstruct a technology. At times more detailed documentation is required. And here is a new twist to the problem.

"Help me communicate with the author," "Advise as to the address of the enterprise," "How may I contact inventor N?".... The editorial staff of *TEKHNIKA I VOORUZHENIYE* magazine received hundreds of such requests after the rubrics "Recommended for Introduction" and "Innovators' Exchange" appeared on the pages of the magazine. Such letters result from the great interest of commanders of units, repair facilities, military educational institutions and scientific research institutions in the technical innovations being published under these rubrics. Answers, with indication of addresses from which technical documentation may be obtained, usually are not delayed. But even with satisfaction of these inquiries, all is not always well, and complaints in the matter should be presented to certain centers of scientific and technical information, and also to enterprises and organizations--to participants in the USSR VDNKh.

Engineer-Major P. Zaton'skiy, for example, wrote to the editorial staff: "...we applied to the Nikolayevsk Branch of the 'Temp' Scientific Organization of Labor (NOT) Center, and to the Veselinovskiy Rayon Agricultural Equipment Association, with the request to send to our address detailed information and, insofar as possible, the technical documentation on a number of technical innovations (They were being displayed at the USSR VDNKh). Unfortunately, the indicated addressees did not answer our inquiries."

Engineer-Lieutenant Colonel A. Stepan'kov has advised that the materials being received upon request by his military unit are of poor quality at times, and sometimes are not even fully comparable to the sample being displayed. It also happens sometimes that the addresses of developers indicated in the listings of the USSR VDNKh are not in accordance with actuality. For example, in order to obtain drawings of one of the devices which was being displayed in the "Shipbuilding" pavilion, it was necessary to conduct correspondence with four addressees, and this lasted about 4 months.

There are instances when documentation will be sent only on the condition that a reward is sent to the authors of an innovation. Thus, A. Lapshin, chief of the Special Design and Technological Bureau of the Yaroslavl Scientific Production Association "Elektronpribor" ["Electronic Instrument"], advised in response to the request of a military unit to send documentation on three innovations developed by associates of that bureau: The cost of the documentation is 900 rubles plus an additional 1,500 rubles for a supposedly authorized bonus(?) to the authors.

It is to the point to say that quite a few requests for technical documentation of innovations of army and navy innovators are received from industrial enterprises and organizations. Specialists, and the authors of the developments themselves, try to satisfy every request insofar as possible. They

carry out this work during the hours when they are free from combat training and official duties. It is appropriate to note that documentation of this kind is sent free of charge. Only one request is contained in the forwarding letters: Advise whether or not the innovation was accepted for use. And this request, as a rule, remains unanswered.

And finally: Introduction. This subject is not a new one, but its urgency is not declining. Quite to the contrary--the number of unused innovations promising obvious benefit is growing. With what is this connected? Where, and at what stage in the complicated chain of introduction do the rejections occur? The competitive review will help answer these questions.

The effectiveness of the competitive review will be the greater the more opportunities are presented for study, dissemination and practical use by military collectives of the achievements of science and technology and of advanced know-how. The most rapid introduction of these achievements is one of the most important tasks.

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CSO: 1801/477

ARMED FORCES

SEEK INITIATIVE, ORIGINALITY, INDEPENDENCE IN COMMANDERS

Moscow KRASNAYA ZVEZDA in Russian 23 Aug 83 p 1

[Article entitled: "The Commander--Organizer of Battle"]

[Text] Battle is the basic form of tactical action for subunits, units and ships--the only means of achieving victory over an enemy. It is characterized by high mobility, stress, rapid and sharp changes in a situation, and expansion of actions on a broad front and in great depth, on land, in the air and at sea.

Victory in battle, as experience of the Great Patriotic War bears witness, is attained by powerful strikes by all types of weapons, aggressive and decisive actions of the military and naval forces participating in it, maximum exertion of moral and physical strengths of personnel, and high professional skill of commanders--the organizers and creators of battle. The commander is obliged to sort out a situation unerringly, be able to determine accurately the objective of combat actions and the ways of accomplishing an assigned mission, efficiently deploy forces and resources, and coordinate and closely support the actions of forces.

The actions of many of our commanders in training battles are characterized by precision of plans and decisions, high activity, boldness of tactical thought, ability to foresee development of a situation in the dynamics of combat actions, and ability to shift from one type of combat to another. Guards Major V. Orlov, commander of a guards paratroop battalion and holder of the Order of the Red Star, may serve as an example. In the organization of a battle, especially a battle in the mountains, at night, and under other complicated conditions, he always studies "the enemy" thoroughly, sizes up the combat problem, and makes a well-founded decision which provides, as a rule, for surprise actions and effective use of terrain conditions for appearing in the flank and rear of "the enemy."

Experience of the foremost units and ships confirms: Habits of organizing combat actions and firm control of troops come to a commander more rapidly where the most important principle of training--to teach the troops what is necessary in battle--is put into practice without fail. And it is important to strive everywhere to ensure that tactical drills and exercises are conducted in a tense situation, as close as possible to the conditions of real

battle, and that the combat potentials of equipment and arms are skillfully exploited. Every exercise and drill must further to the maximum degree the cultivation of high fighting, moral and political, and psychological qualities in personnel, and must enrich the practice of commanders in controlling military and naval forces.

Unfortunately, this demand is not met everywhere. Exercises, flights, cruises and drills are conducted at times under simplified conditions, in which such most important problems of organization and control of battle as determination of ways of accomplishing missions, work on the terrain to define these more closely, organization of joint action, and combat and logistic support are solved pedantically.

Deficiencies of this kind, as was noted recently at a meeting of the Military Council of Ground Forces, occur in the N-skiy motorized rifle regiment (Central Group of Forces), for example. The situation being created here in drills and exercises doesn't always inspire officers to seek creative solutions to tactical problems, and doesn't further the development of their initiative in battle. Hence the low effectiveness of individual exercises, and instances of stereotyped actions in them. Major V. Karpov and certain other officers displayed insufficient knowledge of the Combat Manual for Ground Troops in the course of a recent tactical exercise, and inadequately relied upon headquarters support in the dynamics of battle. This led to a weakening of control in some subunits, and to uncoordinated actions of T/O and attached subunits, particularly artillery subunits, with respect to missions and times.

The training of commanders as the organizers of battle is an object of special concern to the senior chiefs, higher-ranking political organs and headquarters. It is necessary to strive more persistently to make the forms and methods of officer training, and the organization of commander training, fully responsive to modern requirements, and to further the cultivation of habits of practical action in battle among officers. Training, as well as the conduct of exercises itself, especially the conduct of exercises with combat firing and those having two sides, should be more effectively exploited for this purpose. It is important to try to obtain bold, decisive actions from commanders, not to be guardians over them, and to encourage their independence and initiative in the course of exercises. Only under such conditions will their operational and tactical thinking, and their striving to apply various, more effective ways of accomplishing combat missions and to exploit to full strength the potentials of equipments and arms, be developed.

High instructiveness of combat training measures is the more necessary in that, today, young officers head many subunits, units and ships. Ideologically tempered and well trained in theoretical respects, they need to acquire and perfect the habits of combat leadership. As practical experience indicates, their maturing as commanders will proceed more successfully where an atmosphere of creative inquiry reigns in the officer ranks, where there is superior organization and cohesion of subunits, and where socialist competition actively furthers the growth of combat skill.

To inculcate upon military personnel an appreciation of the new, to aim at seeking out the most effective methods and means of combat actions, and to publicize the experience of the Great Patriotic War and the achievements of officers mature in tactical respects--these are duties and obligations of commanders, political organs and staffs, and party organizations. At the same time, it is important to create in officer circles an attitude of intolerance to laxity and oversimplification, and to the pedantic approach to study of those things connected with actions in various forms of combat.

The range of problems solved by the commander in the course of organizing a battle is broad, from sizing up the mission and making a decision, to the combat and logistic support of forces. And the work of the commander will be the most effective when he skillfully relies upon the active support of the staff, his deputies and the commanders of subordinate subunits and units, and the help of party and Komsomol organizations.

Summer combat training is nearing an end. Soon the concluding drills and tactical exercises will begin in the army and navy, and socialist competition will be summed up. Improving the work of commanders as organizers of battle is one of the most important factors in further improving the battle-readiness of military and naval forces and successfully resolving the main problems confronting the armed forces of the USSR.

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ARMED FORCES

IMPORTANCE OF RUSSIAN LANGUAGE TRAINING FOR PRECONSCRIPTS STRESSED

Moscow VOYENNYE ZNANIYA in Russian No 8, Aug 83 (signed to press 8 Jul 83) pp 24-25, 28

[Article by Special Correspondent F. Popenko: "An International Community"]

[Text] "One cannot walk calmly along this grief scorched earth. On a peaceful March morning in 1943 the fascist punitive expedition burnt Khatyn, along with its residents -- sick and helpless old people, women, children, and even a mother with a week old infant. 149 lives, including 76 children's, were turned to ashes..."

These lines are from a letter just obtained from the students' contemporaries in Minsk Oblast. The scheduled session of the International Friendship Club of Secondary School No 4 imeni V. I. Lenin (Rybach'ye City, Issyk-Kul'sk Oblast) began by reading from this letter. It was dedicated to the 40th Anniversary of the day that the tragically well-known Belorussian village perished. We sit at the last desk with Zura Isayevna Isayeva, the school director. And ahead of us the dark-headed boys and girls do not stir. They listen to the chilling lines:

"Today the bottom frames remain at the site of each of the 29 homes, blackened like charred rock. And above them, like stove pipes on the charred ruins, obelisks crowned with bells are being erected. Their sound is an eternal requiem in memory of those whose names appear on the obelisks, and in memory of the people who were consumed in the fires of 619 of Khatyn's sister villages. After the war the sole survivors miraculously rebuilt 433 settlements. There was no one to return to 186 villages. There, fathers and grandfathers, sons and grandsons, mothers and sisters -- all, down to the last person, lay in the ground of their ancestors."

People bow their heads when they come here. They hear the last request of the residents, made to us through the years: "Let grief and sorrow be replaced by courage and strength, so that you can perpetuate peace and tranquility on the earth, in order that no one anywhere will ever die in such a conflagration!"

The reading ended. And although the letter was written in Russian I saw that its every word had entered the hearts of the children. The class was silent. There were tears in many eyes. It was truly difficult for even the grownups to hold them back.

After a few minutes someone suggested that we prepare an answer today to the Belorussian school children and ask them to lay flowers in memory of Khatyn.

Z. Isayeva and I left the class together. She said:

"The emotional influence of such documents is tremendous. But they are also important because they help our students feel involved in whatever takes place anywhere in the Soviet Union, better learn every corner of our great homeland, its heroic past and glorious present, and help improve their knowledge of the Russian language. I am always happy to attend meetings of the International Friendship Club."

The International Friendship Clubs which operate in many Kirghiz schools truly do help make the children of various nationalities more knowledgeable of the achievements of the fraternal republics. Naturally, correspondence takes place only in Russian. But it is not only in the International Friendship Clubs that the students can better learn the language of the older brother of the Soviet peoples. There are many forms of this work.

Representatives of 16 nationalities, primarily children of shepherds and herdsmen from all over Kirghizia, are studying at the Boarding School imeni A. S. Makarenko in Kara-Balta (V. Botsionova, director). They all live here as a single happy family. While not forgetting their own native language, they all eagerly study Russian, which enables them to communicate with each other.

On the day that we visited the school, U. Beknazarova, the school director, who by the way has worked here for 26 years, gave a talk as part of the "Russian Language Day" program. I would like to quote part of what she said.

"In our state hymn," Utumay Beknazarovna began, "are the words: 'Great Rus has united forever this indissoluble union of free republics...' These words contain profound meaning. All those nations which live today in a happy and united family came to the Russian nation. And, frankly speaking, they came motivated by the supreme needs of life, in order to safeguard their integrity, their dignity, their spirit, and their existence. During the years of the Soviet government, development of national literacy and the Kirghiz literary language has taken place under the direct influence of the Russian language. This has become an important factor in strengthening the social, political and ideological unity of the Soviet people, and the development and mutual enrichment of the national cultures. It has opened to all of our nations broad access to the spiritual riches of world civilization."

V. Milovatskiy, the military instructor, spoke after Beknazarova. He stressed how important it is for every conscript and preconscrip to know the language of Lenin, the language of the older brother of the Soviet peoples. Young soldiers entering the Army, no matter where they may serve, join an international family, with which they can relate only in Russian.

Vasiliy Alikseyevich also explained why it cannot be otherwise: military regulations and instructions are compiled, combat orders are written and commands are given in Russian.

Then in their individual classes the pupils accomplished the assignments given by their teachers. They read poems, wrote compositions, etc.

Among other forms of propagating the Russian language, "Russian Language Day" is traditional in this and many other schools. The boarding class students study Russian intensively from the 1st through 8th grades. The teachers and administration conduct this work comprehensively. Progressing from class to class the children receive ever more difficult Russian language lessons. Widely organized mutual assistance helps to accomplish these lessons. Strong students always come to the help of the weaker; teachers conduct both group and individual lessons.

All the children actively prepare and conduct Russian evening socials and festivals. I will recount some of the topics of one of the recent festivals: "The ABC Holiday" for first graders; matinees entitled "Bread is Our Wealth" and "Books Are Our Friends" for younger pupils; evening socials on the theme "No One Forget" for intermediate level pupils; and the topics "They Defended Their Homeland in Battle" and "Invincible and Legendary" for graduating classes. It is important to note that the older students worked with the younger, thus obtaining additional language practice.

The DOSAAF primary organization, under the leadership of physical education teacher M. Rudenko, actively participated in preparing for and conducting the festival. War veterans and members of the military commissariat spoke to the students. Competition was organized on the topic "Who Knows the Kalashnikov Automatic Weapon Best?"

The Russian language festival program also includes publishing oral journals, wall newspapers and troop news bulletins on the successes of ninth and tenth graders in initial military training and in mass defense work; designing albums and placards on the major battles of the Great Patriotic War and the participation of Kirghiz nationals in these battles; conducting teachers' conferences on books about the Soviet Armed Forces; and viewing and discussing military-patriotic films. Senior class students also write papers on the themes: "We Take Our Example From the Communists," "It is a High Honor to be an Officer," etc., and they participate in debates.

The military and patriotic education of future soldiers and their training for army service is given special attention in the Boarding School imeni A. S. Makarenko. These issues are discussed at party and komsomol meetings and sessions of the local trade union committee, DOSAAF committee and pedagogical soviet. The agenda for one pedagogical soviet meeting was: "On Measures to Further Improve Russian Language Training of Preconscripsts and Strengthen the Military-Patriotic Education of School Students." Many teachers took part in the interesting discussion, which helped outline measures to solve the problem.

The Petropavlovsk Secondary School imeni V. I. Lenin in the Kalininskiy Rayon (V. Lobko, director) and the Kara-Balta Food Industry Technical School (N. Boyko, director) are also conducting considerable work on Russian language study and military-patriotic education. The DOSAAF automotive schools which we visited (Rybach'ye -- E. Esenaliyev, deputy for instructional and educational work; Kara-Balta -- Ya. Simonov, chief; Tokmak Model School -- I. Klimov, chief) are also contributing to improving the Russian language knowledge of preconscripts. There all lessons and extra-curricular activities are conducted only in Russian. Strong students are paired up with weak ones and help them in their studies. The future drivers publish troop news bulletins, conduct discussions and political lectures, read newspapers aloud, etc. All of this helps obtain well trained specialists from training organizations, who are able successfully to fulfill their military duty.

Much is being done in the republic to insure that graduates of secondary educational institutions can speak Russian freely. Children are learning to speak Russian already in preparatory classes. Thanks to the press, the experience of the best of them becomes the property of all. Many papers have standard columns devoted to this. Special attention is paid to work conducted conscripts and preconscripts, both during their classes and outside of class.

Days, weeks, ten-day periods and festivals devoted to the Russian language strengthen the interest of Kirghiz students in the language of their international community. Development of language skills is closely linked to ideological, political and internationalist education. Work is conducted daily on difficult words and lexical items of a military and patriotic nature.

Outside of class, elective Russian courses are available for conscripts. These students study Lenin's behests on defending the socialist fatherland and write and defend papers on the heroic traditions of the army and navy. Tape recordings and records with examples of correct stress and pronunciation are widely used in the lessons. They help in mastering the skills of oral speech.

Work with the weaker Russian language students begins by compiling basic vocabulary listings of military-patriotic terms. Their function is to provide a certain minimum amount of information which is most important for mastering the Russian language course. For example, they give draft age students what they will need in the army: understanding of the provisions of the military oath, orders, commands and instructions.

Later, when the initial minimum is mastered, the lessons include broader material which the students missed during their courses. It is necessary to enrich their active vocabulary and teach them to combine and use words correctly in speech, use various grammatical constructions logically and stylistically, and express thoughts coherently.

It is also important that Russian language teachers and military instructors coordinate their activities. Frequently, texts of a military-patriotic nature which disclose the subject matter of one or another area of initial military training are chosen for dictation and compositions.

DOSAAF primary organizations strive to choose the leaders of military-technical associations from among those who freely speak Russian. Often these are their own former students who have served in the army and returned to their homes.

In many educational institutions, most of which have students from 15-20 nationalities, classrooms are set up to include students from various nationalities. This, of course, helps the children to better and more quickly master the skills of oral speech as they get to know each other. They are placed in dormitories according to the same principle and for the same reason. We were told this in the Kara-Balta Food Industry Technical School and the Boarding School imeni A. S. Makarenko. It is proving its value. After all, in the army soldiers of various nationalities will live and work together.

Language training continues in literature classes. On the one hand the students learn to use the language clearly and expressively in analyzing the artistic features of literary works. On the other hand they gain knowledge of the structure of the language.

The work of the best Russian language and literature teachers shows that it is very useful to memorize sayings and proverbs and compile and guess riddles, charades, linguistic crossword puzzles, rhymed lines, tales about words, and the "Speak Correctly" series of advise for children.

The Russian language information included in textbooks provides great opportunities for the patriotic and internationalist education of the students and the formation of their Marxist-Leninist world outlook. The utterances of historical figures about its richness, expressiveness and power convince each Soviet citizen of the need to know the language of Lenin, Pushkin and Gorkiy.

"The Russian language, which is naturally entering the lives of millions of people of all nationalities, is a factor of exceptional importance in the economic, political and cultural life of the country, in the drawing together of all its nations and nationalities, and in their access to the riches of world civilization," stated Comrade Yu. V. Andropov, general secretary of the CPSU Central Committee, in his report, "Sixty Years of the USSR."

This was also noted at the June 1983 CPSU Central Committee plenum, which took notice of the need to actively implement the decree of the CPSU Central Committee and USSR Council of Ministers on creating conditions supporting Russian language study by the populations of the national republics.

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ARMED FORCES

UZBEK MILITARY COMMISSAR STRESSES NEED FOR PROFICIENCY IN RUSSIAN

[Editorial Report] Tashkent YOSH LENINCHI in Uzbek 13 Jul 83 carries on p 2 a 1500 word article by F. Shodmonaliyev (Special Correspondent for YOSH LENINCHI) titled "Russian Language--The Language of Brotherhood and Friendship." The article reports on a model social-political lecture session dedicated to propagandizing the great Russian language among the mass of workers. Among the speakers was P. Zunnunov, Military Commissar of the rayon. His comments included the following: "Those called into military service, when they enter the ranks of the Soviet Army, must not forget that the great Russian language is the language of communication of the personnel. The Russian language is a powerful instrument in young men's acquiring modern technology and military skill, and in strengthening the cultural-political unity of the army. Therefore it is necessary to conduct prophylactic work and teach better Russian to those called up into military service."

"In working with draft age youths, first of all we set up Russian language study groups on the bases of schools, tekhnikums and uchilishcha. We attracted reserve officers and sergeants to these groups. At present there are 10 groups operating on the territory of our rayon. Over 150 youths are studying in them."

"The 'Zarnitsa' and 'Orlyonok' military sport games are also acquiring great significance in preparing youths for service and teaching them Russian."

"Every year a group of our school's upper class pupils takes a test on primary military education. Of course, in the process of this, too, we give special attention to pupils' communicating in Russian. Russian language is the primary means used in carrying out civil defense matters and in conducting various lessons on the farms."

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ARMED FORCES

KAZAKH MILITARY INDUCTEES DEFICIENT IN RUSSIAN

[Editorial Report] Alma-Ata QAZAQSTAN MEKTEBI in Kazakh No 8, Aug 83 carries on pages 3-10 a 3,600-word article by KaSSR Minister of Education Q. Balakhametov summing up the 1982/1983 school year and looking to the future. The article is published as the "Lead Article" of the issue.

Balakhametov's article touches on a number of advances and problem areas of the recently past school year. Singled out among the former are the now completed transition to universal middle school education in the republic and the continued buildup of the material and technical base for education in the KaSSR. Among problem areas are boarding schools in general, their food services in particular, professional and technical education at all levels, construction lags, especially with regard to pre-school facilities, shortage of specially adapted materials for training nationality teaching cadres ("translations from other languages are not adequate") and problems with Russian and native language instruction in nationality schools.

In particular, Balakhametov complains that up to 4,000 Kazakh youth inducted into the military each year are deficient in Russian due to poorly trained teachers and inadequate instructional resources. In terms of native language instruction, Balakhametov notes the great amount of criticism advanced recently, but makes few concrete proposals. The problem of Russian-language instruction is in fact devoted much greater space. Also discussed by Balakhametov are unspecified "deficiencies" in Atheism instruction.

CSO: 1832/108

GROUND FORCES

HIGH-SPEED TANK EXERCISE DESCRIBED

Kiev PATRIOT BAT'KIVSHCHYNY in Ukrainian 11 Sep 83 p 3.

[Article by Maj V. Sydorenko: "The Company Accomplished Its Mission: A Report"]

[Text] The tank crewmen were busy at various training locations when the signal to assemble was given: the driver-mechanics were working in a technical classroom at the tank training area, while tank commanders and gunners were at gunnery training. Duty vehicles quickly delivered the men to their unit.

"Lieutenant Protsenko's platoon takes the point," the company commander announced, and in a firm voice gave the operation order: "The platoon's mission is to prevent an 'aggressor' surprise attack on the column and to secure for the company advantageous conditions for engagement."

Thus another tactical exercise began for the tank crewmen, in the course of which they would be firing regular live combat rounds.

Lt V. Protsenko issued the operation order to the tank commanders and designated a recon vehicle. Jr Sgt Mikhail Vit's tank headed out to conduct reconnaissance. It was not mere happenstance that this mission was assigned to this crew. All crewmen are exemplary in training and performance of duties. At this exercise each crew member pledged to perform all missions and meet all performance standards with a mark of excellent.

Driver-mechanic Pvt Vasyl' Nikolayev confidently proceeded to move out, while the tank commander and the tank gunner, Pvt Fanis Mynnekhanov, manned the vision devices. They kept their eyes peeled for signs of the "aggressor."

Lieutenant Protsenko headed up the march security column. Soon Junior Sergeant Vit' radioed that a tank, followed by an armored vehicle with a recoilless gun, and infantry, was moving from a wooded hillside. The point tank commander also communicated his decision -- to halt his tank and knock out the "aggressor."

Protsenko realized that Vit' had encountered the "aggressor's" march security and that larger forces should be coming up behind it. He therefore reported the situation to the company commander, while he himself made the decision to deploy the platoon into combat formation and to destroy the advancing point vehicles with an attack while rolling.

Receiving the go-ahead from the commander of the advance party, the point vehicle's gunner opened fire and hit the tank with two rounds. And when the entire platoon proceeded to attack, the junior sergeant wheeled his tank from its protected position and joined the platoon.

While the advance party was engaged, the company commander gave the command to the platoons and support weapons to deploy into combat formation to meet the "aggressor" main forces. He led one platoon down a hollow, to bypass the wood, with the intention of hitting the approaching column in the flank.

Nor was the "aggressor" napping. Evidently the party on the point, which had engaged, had been able to alert the main force to the encounter with our advance party. And when the company's tanks reached the edge of the woods, the company commander saw that the "aggressor" tanks and an infantry-carrying APC had already deployed into combat formation. The situation demanded immediate, resolute actions by the tank crews. The officer radioed the command to attack. Lieutenant Protsenko's tankers delivered fire from ambush on tank-threat targets. Tank gunners Pvts Viktor Deynychenko and Fanis Mynnekhanov destroyed their target with accurately-placed rounds. Immediately all the company's tanks proceeded to deliver intensive fire. The tank commanders were skillfully providing target designation. Sr Sgt Serhiy Stefanenko displayed a high degree of proficiency. His target designation communications were concise and accurate; he flawlessly indicated range to target.

Maneuver, attack at high speed, and skillful fire control ensured the company success in this swiftly-moving engagement. It is true that not all crews hit their targets. Because of mistakes made by driver Farid Gimadeyev, tank gunner Jr Sgt Rashid Girfanov failed to destroy the vehicle-mounted recoilless gun. There were also no hits in some of the machinegun targets. Unquestionably contributing factors included haste, somewhat inaccurate target designation by tank commanders, and insufficient gunner practical experience in delivering fire under conditions maximally approaching actual combat. In spite of certain deficiencies, the company succeeded in accomplishing its assigned mission. The tank crewmen confirmed by word and deed their designation of leading-performance subunit in weapon and tactical training.

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AIR/AIR DEFENSE FORCES

INTERVIEW WITH MAR AVN KUTAKHOV ON AIR FORCES DAY

Moscow VOYENNNYYE ZNANIYA in Russian No 8, Aug 83 (signed to press 8 Jul 83) pp 2-3

[Interview by VOYENNNYYE ZNANIYA correspondent: "Masters of Winged Lightning"]

[Text] Pavel Stepanovich Kutachov, Hero of the Soviet Union, Honored Military Pilot of the USSR, chief marshal of aviation, was born in the town of Malokirsanovk (presently in the Kurganskiy Rayon, Rostov Oblast). He graduated from the Stalingrad Military Pilots School. During the Great Patriotic War he was in combat on the Leningrad and Kareli fronts, was a squadron commander and deputy commander, commanded a guards fighter air regiment, completed 367 combat missions, and destroyed 42 fascist aircraft in individual and group aerial battles. During the post-war years he completed the Higher Officers Aviation and Tactics Courses, the Military Academy of the General Staff of the USSR Armed Forces imeni K. Ye. Voroshilov, commanded aviation large units and formations, was first deputy commander-in-chief of the Air Forces beginning in July 1967 and commander-in-chief and deputy USSR minister of defense beginning in March 1969.

Our correspondent asked Pavel Stepanovich to answer several questions.

[Question] Comrade Chief Marshal of Aviation! Please tell us about the creation, development, and stages of the Soviet Air Forces.

[Answer] Our military aviation began on 10 November 1917. Three days after the victory of the Great October Socialist Revolution, V. I. Lenin signed the order creating the Bureau of Commissars for Aviation and Aeronautics. Twelve crews with dilapidated, worn out airplanes--that was the start of the Soviet Air Forces.

Their combat traditions were formed and strengthened during the Civil War, and the best qualities of Soviet military aviators were tempered in the fire of battle: utter devotion to the ideals of communism and to their people, revolutionary vigilance and iron discipline, unbending staunchness and courage, a high level of flying skill, and initiative and daring in battle. There were 219 Red Air Force pilots and air observers awarded the Order of the Red Banner; two of whom earned it twice, and five three times.

Our people, led by the Communist Party, were able to develop a first-class aviation industry in record speed. Soviet aircraft made their mark through a cascade of world records. With love and pride the Soviet people in the 1930's pronounced the names of V. Chkalov, M. Gromov, V. Kokkinaka, V. Grizodubova and many other courageous conquerors of the skies.

Our Air Forces obtained excellent combat aircraft, and foreign military adventurists fully felt the might of their strikes in the battles at Lake Khasan, the Khalkhin Gol River and the Karelian Isthmus. Soviet pilot-internationalists fought courageously in the skies of Spain and China.

Osoaviakhim [Society for Assistance to the Defense, Aviation and Chemical Construction of the USSR] made a significant contribution to the development of our aviation. This is attested to by the fact that from 1930-1941 its Aviation Clubs trained 121,000 pilots.

Along with the other armed services and branches of arms, the Air Forces successfully withstood the severe trials of the Great Patriotic War. The brave Soviet eagles unwaveringly entered battle against numerically far superior enemy forces and were victorious, boldly penetrating the densest screen of fire to strike targets, and when the situation and their military and patriotic duty dictated, throwing their planes into aerial penetrations and penetrations by fire. They accomplished more than 3 million combat flights, carried out hundreds of thousands of aerial battles, and destroyed 57,000 of Hitler's aircraft in the air and on the ground.

The Communist Party and Soviet Government valued the accomplishments of the aerial warriors. More than 200,000 aviators were awarded orders and medals; 2,420 became Heroes of the Soviet Union; 65 pilots earned this high award twice; and the famous Soviet aces, now Marshal of Aviation A. Pokryshkin and Col Gen Avn I. Kozhedub, earned it three times. By the way, the Defense Society is justifiably proud that more than a third of all military pilots who are Heroes of the Soviet Union obtained initial aviation training in their air clubs.

[Question] Comrade chief marshal of aviation, could you recall battles in which you participated and the pilots who fought along side of you?

[Answer] At the beginning of the Great Patriotic War our fighter air regiment fought in the skies of Leningrad, and from July, 1941, repulsed the attacks of fascist aviation on Murmansk, Archangel, Polyarnyy and Belomorsk, and covered the troops and facilities of the Kareli Front.

I remember an aerial battle in the Luostara region, where 8 of our fighters met 18 enemy aircraft. We destroyed five enemy planes and returned to our base without losses. Excellent flying and tactical skill, and teamwork and mutual assistance in battle ensured our success.

I would like to talk about my combat friends and comrades who courageously fought the hated enemy. We war veterans carefully save in our personal albums small photographs taken at the front, already yellowed with age, and our registers of combat flights and aerial battles. They constantly remind me of the people with whom I destroyed Hitler's buzzards and blocked his airfields. Among them are Aleksey Khlobystov. He and his commander, Pozdnyakov, destroyed four fascist planes in a single aerial battle (two by ramming attack) and prevented the enemy individually and as a flight group member from reaching Murmansk. Ivan Bochkov destroyed 39 enemy aircraft.

Guards Lieutenant Ye. Krivosheyev demonstrated outstanding combat skill, resourcefulness and courage on every flight. He joined the regiment on 7 May 1942 and on 9 September of the same year died a hero's death making a ramming attack to save a comrade. In 126 days the pilot accomplished 96 combat flights, carried out 29 aerial battles, and destroyed 6 enemy aircraft personally and 15 as a group member. I also recall Aleksey Nebol'sin who repeated the feat of Nikolay Gastello, and many other fearless pilots. The younger generations of aerial warriors have learned, learn and will continue to learn from their examples.

[Question] And how would you characterize the present stage of the development of the Soviet Air Forces?

[Answer] Currently the Air Forces, due to the tireless concern of the Communist Party and Soviet Government, have the most modern combat equipment and highly qualified cadres.

Our aviation has become missile carrying, all-weather and supersonic. It uses widely the latest achievements of the scientific and technical revolution. Missiles, including guided missiles, constitute a significant part of the on-board armament of our combat aircraft and helicopters. For example, air-to-air guided missiles are the main weapons of fighters. To destroy small and especially important targets, our fighter-bombers and tactical bombers are armed with air-to-surface missiles of various ranges and yields. Helicopters have anti-tank guided and unguided missiles for combat against tanks. On-board equipment on aircraft provides for automated flight at any altitude out of sight of land, and search and aimed target kills by all weapons under difficult weather conditions.

[Question] The entire history of our Air Forces speaks of the heroism and courage of our aerial warriors. How is the current generation of aviators multiplying the glorious combat traditions of the Air Forces?

I can say with confidence that the Air Forces personnel of the 1980's are in no way inferior to their predecessors from the pre-war and war years, and exceed them in education, overall culture and physical tempering. Mass heroism is just as characteristic of them as it was to the older generations. For example, the selfless actions of military pilot, now lieutenant colonel V. Sheherbakov, Hero of the Soviet Union, former member of the Vitebsk Air Club of DOSAAF, are a worthy example of loyalty to one's military duty. As the CPSU Central Committee noted at its June 1983 plenum, the people rightfully call our army and navy schools of courage, diligence and high morality.

The best qualities of Soviet aviators are demonstrated more tangibly and visibly in critical situations which sometimes occur. Recall the popular song "The Vast Sky." It is about the feat of pilots who do not abandon their plane after an aerial accident because it is located above a populated area. This is a true fact. I note that older, experienced pilots were in that crew. On another occasion something similar happened to 20 year old student P. Shklyaruk. The engine on his aircraft died during a training flight. Saving the people's lives, he intentionally tipped the plane over on its wing and fell into a river. He died a hero.

Our troops are growing up and maturing during peacetime. They are engaged in everyday military work which is not always in the public eye, however, each of them dreams of heroic deeds and is prepared for them. The aviators of the 1980's have had passed down to them from their fathers and grand-fathers great love to for homeland and hatred toward its enemies, courage and fearlessness, friendship, military comraderie and internationalism.

[Question] Aviation is on the cutting edge of scientific and technological progress and places special demands on a person. What would you advise youth who are preparing to enter the ranks of the winged defenders of the homeland?

[Answer] Yes, the high level at which we have been technologically equipped and the new weapons are causing serious changes in all areas of military affairs, and are placing very great demands on the moral, political, and military and psychological qualities of Soviet soldiers, including aviators.

First of all they must be distinguished by utter devotion to their homeland, our party and the Soviet people. They must demonstrate the highest vigilance, skillfully operate their weapons, and be in constant readiness to guarantee an immediate rebuff to any aggressor.

As is well known, military service involves lengthy psychological and physical burdens, and with actions frequently carried out under extreme conditions. This demands from each soldier and officer constant manifestation of firm spirit, high nobility, readiness for any ordeals, excellent physical training, strong nerves and a firm will.

Soviet pilots have always been in the first ranks of the discoverers of the unknown, and have courageously undertaken exploits which multiply the glory of the fatherland. They are characterized by boundless love for their profession, courage, decisiveness, desire to know the unknown, a strict and demanding regard for each of their steps in life and service, high conscientiousness, discipline and application.

To those who love the sky I can, from the experience of my own life and that of my comrades in combat, say with full justification: dedicate yourself to aviation--it is wonderful! Every youth can show his talent, will and courage in the difficult and glorious pursuit of mastering the fifth ocean. The path to the sky is the path of courage and heroism.

However, I would like to stress that in order to become a good pilot one must know and be able to do a great deal. Excellent marks in all school subjects are not enough. Additional studies in the exact sciences and good familiarity with the history of aviation and the biographies of Soviet aces are also necessary. Finally, good skills in dealing with equipment and training in sports are necessary. DOSAAF circles, sections and clubs provide invaluable assistance in this regard.

And first of all, the youth must sacredly fulfill Lenin's behest--to study communism, and with his whole life, convictions and deeds confirm is unwavering loyalty to the immortal ideas of Lenin, the party and the socialist fatherland.

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AIR/AIR DEFENSE FORCES

DEVELOPMENT OF SOVIET AVIATION OUTLINED

Moscow KRYL'YA RODINY in Russian No 8, Aug 83 (signed to press 12 Jul 83) p 13

[Article: "The USSR is a Great Air Power: Supersonic, Missile-Armed, All-Weather"]

[Text] The implementation of Communist Party directions on accelerating technical progress and its constant concern for developing the country's basic and applied sciences have created every condition for our Air Fleet's transition to a new and even higher technical level in the sixties and subsequent years. In close coordination with science organizations, design collectives successfully resolved problems of aerodynamics and aircraft dynamics, their configuration, structural strength, creation of aviation engines for aircraft and helicopters of varying power, including very high power, and the creation of flying and navigation equipment and weaponry. Automatic equipment, electronics and computer equipment making it easier to fly and employ weapons at any speed, including supersonic, and at high and low altitudes received more and more emphasis in the set of flight equipment.

Aviation took a new quality leap in its development on the basis of achievements of aviation and related fields of science and technology and all fields of industry. Aviation became jet, supersonic, missile-armed and all-weather aviation. Modern aircraft can develop a speed up to 3,000 km/hr and climb to an altitude of over 30,000 m. Line units quickly mastered the variable geometry wing aircraft and the vertical and short take-off and landing aircraft.

A transition to a new and technically higher level not only of fighter aviation, but also of other air arms, began in the 1960's and is continuing successfully. The aircraft of long-range aviation became high-speed and high-altitude aircraft. The crews of missile-armed gas-turbine aircraft with a high load-carrying capacity and flight range received the capability of hitting enemy targets without entering the killing zone of his air defense weapons.

Significant changes also occurred in military transport aviation, which received heavy-freight aircraft capable of flying long distances nonstop and taking aboard practically all kinds of combat equipment--various caliber guns, tanks and infantry fighting vehicles together with their crews. The fuselage of the An-22, for example, which for several years was the largest transport

aircraft in the world, accommodates large-sized cargoes with an overall weight of up to 80 tons without difficulty.

Thousands of Muscovites, capital visitors and millions of television viewers long remembered the impressive air parade in Domodedovo held on 9 July 1967 in honor of the 50th anniversary of Soviet power. It showed that as a component of the Soviet Armed Forces our aviation is at the level of demands of the time in its outfitting and in the schooling of flight personnel, and that it is capable and ready to perform the most difficult missions of defending the Motherland against any aggressor's intrigues.

Our aviation has developed wonderful cadres of pilots and navigators with higher education, engineers, highly educated specialists of various trades and genuine patriots of the Soviet Motherland. The tactical proficiency and moral-combat qualities of our aviators have strengthened, which was repeatedly displayed vividly in exercises in a situation approximating combat to the maximum.

The aircraft and engine builders and personnel of all air arms, including civil aviation, gladdened our people more than once with major achievements in the creation and development of new models of aviation equipment. This is shown by an entire cascade of world flight altitude and speed records with various payloads established by our pilots in series-produced craft since 1967. The achievements of Pilot A. Fedotov are worth highlighting in particular. In July 1977 he reached an altitude of 37,000 m aboard a Ye-266M aircraft with loads of 1,000 and 2,000 kg and in August he set an absolute world record by climbing to an altitude of 37,650 m in that aircraft.

Pilot P. Ostapenko demonstrated high proficiency in mastering new equipment. He flew 1,000 km at an average speed of 2,920 km/hr in series-produced aircraft with a load of one and two tons. The crew of Pilot A. Tyuryumin set an example for the ability to take advantage of capabilities of the new technology. In three flights made in July 1975 it set over 20 world flight speed records with a heavy cargo over distances of 1,000 and 5,000 km. For example, on 7 July the Il-76 piloted by A. Tyuryumin and having 70 tons of commercial freight in the fuselage flew 1,000 km at an average speed of 857.6 km/hr. Naval pilots demonstrated the high qualities of their M-10 jet flying boats, turboprop seaplanes and the M-12 Chayka amphibians. They possess all world records registered by the International Aeronautical Federation (FAI) for these types of aircraft.

The technical refitting of Aeroflot subunits went on simultaneously with that of military aviation.

The cruising speed of modern Tu-134A, Tu-154 and Il-62M passenger liners is from 850 to 900 km/hr. Up to 80 passengers are accommodated in the lounges of the medium-distance Tu-134A, the long-distance Tu-154 accommodates 100 persons more and the intercontinental Il-62M accommodates almost 200 passengers. Its flight range is 10,500 km with a cruising speed of 900 km/hr. Three-fourths of all air passengers use these reliable, high-speed liners. The wide-body Il-86 airbus, with lounges accommodating up to 350 passengers, is being

mentioned more and more often in the flight schedule on intraunion and international lines of medium distance.

The volume of shipments of urgent cargoes and mail being handled by Aeroflot subunits also increased considerably in these years, facilitated in particular by the series production of the Il-76 aircraft. Its fuselage accommodates up to 40 tons of large-sized cargoes with which it is capable of flying nonstop for 5,000 km at a speed up to 850 km/hr. Thanks to a multiple-wheel undercarriage with low-pressure tires this heavy aircraft can be operated on dirt airfields. In the last two years aircraft and helicopters delivered over 1.5 million tons of urgent cargoes just to the area of the West Siberian oil and gas complex.

Each year civil aviation pilots expand the sphere of services to various sectors of the national economy. They are especially active in assisting rural toilers in fighting to fulfill the Food Program. Last year, for example (in 1982) pilots treated more than 102 million hectares of agricultural lands by the aviation-chemical method.

The last decades have become noteworthy for Soviet helicopter construction as well. The industry placed several types of these craft in series production that had been created by design collectives with the assistance of scientific organizations. Among these craft is the Mi-10 "flying crane" with a rotor diameter of 35 m and a flying weight of 43,100 kg. Fitted with two turboprop engines with a total output of 11,000 effective horsepower, it became a serious assistant not only in carrying large-sized heavy cargoes, but also in performing many kinds of installation work at various construction sites of the last five-year plans. A helicopter with coaxial configuration and two high-power turboprop engines became an effective assistant to navymen in guarding the maritime borders. The lighter multipurpose Ka-26 with a coaxial configuration and two piston engines of 325 hp each found the broadest use in the national economy.

The principle of an interchangeable cabin allowed using it for agricultural work, for patrolling forests, for searching for fish schools and carrying small cargoes, mail and people in areas without airfields. The residents of many areas, especially mountainous regions, are grateful to the designers who created the 28-seat Mi-8 passenger helicopter with a five-blade main rotor. It surpasses its predecessor, the Mi-4, by 2.5 times in load-carrying capacity, by 1.5 times in speed and by 3.75 times in overall productivity. Seven world records were set in this helicopter during 1965-1969. It is being purchased by a number of foreign countries and one of them, sold to Holland, was later repurchased by the American Petroleum Helicopter company. The creation of the powerful side-by-side configuration helicopters, the V-12 with a load capacity up to 40 tons and the high-speed large-cargo Mi-26 helicopter, was evaluated throughout the world as a most important achievement of aviation science and technology.

The Soviet people are proud of their powerful aviation and of its pilots, scientists, designers and production workers. Thanks to the Communist Party's concerns and attention our country has developed an entire galaxy of prominent

creators of winged craft and engines such as A. N. Tupolev, S. V. Il'yushin, A. I. Mikoyan, A. S. Yakovlev, P. O. Sukhoy, V. M. Myasishchev, O. K. Antonov, M. L. Mil', N. I. Kamov, A. A. Mikulin, A. M. Lyul'ka, N. D. Kuznetsov, V. Ya. Klimov, S. P. Izotov, P. A. Solov'yev, G. V. Novozhilov, M. N. Tishchenko, R. A. Belyakov and many others. The people highly esteem their contribution to strengthening and improving our Motherland's Air Fleet. In developing their predecessors' traditions, the figures of Soviet aviation science and technology and our famed pilots are sparing no efforts for further strengthening the air might of the Soviet Union, a great air power of the 20th century.

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TRAINING OF NEW INTERCEPTOR PILOTS

Moscow KRASNAYA ZVEZDA in Russian 30 Aug 83 p 1

[Article by Maj A. Drozdov: "First Time On Combat Alert"]

[Text] The airfield is quiet. It is as if the missile carriers are resting following hot one-on-one aerial combat. A formation was standing at attention on the edge of the airfield. The pilots maintained alignment on a small banner slowly being raised on a flagstaff. The ritual assumption of combat alert duty was strict and unusually stirring.

Today, along with the experienced aviators, the young pilots, lieutenants V. Rodnishchev and S. Shul'ga, were in the formation. They deserve this great trust. Persistently struggling to fulfill the socialist commitments they had undertaken, the officers acquired sound theoretical and practical training and learned to ably operate the equipment and weapons entrusted to them.

Of course skill did not come all on its own. Great efforts of the squadron commander and other experienced pilots were needed before the responsible tasks of combat alert duty could be entrusted to the young officers. I remember this incident.

In combat weapons firing flights some lieutenants could not destroy the target in the first attack. They had to make additional maneuvers and repeated runs. Understandably the pilots' marks were reduced. But it was not the results themselves that were distressing. In the squadron the main concern was why the failure occurred. It seemed that the exercises had been conducted at the necessary level. Everything had been subordinated to the high quality and efficiency of the training process. But then they analyzed it thoroughly and found several omissions. The correct conclusion was made: It was necessary to devote more attention to exercises in the simulator and in the fighter cockpits and improve monitoring of the preliminary training of the young pilots.

The nature of flying is such that successful accomplishment of any task in the air is largely determined by careful, thorough working out of the tasks while still on the ground. Therefore, the squadron commander, Military Pilot 1st Class Major V. Lapin, his deputies, and party activists took care to see

that each young officer, earning the right to assume combat alert duty, regarded training and fulfillment of socialist commitments with a feeling of deep responsibility for his individual professional training.

Competitions in the tasks and norms of the flight shift became a good incentive for the lieutenants. They helped improve their aerial and firing training. Purposeful publicizing of the achievements of the most experienced aviators and their all-round assistance also facilitated their improvement. Military pilots 1st class, captains V. Antonenko, A. Polezhayev, V. Dusheyko and others discussed with the lieutenants the special features of operations in a difficult tactical and aerial environment before their first assumption of combat alert duty. Lt Col A. Stetskiy and Capt V. Mukhin demonstrated during exercises on the simulator how to intercept the "enemy" under visual and instrument meteorological conditions. The young pilots approached Flight Commander Capt V. Dmitriyev, Military Pilot 1st Class, upon his return following a successful aerial battle. Congratulating him on his successful fulfillment of the combat training mission, they asked what difficulties he had encountered in the air.

"It is necessary to consider carefully the peculiarities of the meteorological situation and the maneuvering properties of the aircraft."

And he told how this should be done. Later, armed with chalk, he sketched the diagram of his intercept and attack on the "enemy." This was all accompanied by detailed explanations. Then Capt Dmitriyev gave specific advice on using the on-board equipment. And when the lieutenants went into the air, the experience of the masters of combat firing helped them in battle.

But the young officers were busy not only with specialized training before their assumption of combat alert duty. The squadron conducts a great deal of work to inculcate in them a feeling of personal responsibility for the importance of accomplishing their missions of defending the air borders of the homeland. Commanders and political officers of the sub-unit and air regiment ably organize political and education work with the young officers. They explain the complexity of the current international situation, disclose the intrigues of the military adventurists, first of all the American imperialists, and call upon them to "keep their powder dry."

Keeping servicemen on combat alert duty politically informed has become a rule. Interesting and expressive visual agitation and specially selected newspaper and journal materials serve this purpose. In short, many forms of work with the young pilots help them to be constantly up-to-date on all events taking place in our country and abroad.

Daily training flights sharpen the pilots' readiness for combat alert duty. Routine flight training was underway. The signal "AIR" was received. Almost immediately the aerial specialists were at the fighters. Cowlings and dust covers had been set aside. The troops function ably and smartly. And the young pilots already occupy their places in the missile carriers. Lieutenant V. Rodnishchev is calm. The turbine began to sing, obedient to his will.

The fighter is on the runway. The throttle switches to the afterburner as usual. The back of the seat seems to push the officer forward. The plane lifts off from the concrete.

"026: Your course...altitude..." the lieutenant hears in his headset the voice of the command post combat control officer.

Somewhere ahead is the training target which he must intercept and destroy. The "enemy" changes course, altitude and speed, and tries to escape pursuit. But the pilot's actions are precise and confident. He pilots the fighter ably and creates the most advantageous conditions for attack. At the optimum range to the target he pushes the firing button.

"Launch!"

The target monitoring facilities note down a well deserved victory.

9069

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AIR/AIR DEFENSE FORCES

PILOT FAILS TO MENTION FLIGHT PROBLEM

Moscow KRASNAYA ZVEZDA in Russian 2 Sep 83 p 2

[Article by Maj B. Permyakov, chief of the Political Department, "N" Air Defense Aviation Regiment, military pilot 1st class: "The Pilot Commits an Error"]

[Text] The flights were being conducted under difficult weather conditions. The sky was covered with low storm clouds, and a gusty wind was blowing. But the flight leader was confident: Captain A. Sidochenkov would do well; he would come out of any difficult situation with honor. Was there really any need to be concerned about a man who was a fully trained military pilot 2d class with no flight interruptions?

At first everything went as expected: a good, confident take-off and climb to the given flight level. After making his turn, Sidochenkov set his course for the radio homing station. All this was done in clouds, flying by instruments.

It seemed to Sidochenkov that the flight was going as well as ever.

But, having leveled off, the fighter slipped up--it did not take into account the influence of the wind. The multi-ton vehicle deviated imperceptibly from the flight path. On the final turn it was necessary to "join up" with the set course, or otherwise the aircraft would not have lined up with the landing signs. And in accomplishing this maneuver the officer exceeded the allowable amount of bank. He landed normally, without comment. He did not report the violation of instructions which he had committed in the air. It will blow over, he thinks. No great harm done since everything ended well.

But Maj V. Marchuk, deputy squadron commander, in analyzing the target monitoring materials, noticed the deviation from norms in the piloting technique of his subordinate. Of course, he thought, it was good that there had been no problem in the air. But where is the guarantee that tomorrow Sidochenkov will not repeat his error? Frankly speaking, we officers in the regiment headquarters and political department also thought seriously about this. The fact of dishonesty itself forced us to look at his work with his subordinates in a new light and more critically.

For example, how had we reacted to similar things in the past? At the very least we pointed out the pilot's errors to him and assigned tasks to eliminate them. But, unfortunately, there had not been a thorough analysis of one or another aviator, which took into account his moral qualities.

Why had I raised namely the moral aspect of aviators' activities? It seems to me that there is nothing more dangerous for a pilot than dishonesty. Strictly speaking, Sidochenkov concealed his mistake not only, and not so much, from his commander. At the very worst the commander would have punished him, and that would have been the end of it. But he concealed his mistake from his pilot-comrades; from those who today or tomorrow might be in a similar situation. And here Sidochenkov's mistake, and his silence about it, illuminate another, moral aspect.

It is a truth known to all pilots that in aviation nothing is insignificant. Every error and any slip-up of anyone who flies must be brought to light. This is done so that neither the same pilot, nor his comrades, will repeat such a mistake.

Let us examine why Captain Sidochenkov exceeded the allowable amount of bank. He is a competent pilot who knows the requirements of the regulations well and has great experience in the air. He likes to fly and longs to be in the air. He acts decisively in difficult situations. Until this incident he accomplished all exercises dependably and without failures. And it was this same psychological stability which had led him to think that he would accomplish this flight in the clouds--which he had done dozens of times--without any particular difficulty. Such complacency, I would say, led to the officer permitting himself to become slack. In carrying out his flight in the clouds he was inattentive in watching the instruments, although he knew the force of the side wind and could have calculated the drift angle ahead of time. But he became complacent, thinking that he would handle whatever was required. This is the first reason for the slip-up; the surface reason, as they say.

The second, deeper, cause was on the moral level. The officer knew well the technical and flight characteristics of the aircraft and its capabilities. He had no doubt that, even if he exceeded the theoretical limitations, he would be able to fly the aircraft. That is what happened. The powerful engine and his high degree of personal skill helped the officer in a critical situation which he himself had created. "And if there were no consequences, why report the mistake?" Sidochenkov decided. "He might start up something from nothing." Therefore he decided to keep quiet.

After this incident I spoke repeatedly with Communist Sidochenkov. In addition, the chain of command worked with him individually. The most important result of this work, I think, was that the pilot accepted the criticism correctly. He did not try to make excuses for himself or find "extenuating" circumstances for the mistake. He was summoned to speak at the practical conference devoted to questions of flight safety. At the conference the officer discussed his mistake in detail, as well as the possible and actual specific consequences and the reasons for the occurrence.

Sidochenkov reminded his fellow pilots how important it is for a pilot to admit his errors in a timely fashion, regardless of experience and training, and to report them without any feeling of false shame.

His error taught Captain A. Sidochenkov a lot. He became more demanding of himself, more carefully prepared for his flights, and more punctual in observing the requirements of orders and instructions. Soon he received his 1st class rating and was named a flight commander. And the high standards and efficiency of this officer were noticed by the communists in the squadron. They elected him secretary of the party organization. Flight Commander Captain Sidochenkov successfully mastered the instructor pilot program and is now himself training and educating his subordinates.

The incident with Sidochenkov demonstrated once again to us senior officers that a differentiated approach should be taken toward personnel training and education. We again became convinced that behind their common background it is necessary to see each man individually, study his psychological readiness to resolve varied tasks, and know in what frame of mind the aviator approaches his aircraft. As was stated in the June 1983 CPSU Central Committee plenum, ideological work must be differentiated, and must take into account the interests and needs of various groups.

But what sometimes happens? There is special concern toward young pilots, and also toward those who violate flight conditions and commit errors. But there is no time to conduct educational work with experienced and able pilots. It is nothing terrible, they say, if such an individual commits a small error in the air, and sat through a little less preparatory training than the others. Experience will always help him to correct an error and successfully accomplish any mission. However, flight practice indicates otherwise: If a man lets up on his demands upon himself, a mistake is unavoidable. And from there trouble is but a stone's throw away.

In talking things over with various communists, I recommended that the methodology council more closely link questions of flight safety with those of psychological pilot training. Considering all of this, the methodology council in our unit, headed by Lt Col V. Lysachev, developed recommendations for sub-unit commanders on improving the combat skill of their subordinates, taking into account their individual training and personal qualities.

For example, recently several aviators arrived in our unit who had previously flown in other types of combat aircraft. Of course retraining is a bother, as everyone knows. How could the training of the newly arrived officers be made easier? A special schedule of goal-oriented flying sessions was set up on the basis of recommendations jointly worked out by the regiment staff, methodology council and political department. We understood that we could teach young people to fly with no special difficulty. But to foster in pilots being trained a feeling of confidence in what for them was a new aircraft missile intercept system was a more difficult matter. Therefore, they began to have only the retrainees fly during the goal-oriented flying sessions.

As a matter of fact, during such sessions all flight operations control, service and support resources were dedicated only to accomplishing single missions: circling flight or area flight for maneuvering, that is, to the activity in which the pilots being retrained were engaged. This planning of flight sessions helped make all flight control and support services more purposeful and focused. It significantly reduced the likelihood of errors in their operations. And the young pilots, knowing that during the goal-oriented sessions all attention was being devoted only to them, began flying more calmly and confidently. The creation of this psychological attitude in the process of combat training, due to selection of a successful methodology, helped us to quickly include the new pilots in the flight formation.

I would like to discuss separately individual work with pilots who rejoin the formation after an interruption in flying due to leave, illness, or for other reasons. It is known that the extent of loss of skill differs in each pilot, depending on the length of the interruption and on individual personal qualities. Our task is to help the pilot to regain these skills as quickly as possible, so that he can successfully assimilate the rest of the training program. Stemming from this the methodology council, after appropriate analysis, makes specific recommendations: assign one pilot two introductory flights, and another, say, three or four. In addition it determines who is to fly and with whom following an interruption. With one, for example, it may be sufficient for the flight commander to fly to an area and back in a two-seater trainer. Another requires closer supervision, and a more experienced commander will fly with him. And in special cases when, let us say, it is necessary to determine how ready a pilot is for flying, one of the unit control officers sits in the instructor's cockpit.

For example, this is how it was with Capt A. Grishayev. Following an illness he went on leave, and then again went into the hospital. This caused a long interruption, and, of course, affected the quality of his flying. Before this the officer flew normally. We should have given more attention to this, and not have hurried to give him a "good" for solo flight. But we did not do this. Grishayev felt uncertain but was reluctant to discuss it. And he committed a number of flagrant errors in his flight. Failure traumatized him and he became discouraged. Some already began talking about removing him from flight duty. Here the opportunity for an individual approach was fully used. Lt Col V. Lysachev, military pilot 1st class, took Capt Grishayev under his personal supervision.

To fly with Lysachev is simply a pleasure. Everyone in the regiment knew this. He was both demanding and helpful. Capt Grishayev also knew this and, therefore, went to the combat fighter-trainer more confident than before. His face was even lit up. Not immediately, of course, but everything turned out in the very best possible way. An experienced instructor, Lt Col Lysachev helped the aviator to believe in himself and acquire the necessary skills.

Practice confirms that only by taking into account the individuality of each pilot can these true defenders of the homeland be purposefully and successfully trained.

AIR/AIR DEFENSE FORCES

AIRCRAFT ENGINE DESIGNER LYUL'KA PROFILED

Moscow KRASNAYA ZVEZDA in Russian 30 Aug 83, p 2.

[Interview by KRASNAYA ZVEZDA correspondent with Academic A. Lyul'ka:
"To Travel An Unbeaten Path"]

[Text] Frequent requests have been made at readers conferences and in letters to "Azimut" to discuss A. Lyul'ka, the general designer of aircraft engines. Recently KRASNAYA ZVEZDA correspondent Lt Col A. Garavskiy met with academician Mikhaylovich Lyul'ka, Hero of Socialist Labor, laureate of the Lenin and USSR State prizes. A conversation took place on his choice of life's work, qualities necessary in design work, the intense work of a developer of new equipment, and the ability to learn. We are publishing a record of that conversation.

[Question] Arkhip Mikhaylovich, you have devoted a half-century to aviation, and are its fervent patriot. And recently I learned that you became involved in designing aircraft engines by accident.

[Answer] There are many examples of a child seeing his first airplane and then dedicating himself to aviation. Another sees a film on tank crews and soon himself has driven that formidable vehicle. I am not one of these people. In school, as a rural boy from a family of many children, I was intended to be a literary man or a mathematician. The republic journal published my poems, and in algebra and geometry classes I easily solved rather intricate problems. The exact sciences took precedence, and I became a student at the Kiev Polytechnical Institute.

After graduating from the VUZ, I continued my studies as a graduate student at the scientific research institute and studied steam engines. Soon I received my first task--to design a measuring apparatus for a hydroelectric plant--and I made a mess of it. Completely. The review of this work was more than categorical: an ignorant solution.

[Question] You speak of this so calmly. But failure, all the more so a first failure, frequently discourages a person and causes him to throw up his hands.

[Answer] Failures are failures. And I also suffer through them. But some people are truly broken by failure, while others come through these tests more tempered. A son of my acquaintance left the institute after the first examination session. He got some failing grades and gave up, quit. But I know another case. A student was dismissed from artillery school for health reasons. What could be done? Life brings all sorts of things. The youth went to work, became a shock-worker of communist labor, and studied at the evening department of the technical college. At the same time he underwent medical gymnastics, a strict diet, consultations with doctors and visits to the military commissariat and the head of the school. In defiance of everything he became an officer. When he left school with his red diploma, his former classmates were in command of batteries. But he was happy. I have to tell the name of this man--Aleksandr Mikhutin.

The measuring apparatus, I must note, was my first, but far from my last failure. In science a negative result is also a result. The analysis of the reasons for my design failure suggested two ways out: to continue work, and to prove that what had happened was an accident. Many advised me to do this, and it was logical. I was more inclined to leaving my graduate studies. No, not to abandon my intended goal, but to prepare to achieve it more thoroughly. I had had too little practice, and in the scientific research institute experience came in small doses, and demanded much time. I left to enter a factory as a research engineer.

Working there was interesting and I learned a great deal. From there the Komsomol sent me to an aviation design bureau. Thus there undoubtedly was an element of chance in my turn of fate. At that time the Leninist Komsomol had taken charge of the Air Force. The land of the soviets needed aviation, and thousands and thousands of young enthusiasts entered the Air Force.

[Question] In this way, Arkhip Mikhaylovich, your creative fate was finally decided. Did this mean that the "poet of the jet propulsion movement," as Georgiy Timofeyevich Beregovoy recently called you, stopped being merely a poet?

[Answer] What is this, an invitation to a discussion of "physics and lyrics"? It seems that the popularity of this has already passed. However, no doubt such questions excite young people as before. What is there to say here? The space colleague of this same G. Beregovoy, Aleksey Arkhipovich Leonov, drew pictures when in a weightless state and after presented his pictures at exhibitions. Retired Col Gen Avn M. Gromov was the republic champion in weightlifting, took painting lessons and played the guitar, violin and piano. Marshal of the Soviet Union R. Ya. Malinovskiy, instead of the expected memoirs, turned in a novel to the editors. There are many such examples. I see nothing special in them. The richer a man's spiritual world and the broader his interests the better. It is important that all this help his main work. I no longer write poems, but literature and theater are my most beloved passions. I am also now becoming acquainted with the poetic efforts of my grandson Sasha. By the way, he entered Moscow State University and also chose the exact sciences.

[Question] Followed in your footsteps. In youth one must have his idols. And who served as an idol for you during your youth?

[Answer] Everyone must have a moral ideal in life. It is not necessary for contemplation and admiration, but for imitation. It is necessary so that, in orienting oneself on this ideal, one can watch his own conduct and actions and correct them.

Contemplating this, Vladimir Il'ich Lenin in his day wrote that models of struggle must serve us as beacons in bringing up the new generations. Such models for young people are first of all our veterans. At a meeting of CPSU leaders with party veterans, Yu. V. Andropov, CPSU Central Committee general secretary and chairman of the Presidium of the USSR Supreme Soviet, called them people of inexhaustible energy, high moral qualities, and faithful service to the homeland.

My whole life I have retained deep gratitude for my first teachers: Yuriy Dmitriyevich Zagula and Mikhail Filippovich Kravchuk. The poems of the former frequently appeared in literary journals. The latter became a prominent scientist and academician. They were harmoniously developed individuals, people who were devoted to the homeland and the party cause, selflessly giving of themselves to creative work. Later I also strove to follow many other people in my actions and behavior. Hopefully, young people will always have moral ideals.

[Question] What qualities do you especially value in people?

[Answer] Commitment. Collectivism. Readiness to take responsibility for oneself. A desire to be first in one's field. It is precisely these qualities that I have observed most of all in military people--client representatives, test pilots, military leaders.

[Question] We return again to the 1930's--the period of development of piston aircraft. The as yet totally unknown engineer Lyul'ka declares that the days of piston engines are numbered, and he himself sets out to develop an engine which can propel an airplane into the stratosphere with supersonic speed. No doubt this was taken as a challenge and you had to battle for the new idea?

[Answer] Yes. It was not easy for us. The steam turbine engine had authoritative advocates. At first we were authorized to build a test model of a turbojet engine, and only later, after a long struggle, was the steam turbine theme closed.

In general it is very difficult to travel the unbeaten path and create something fundamentally new. It is difficult creatively and technologically. But sometimes it is even more difficult to overcome disbelief and skepticism. Twelve times I went to be received in one of the ministry offices, and invariably heard: "He is busy. He will see you tomorrow." At that time we had to have unshakeable belief that we were correct, and we had to be persistent and convincing. Understanding, support and help were so important.

We sensed them from G. F. Proskura, head of the aerodynamics department of our institute; Professor V. V. Uvarov; and later from the employees of one of the departments of the party Central Committee.

In the autumn of 1940 the contractor design of the first turbojet engine was completed. However, most aircraft designers viewed our design skeptically. They believed in piston driven aircraft and considered us adventurists who were "making money out of the air." The Great Patriotic War interrupted our work for a time. But the SU-11 turbojet engine aircraft designed by Pavel Osipovich Sukhoy flew as early as May 1947. Thus began our fruitful cooperation with the collective of the P. O. Sukhoy design bureau.

[Question] A new school year is beginning. Students who have donned the student uniform for the first time are among those who are coming to the classes and auditoriums. What do you wish for them, Arkhip Mikhaylovich?

[Answer] I am continuing to learn on my own, convinced that one must learn his whole life. I would be glad to share some observations and conclusions.

At the present time the amount of knowledge that one needs is growing so rapidly that it is unreasonable and even impossible to rely on assimilating a particular number of facts. The methodology of gaining knowledge--that, is what one must master as quickly as possible. How?--the teachers will say. But success comes only to those who have a well developed sense of responsibility and are hard-working, conscientious, and painstaking.

I am convinced that success in school is unthinkable without a strictly sequential accumulation of knowledge. The process of gaining knowledge is one of moving from the simple to the complex. It assumes the closest relationship between phenomena and facts. There is little use in taking up the latter until one has completely mastered the former. Therefore, if for some reason I miss a lecture at the university, I must later become thoroughly knowledgeable of its content.

Participation in scientific circles in the VUZ's is very valuable. Setting out into the world of knowledge, one must also not forget about his true friends--books. They contain an inexhaustible source of knowledge and wisdom. Only here too what is required is not a headlong assault, but a system. Cities where schools are located have museums, theaters, concert halls and exhibitions. To pass them by means to rob oneself spiritually.

Today's specialist, including in the military field, must have a mature world outlook and be competent in his field. He is an organizer, an educator, and an active participant in the social life of the collective. He is distinguished by a broad cultural outlook and physical tempering. In order to become such it is necessary to strive from the first days of school.

9069

CSO: 1801/508

AIR/AIR DEFENSE FORCES

CATAPULT SIMULATOR DESCRIBED

Moscow KRYL'YA RODINY in Russian No 8, Aug 83 (signed to press 12 Jul 83)
pp 24-25

[Article by S. Baranov, deputy chief of air club for aviation engineering service, Kinel-Cherkasy: "Rationalizer's Corner: Catapult Simulator"; passages rendered in all capital letters underlined in source]

[Text] The simulator is intended for training flight personnel in catapulting. The seat is thrown up by compressed air.

The simulator's basic components are a cockpit with guide rails, a pilot's ejection seat, pneumatic system, electrical system, explosive gear and SPU--the aircraft intercom system.

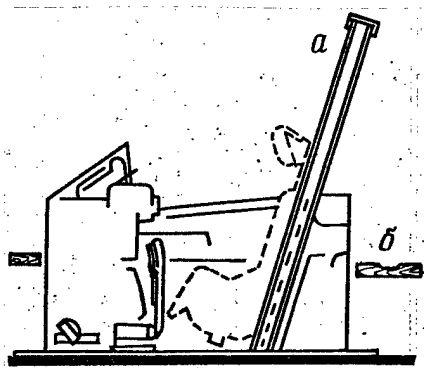


Fig. 1

- a. Guide rails
- b. Floor level

COCKPIT WITH GUIDE RAILS. This is the cockpit of a written-off MiG-17 aircraft cut off along ribs No 4 and No 9. All braces and rocking bars hindering installation of pneumatic cylinders are removed from rib No 9. The seat guide rails are replaced by channel irons 2 m long. The upper part of the channel irons is interconnected for greater rigidity. An aperture is cut in rib No 9 for the pneumatic hoses and wires controlling the firing and SPU. If necessary the cockpit fittings can be fully activated.

The cockpit is installed in an opening sawn in the floor directly on the ground. The raised level of the floor (relative to the cockpit) allows practicing the actions of abandoning an aircraft by other methods as well.

PILOT'S EJECTION SEAT. This is a seat from a MiG-17 or UTI [training fighter aircraft] MiG-15. Installed on it are the control microswitches which block the current with a cadet's incorrect preparatory posture, an operating microswitch (on the firing handle) and a blocking microswitch which supplies current directly to the electropneumatic valve (bypassing the other microswitches) after the seat is ejected.

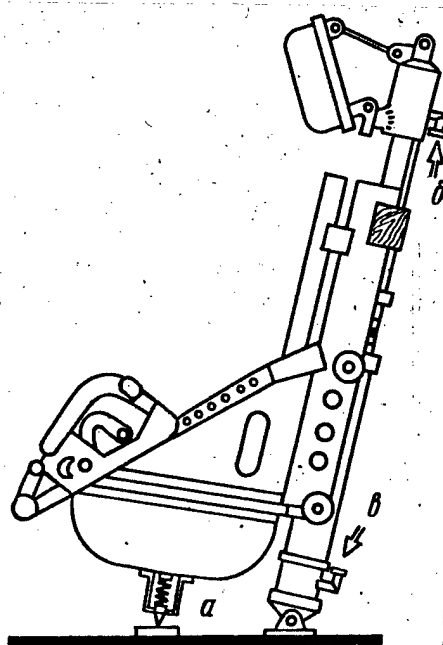


Fig. 2

a. Blocking microswitch
b and c. Air feed

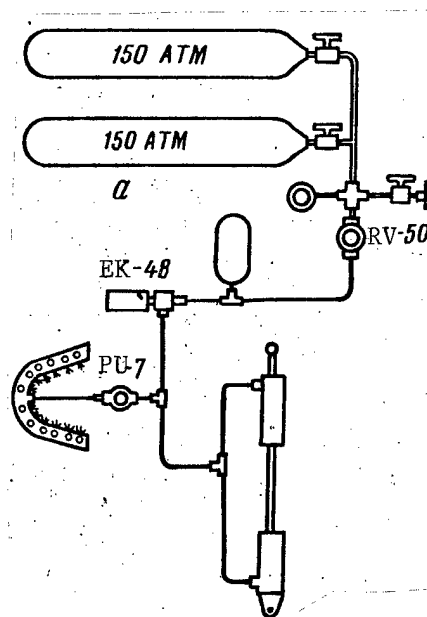


Fig. 3

a. Receiver

A blocking microswitch is needed to preclude the possibility of a chance disconnection of the electropneumatic valve during simulation of the pilot's separation from the seat, since the primary circuit of the EK-48 electric valve (for example, of the headrest microswitch) is shorted at the moment of separation. In the absence of a blocking microswitch the EK-48 is de-energized and the seat drops, which is not safe.

Control microswitches are installed on the seat's footboard, handles and headrest. Control lights (see electrical circuit) are remoted to the control panel from each microswitch for convenience in monitoring the position of the pilot's preparatory posture.

The operating microswitch is installed between the side covers of the firing handle kinematic mechanism. The button is pressed by an intermediate link of this mechanism.

A blocking microswitch is installed on the bottom of the seat housing. It is opened in the seat's fully lowered state.

Cylinders for retracting and lowering the primary landing gear of the MiG-17 aircraft are used as working cylinders. Two cylinders are connected by their stems with the help of a threaded adapter. The lower portion of the cylinder is fastened to the floor using the firing mechanism mount. The rear unit of the firing mechanism is welded on top of the cylinder and with this the cylinder is fastened to the chair. The overall stroke of pistons in the cylinders allows the chair to rise one meter.

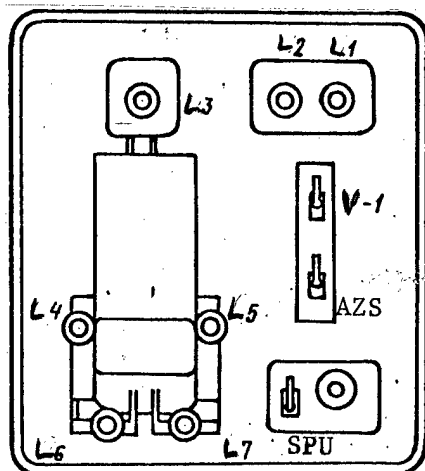


Fig. 4. Control panel

The PNEUMATIC SYSTEM consists of two airfield cylinders on a cart, an on-board charging pipe union, manometer, RV-50 and PU-7 reducers, a receiver, EK-48 electropneumatic valve and operating cylinders. The charging pipe union, manometer and RV-50 reducers are accommodated on the cart.

Air at a pressure of 150 atmospheres goes from the cylinders to the RV-50 reducer. Air is supplied from the reducer at a pressure of 50 atmospheres to the EK-48 electropneumatic valve and is connected with the receiver located in the immediate proximity of the EK-48. The air supply in the cylinders is monitored on the manometer.

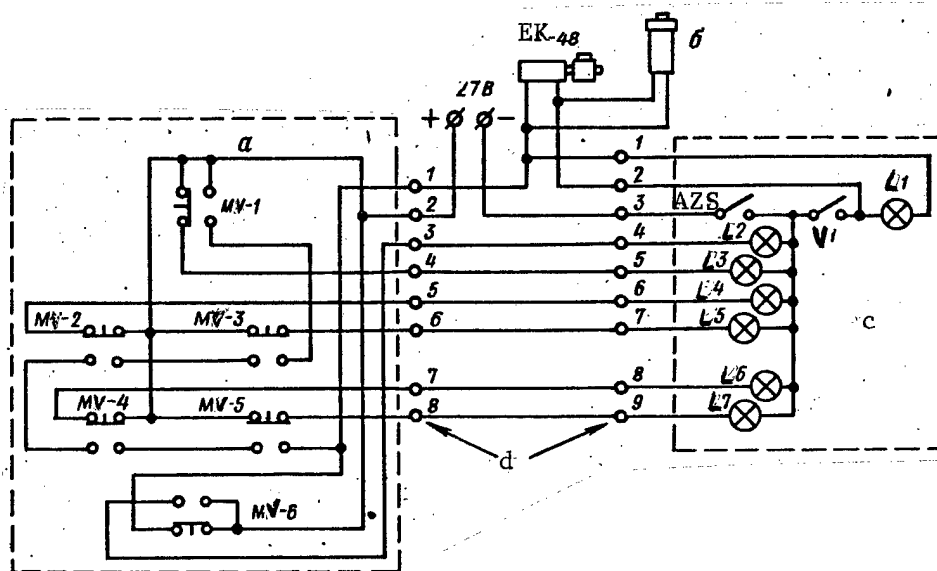


Fig. 5

- a. Seat
- b. Explosive gear
- c. Control panel
- d. Multiple pin plug connectors

When the electrical circuit is closed the EK-48 valve is triggered and sends compressed air in two directions: through a T-joint to the operating cylinders and through the PU-7 reduction valve beneath the cockpit visor, creating a sound effect for simulating the oncoming air stream.

The ELECTRICAL SYSTEM includes a rectifier supplying an operating voltage of 27 volts, AZS [circuit breaker], switch, microswitches, control lights, EK-48 valve and explosive gear.

In the initial position (with the seat down) all microswitches open the circuit for activating the EK-48 electropneumatic valve and close the control light circuits. Light L2 (green) signals that the MV-6 blocking microswitch is open and that activation of the V-1 switch will not lead to triggering of the EK-48.

Control lights L3, L4, L5, L6 and L7 signal the position of control levers and the pilot's assumption of a preparatory posture (the lights go out in turn as he assumes the posture).

After assuming a preparatory posture (all lights except L2 and L4 have gone out) the operator activates switch V-1 after assuring that the posture is correct and gives the command "Jump." When the firing lever is pressed light L4, opened by the MV-2 microswitch, goes out and current is sent to the EK-48 and explosive gear through microswitches MV-1, MV-2, MV-3, MV-4 and MV-5. Red light L1 goes on, indicating voltage has been supplied to the EK-48.

In rising, the seat opens microswitch MV-6 (green light L2 goes out) and closes the EK-48 circuit, backing it up. With random deactivation of any of the microswitches the circuit to the EK-48 electropneumatic valve will be closed through the MV-6 microswitch until the operator deactivates switch V-1 (at this point red light L1 will go out on the control panel). With the seat fully down microswitch MV-6 will open the back-up circuit to the EK-48 (green light L2 will go on, indicating readiness for the next firing).

The EXPLOSIVE GEAR serves as sound simulation of the firing of the explosive mechanism and is fastened to the outside of the cockpit behind the seat. The PP-2 explosive cartridge is used to simulate the firing.

The SPU serves for conversations between the operator and cadet and allows the simulation and play-through of various emergencies, which approximates a real situation.

The catapult simulator was developed by G. Pavlov, chief of the air club's airborne service, and by instructor A. Konovalov.

Two years of experience in operating the simulator gives the right to recognize its positive qualities. It allows seeing and correcting the trainee's mistakes, practicing a pilot's actions of ejecting until they are automatic, and easily mastering the methodology of using the catapults. The simulator's high degree of safety is assured by the design itself.

Labor inputs for making the simulator are small--some 150 man-hours. Just one operator is needed to service it.

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6904

CSO: 1801/016

NAVAL FORCES

SOVIET-U.S. ENCOUNTERS AT SEA

Leningrad LENINGRADSKAYA PRAVDA in Russian 23 Sep 83 p 4

[Article by V. Tarasenko: "Soviet Sailors Demonstrated Coolness and Self-Control When Confronted with Provocation by American Warships"]

[Text] The Baltic motor vessel "Aleksandr Ul'yanov" which, as has already been reported in the press, was subjected to provocative acts by American warships in the Pacific Ocean was moored in the Leningrad maritime commercial port. Our correspondent was aboard the ship. Here are details which its crew imparted about that voyage.

The Baltic motor vessel "Aleksandr Ul'yanov" met not only with Atlantic and Pacific Ocean storms during its most recent cruise from Leningrad to the shores of Nicaragua. Real "tsunamis" fell upon the Soviet ship from the pages of the newspapers of a whole series of capitalist states. Various "voices" laid down the law day and night. And all concerning the fact that a large consignment of weapons was abroad the Soviet motor vessel "Aleksandr Ul'yanov" bound for Nicaragua and that it represented a serious threat to the countries of the Western Hemisphere.

But all those fabrications of the Western press were out-and-out lies. At the Panamanian port of Cristobal, the customs authorities had been able to satisfy themselves that abroad the Soviet ship were books, chemical, tractors and drilling equipment.

But it was evidently advantageous to someone to take books for submachine guns, tractors for tanks, and drilling equipment for rocket launchers. And that is why the provocative fuss surrounding the Soviet motor vessel continued.

Not far from the Nicaraguan port of Corinto, a U.S. Navy destroyer with the side numeral "8" approached it. It came into contact and in plain terms, flouting the generally accepted practices of international navigation, asked where the Soviet ship was going and with what cargo. But even after receiving the answer that the "Aleksandr Ul'yanov" was making a normal commercial voyage to the port of Corinto, the American destroyer did not move away, but began to maneuver close to the motor vessel, creating a real threat of a collision. Demonstrating their coolness and self-control, the Soviet sailors did not succumb to the provocation. The ship, evading the impudent American warship, continued on its course.

After unloading at Corinto, when the "Aleksandr Ul'yanov" departed for the open ocean, it was again joined by an uninvited escort of American warships: destroyer No 991 and frigate No 1066. For 2 days, as if on schedule, aircraft with U.S. Air Force wing markings overflew it.

What then did American warships and warplanes want from a peaceful Soviet ship hundreds of miles from U.S. territory? It was useless to expect an answer to this question from Washington. There they are busy today with the exaggeration of frantic anti-Soviet hysteria, which means the more noise the better. The malicious anti-Soviet campaign surrounding the incident with the South Korean airliner, which has been widely developed in the United States, serves as an example of this.

Both the provocation with the Soviet ship and the noise surrounding the South Korean spy airliner are links in one chain of events directed toward the aggravation of the international situation, the torpedoing of the negotiating for arms limitations, and the kindling of hatred for the Soviet Union and its peaceloving policy.

"Our last voyage became a real test of nerves," said N. P. Karmalin, first deputy captain of the motor vessel "Aleksandr Ul'yanov". "In these complicated conditions, every member of the crew demonstrated courage and steadfastness, again corroborating the high rank of the Soviet sailor. We want to attest that, true to our international duty, we will also in the future, despite all provocations, complete our voyages to the shores of Cuba, Vietnam, Nicaragua and other countries. Moreover, we want Washington to know for sure that Soviet sailors have strong nerves. Finally, it is time for it to be understood and remembered that, as was emphasized in the USSR Ministry of Foreign Affairs note concerning the provocative actions of U.S. naval vessels in relation to the Soviet merchant ship "Aleksandr Ul'yanov", all responsibility for the possible consequences of such actions lies wholly with the American side."

12462

CSO: 1801/32

NAVAL FORCES

TRAINING METHOD QUESTIONED

Moscow KRASNAYA ZVEZDA in Russian 30 Sep 83 p 2

[Letter to the editors by Captain 2nd Rank V. Zamyslov, commander of the destroyer "Byvalyy", Red Banner Northern Fleet, and editorial reply by Admiral A. Mikhaylovskiy, commander-in-chief of the Red Banner Northern Fleet, Hero of the Soviet Union, and doctor of naval sciences: Is There Victory in Combat Training?" passages in boldface rendered in capital letters]

[Text] Dear Editors:

I shall describe one episode from our combat training so that my doubts regarding the practice of certain evaluations of ships' activities will be more understandable.

Within a detachment of combat vessels, our destroyer repelled an attack by enemy aircraft. Each crew was given an opportunity to demonstrate its tactical training and mastery of firing. It turned out that our ship destroyed the target. In the critique, the entire detachment was given a high evaluation, the criterion for which was the fact of the target's destruction. But I don't consider this a real victory. And here is why. While we were actually firing, the enemy did nothing. The target, an aircraft simulator, could not return our fire. There is no special difficulty in becoming the victor in such duels.

I am not, of course, advocating that we blast each other with our guns in training. But I am also certain that the victors in combat training are very conditional ones. And because of this conditionality, complications of a moral order frequently arise. If there is no opportunity to determine the victor with absolute certainty, then naturally doubts sometimes arise concerning the objectivity of awarding the championship. In my view, there can be no victories in combat training. We can speak only of fulfilling this or that task, of a combat exercise.

Captain 2nd Rank V. Zamyslov
Commander, destroyer "Byvalyy"
Red Banner Northern Fleet

COMRADE ZAMYSLOV! THE EDITORS HAVE ASKED ADMIRAL A. MIKHAYLOVSKIY, COMMANDER-IN-CHIEF OF THE RED BANNER NORTHERN FLEET, HERO OF THE SOVIET UNION, AND DOCTOR OF NAVAL SCIENCES, TO RESPOND TO YOUR QUESTION.

The problem you have raised is not a new one, Comrade Zamyslov. The officers of fleet headquarters and I myself must constantly confront it in critiquing training, determining evaluations, and making known the victors and the vanquished in combat training and mock attacks. Practice indicates that commanders who display initiative, boldness and resolution in exercises, training and meetings also do not lose their presence of mind in the sharp, dynamic situations of combat training. It goes without saying that simulated situations cannot be avoided in peacetime combat training. But at the same time, introduction into combat training of war game elements and two-way actions with the determination of victors adds the spirit of competition to training and induces creative work, activity and initiative. And as a ship's commander, you have of course experienced this for yourself.

Let's take the resolution of search tasks. If one of the competing sides has spotted the "enemy" first, it has thereby indisputably and simply increased its chances for victory. And that would also be the real situation. One must also consider that in carrying out their plans, the commanders, with the help of their subordinates, resolve a whole series of particular tasks: proceeding to an assigned area, searching, tracking, reconnaissance, analysis and processing of information obtained, working out decisions for combat. Each of these elements is a constituent part of the final result.

In the war years they, these elements, were painstakingly and thoroughly evaluated in the critiques. Both in the event of victory and in the event of failure. The final result was naturally taken as the initial point of analysis. Let us say that a ship has sunk an enemy transport: what in the actions of the commander and the crew has aided in the achievement of this victory? In the course of combat training, it is frequently more correct to go through the evaluation of individual elements in the fulfilling of a task when approaching a final evaluation. For example, the crew of a submarine which has successfully carried out a missile launching, but which prior to that had made gross errors in the observance of secrecy, would hardly have carried out its assigned task in a combat situation.

This is why combat training at sea, and also in the air and on the ground, should equip commanders not only with a sum of knowledge and skills, but also with strict, all-embracing criteria for the evaluation of their actions from the viewpoint of real victory.

Such an approach permits the determination with great accuracy of a victor who would have achieved victory in a real battle from the results of combat training, despite the evident conditionalities. Another factor is that in a conditional battle one must never be affected by conditionalities, either in its organization or in the evaluation of the sides' actions. In any event, the rule that every instance of combat training bears within it the general features and regularity of real combat must be unbreakable. Hence one must resolutely and inexorably fight against formalism, indulgences and oversimplification,

enriching the tactical background as much as possible with new and dynamic elements. Life shows that the closer the conditions of carrying out combat training tasks are to the real thing, the more clearly apparent the victor in them becomes. Gray, neutral decisions are depreciated here, as well as insufficient training of crews. An accidental success is extremely rare. Only the strongest feel confident in such combat.

Given all the conditionalities, combat and attack training allows not only the determination of victors with a great deal of reliability, but also efficiently brings about an increase in the combat readiness of ships and units based on the experiences of winners and losers alike.

When the ship in which Captain 3rd Rank Ye. Romanov was serving left for training after taking on torpedoes, far from everyone had confidence in its crew's success, having achieved a brilliant victory in combat training. And it was not unexpected here. Relying upon his experience and the mistakes made in previous battles, the commander had worked out and employed a number of original tactical methods which were unexpected by his rival, who had basically come to believe in his superiority.

This example is very instructive and natural for well-organized combat training, in which the idea is not for all to achieve equal showings, but to increase the general combat readiness of the forces by an intensification of competition and cooperation between ships. When there is a victor and a vanquished, then there is someone to learn from, someone with whom to compete properly, with whom to fight for first place. Here there is no passivity or self-satisfaction, but a constant struggle in plans, in tactical ideas, and in the improvement of personnel training. And that means there is constant movement forward--the most propitious medium for the comprehensive development of commanders and crews.

12462

CSO: 1801/32

NAVAL FORCES

NEED FOR FLEXIBILITY IN DECISIONMAKING

Moscow KRASNAYA ZVEZDA in Russian 1 Oct 83 p 2

[Article by Captain 1st Rank V. Lushin, Hero of the Soviet Union: "The New Decision: The Commander and Modern Combat"]

[Text] After detecting an "enemy" surface ship, the submarine commanded by Captain 2nd Rank E. Rybakov was getting ready for a torpedo attack. With seconds remaining prior to the employment of armaments, the command center suddenly received a report of the detection of another target.

It appeared that it was no longer possible to stop the runaway sequence of events of the prefiring situation. But the commander managed to weigh the developing situation quickly and coolly. He understood that the second target's actions might complicate the carrying out of the basic task. Without waiting for the sonar operators to determine the elements of the second target's movement more accurately, Captain 2nd Rank Rybakov called off the shot.

In the command center, perplexed glances were exchanged. Would there be another situation as good as this one? And hadn't the commander passed it up too easily? But what the commander was in fact doing at that moment scarcely anyone could imagine with any degree of accuracy. Having repudiated his first decision, Captain 2nd Rank Rybakov immediately and energetically set about making another, a circumstance that did not in the least signify that this "internal" maneuver had come easily to that officer.

Tenaciously fixing his attention every moment on the unfolding of events, the commander plotted different variants of attacks he had practiced. The situation was not unusual in combat, and it was always possible to find the most rational method of resolving it. He chose the optimal variant.

One can say straight out that Captain 2nd Rank Rybakov had chosen for himself an extraordinarily complicated task that required not only mastery but also tremendous endurance and persistence. Not for nothing did some officers who were present at the critique of the exercise attribute the success achieved to his drive.

Yes, of course, the commander took a chance. But he acted correctly, demonstrating maturity, steadfastness and flexibility of executive thinking in a very complicated tactical and a very difficult psychological situation. It is such flexibility that in rare, unusual instances at times consists of repudiating what has been planned, for only thus is it ultimately possible to achieve victory. An officer who possesses not only the highest combat mastery and who directs the actions of a smoothly-functioning crew superbly, but who is also psychologically prepared for quick and radical changes in his tactical thinking, is able to demonstrate it in extreme conditions.

In combat training, as in real combat, situations rather frequently arise in which a decision made must be reviewed. Even if this relates to secondary questions of little significance, it is difficult to manage here without psychological strain. Internal opposition arises willy-nilly to a change complicated by direction, attitude and conviction of the correctness of the given choice. (Whence then came steadfastness and consistency in the realization of the plan?) And the more complex and responsible the decision that must be changed, the higher, more acute and even more dramatic is the psychological aspect of the problem situation, the deeper the doubt, the greater the chance of making a mistake. This means that there should also be a corresponding degree of realized responsibility.

Before my own eyes there once took place an incident that at first appeared simply without logic. A submarine was making an attack on the main target in a detachment of ships. The torpedo was ready for firing, but at that moment the main target turned toward the submarine. Such a maneuver by the "enemy" sharply limited, if it did not eliminate entirely, the chances of hitting the target. No one doubted that the commander would call off the attack. Such is standard operating procedure for the submariner, but he suddenly ordered: "Fire!"

The shot was of very great significance to the ship and the unit, for the fleet's commander-in-chief was watching--and suddenly all was confusion. Because of the commander's accidental slip of the tongue? No. The commander had been so set upon an attack that had become hard for him that he could not repudiate the decision he had made.

Later the officer was cited in recommendations received from the senior commander after the shot.

But here the matter was entirely different. One must carry out the recommendations of senior commanders. But one cannot take refuge in them in critical situations, when only the commander can alter a decision and only the commander is responsible for it.

Incidentally, Captain 2nd Rank E. Rybakov had never been known as a commander who was inclined to act willfully, which of course is another extreme. Initiative for the sake of initiative or an aspiration for originality were not characteristic of him. By the way, the lives of officers who aspire to "prove" themselves in a command position at any cost are usually short. No, Rybakov was able to distinguish the main factor in the recommendation and to make use of it creatively in the given circumstances. Most of all, he was steadfast in his chief aspiration--to win.

Every battle is unique in its tasks, circumstances and situation; hence each requires creativity, skill in working out a plan and making a decision, thinking dynamically, and reacting correctly to the most unexpected changes. Without question, to think deeply before an impending battle, to try to predict its course, and to prepare carefully and fully for retaliatory actions is a very important condition for victory. But to insist regularly in combat training that plans already made be carried out to the letter is to program oneself for failure in the most severe test--that of surprise on the part of the "enemy".

Unfortunately, the circumstances of combat training assignments do not always allow the most thorough possible testing of commanders and crews. It is no secret that complication of the tactical background and ingenious practices at times entail a lowering of appraisals of the carrying out of combat exercises. But usually this is in the beginning. Subsequently the growth of combat readiness, of professional mastery on the part of commanders and crews, and of their psychological preparedness provides a stable tendency for growth.

In daily practice one is often confronted with examples of when the unbreakable rule that the commander has no right to a mistake has induced constraint and indecisiveness and has lowered combat morale among a certain portion of normally diligent creative-minded officers. Yes, the commander has no right to a mistake, but still less does he have the right to hold back from making a new decision dictated by an unforeseen change in the combat situation. And blind consistency in carrying out a decision that has lost its value is simply a repudiation of combat activity. In the most difficult and critical situation, the commander should be the master of the state of affairs. This is undoubtedly difficult. But easy victories are rare. The commander's duty is to always be able to win at any cost.

Conducting the battle is the commander's form of self-expression which is demonstrated first and foremost in the decisions made and the actions brought to life. The ability to be flexible and steadfast, consistent and persistent is cultivated in the commander on a firm basis of theoretical and practical training, in the course of the energetically acquired experience of sharp combat training and long cruises. An attentive attitude is required of senior commanders regarding all manifestations of the commander's creative work. Encouragement of initiative and independence is also required. For it is simpler to restrain audacious manifestations that do not always succeed because of insufficient experience and mastery than to cultivate the necessary degree of flexibility and independence in an officer accustomed to caution in his actions.

It is recalled how the crew of a nuclear-powered vessel which at that time was under the command of Captain 1st Rank A. Alekseyev distinguished itself in one of the exercises. As the result of complicated circumstances and unforeseen "enemy" actions, the ship was in an extraordinarily complicated situation. It seemed even to those ashore that it was impossible to carry out the assigned combat training task. The ship's commander also had no thoughts about that. He reviewed his initial decision. But the difficulty was that an immediate report concerning condition and route of movement was required at the command

point. However, at that time the submarine had no contact with the command point of the exercise's director according to the conditions of the task. Well knowing the situation and the capabilities of the forces working with the submariners, the commander decided to employ a variant of communication which had not been envisaged and was not being exploited in the exercises. But the resourceful commander was able to use it. A seemingly hopeless situation was surmounted. The ship opportunely took up the indicated position and successfully carried out its assigned task.

Did Captain 1st Rank Alekseyev run a risk in making such a decision? Undoubtedly. If he had not carried through with his plan, it would have been hard to prove that it was practicable. There was a risk in discerning the possible and the impossible. Having often found himself in extraordinary situations during his service career, the officer was psychologically ready for very astute and rapid mental work in an acute situation. The circumstances did not stifle his will, and the opportunity to cite objective reasons did not lower his activity in achieving the fundamental goal.

However audacious and talented he may be, a commander is not in a position to select the optimal variant of actions in an extraordinary situation without the assistance and support of his subordinates. Their opinions, collective wisdom and experience has always been a source of the commander's creativity and decisiveness.

It goes without saying that altering a decision is not an easy thing for a commander of any rank. This is always connected with a great strain of effort and will, with the risk of making a mistake or of finding oneself in a still more disadvantageous situation. But one must learn this.

To act boldly, one must think boldly. This lies at the bottom of a special type of creative work--that of the commander--without which there could be no real director and organizer of combat.

12462

CSO: 1801/32

NAVAL FORCES

WARRANT OFFICER'S RECORD DOES NOT REFLECT UNSATISFACTORY PERFORMANCE

Moscow KRASNAYA ZVEZDA in Russian 2 Oct 83 p 2

[Article by Captain 2nd Rank A. Zlydnev, KRASNAYA ZVEZDA correspondent: "A Principled Attitude Toward an Order: A Remark"]

[Text] In the squad led by Warrant Officer R. Gabdullin, proper order had been lacking for a long time, and there had been gross violations of discipline. The senior commanders knew of this. But they had not taken effective steps. Usually they limited themselves to punishing Warrant Officer Gabdullin. The authority of the squad's petty officer fell as the number of misdemeanors grew. But it was hard to select another warrant officer for the post. And all remained as before. Moreover, when Gabdullin reported his intention of extending his expiring term of service and remaining at his former post, they met him half-way.

With the active assistance of Captain 3rd Rank V. Korobeynikov, a staff officer, Captain 3rd Rank V. Vetkin wrote a blameless recommendation for the squad's petty officer. Not a word was said in it about the inadequacies in the warrant officer's work or about his five punishments, among which were reprimands and warnings concerning his imperfect service compliance. The recommendation was approved despite the fact that it lacked the resolution of the recommendation commission.

Half a year passed. A normal violation of military discipline took place in the squad. It was again acknowledged that educational work with the men was being poorly conducted and that there was no checking of the observance of the daily routine. And the unit's chief of staff made the decision to dismiss Warrant Officer Gabdullin for service incompatibility. Captain 3rd Rank V. Vetkin took up his pen a second time. But now the recommendation ran directly opposite to that previously written. And the members of the recommendation commission approved it. True, one of them, Senior Lieutenant A. Prokhorov, admitted to Gabdullin that since the warrant officer had been recommended quickly, none of the commission's members had even spoken about it.

The affair of the two recommendations received publicity. But Captain 3rd Rank V. Vetkin did not experience any inconveniences. He said that both the recommendations written by him in this regard were the recommendations of the senior commander. And ultimately the warrant officer deserved dismissal for his service incompatibility.

Of course, no one had lifted the guilt from the squad's former petty officer (he was discharged into the reserve). But the startling lack of principle admitted by his senior comrades in evaluating his practical qualities has remained unnoticed either by headquarters or by the party organization.

12462

CSO: 1801/32

DOSA AF

BRIEFS

TRAINING FOR SUBMARINERS--An underwater sports section was formed in 1975 under the auspices of the Borispol DOSAAF Automotive School in Kiev Oblast. In the intervening years it has trained 8 masters of sport, 28 candidate masters of sport, and more than 50 1st-category athletes. Its teams have placed on numerous occasions in republic and all-union competitions. An underwater swimming section has also been in operation since 1980 under the auspices of the Borispolskiy Rayon Technical Sports Club, with the methods assistance of the automotive school section. The members of this group have also achieved considerable success. The Kiev Oblast team which did a creditable job in this year's sports season is based on the membership of these sections. All this is gratifying, but there are several items which bear mentioning. First of all, the swimming pool at the Borispol Youth Sports School, where the underwater swimmers and divers have been training, is urgently in need of repairs. Nothing is being done, however. For this reason the athletes have been unable to train and have been commuting to Kiev for this purpose. Section officials have repeatedly appealed to youth sports school director N. O. Vlasova and other officials to make it possible for the underwater sports section members to train. Up to the present time, however, they have been treated like pariahs by the school. Who will finally resolve this problem? [By M. Yaroslavs'kyy] [Text] [Kiev PATRIOT BAT'KYVSHCHYNY in Ukrainian 18 Sep 83 p 3] [3024]

CSO: 1811/02

FOREIGN MILITARY AFFAIRS

GREEN BERETS PROFILED

Moscow KRYL'YA RODINY in Russian No 8, Aug 83 (signed to press 12 Jul 83)
pp 32-33

[Article by journalist V. Doroshenko, Washington-Moscow: "Weapons of the Air Pirates: The 'Green Berets'"]

[Text] On the screen is John Wayne, the film symbol of the "real American," a stereotype of the western hero confirming law and justice with the help of his steel fists and .45 caliber revolver.

But this time he is shown not in the broad-brimmed Stetson and faded jeans familiar to all movie viewers, but in a green beret and the uniform of a colonel of the U.S. Army Special Forces. As the film goes along it becomes clear that all the sheriffs and "noble" criminals previously played by Wayne were simply dilettantes in the field of killing their fellow man in comparison with the gallant superman of modern warfare decorated with a parachutist's emblem and a colonel's eagles.

It was no accident that the first film Wayne made in the United States on the Vietnamese War was called "The Green Berets."

During his years of work in the United States the author had occasion to familiarize himself with many samples of Hollywood products about the Americans who fought in Vietnam, and in almost all of them, whether it be the ill-fated, hysterically produced anti-Vietnam film entitled "The Deerhunter" or the mediocre mystery entitled "Good Guys Wear Black," one senses an attempt to extol the romance of "exploits" by the royal killers in green berets. The work of a powerful Pentagon propaganda machine clearly can be traced with its purpose being to whitewash its favorites, the appearance of whom at any spot in the world presages another bloody conflict.

The idea of creating special forces as a "hot" means of the "cold" war took shape in the not unfamiliar pentagonal structure on the banks of the Potomac and was implemented by 1952. From the very moment of its birth this special offspring of the Pentagon managed to have a taste of blood in the war in Korea as a model of serving the interests of Washington politics.

The Special Forces, known then to few, celebrated their second birth in the period of the Caribbean crisis when President Kennedy himself set up a special decoration for them--the green berets--and gave a blessing for future quiet and celebrated affairs. The new headgear was unusual for the American Army and soon became a unique "trademark" of the Army elite.

Manning of the privileged Green Beret units, which are not so simple to enter, goes according to the principle worded concisely by an American general: "Even gangsters are suitable in the fight against communism if only one succeeds in using them to achieve our goals."

As a result both Americans who love adventure and various renegades who left their countries for reasons of a political or criminal nature are recruited for these units. Everything comes in handy in the business. The main thing required of them is a pathological hatred for the "Reds" and readiness to kill for good pay under the hypocritical motto "Liberate from oppression." This same motto along with a portrayal of a dagger and crossed arrows is included in the official emblem of Green Beret subunits.

According to American press information the Green Berets now number approximately 10,000 persons, but the sharp numerical increase of this combat arm generated a number of problems and affected the quality of soldiers' professional training.

Until the active participation of Green Berets in the Vietnam adventure the death of one so-called supersoldier served as a subject of special investigation with subsequent recommendations for improving the methodology of training the rest. Under fire of patriots in Vietnamese jungles the soldiers in green berets began to depart to the other world now by the dozens and as a result made up a solid part of the 56,000 Americans who died there. It no longer came down to investigations and precise estimates.

At the present time the entire 10,000-man Green Beret corps is subdivided into autonomous combat units--groups numbering up to 1,200 men. Each such group is targeted for operations in specific regions of the world having a major military and political importance for Washington.

According to official publications the basis of tactical employment of the Green Berets consists of reconnaissance-sabotage operations by small detachments of up to 12-14 persons staffed with specialists from a mine and demolition specialist to the medic, as in the crew of a certain biblical ark. According to an estimate by American specialists, such detachments also are capable of performing missions of organizing "rebel" formations in the enemy rear out of persons opposing the regime and various declassified elements. In addition it is believed that the Green Berets can operate effectively against guerillas in their own rear and give active assistance to reactionary regimes in putting down a national liberation movement.

The actual performance of all these missions naturally also assumes serious training for every supersoldier candidate. Its basis is created in the Special Forces Training Center at Fort Bragg, North Carolina. This spot also is

familiar for the fact that intensive training is performed there by younger brothers of the Green Berets--battalions of Rangers, who are considered to be a class lower. In addition, the 82d Airborne Division, which won sad notoriety, also makes up a considerable part of the specific Fort Bragg population.

"The future Green Beret remembers this place all the rest of his life," proudly declares the Center's chief, Col James Morris.

For more than a half-year the highly experienced diehard instructors who know no pity beat the remnants of everything inherent to a normal person from a "volunteer" who has signed a contract. All this time the new recruit is subjected to intensive ideological conditioning under a specially developed program which is being perfected. The training consists of several phases. Initially a candidate is coached in the basic disciplines, above all those needed for every self-respecting "specialist"--the mastery to perfection of the most varied methods of murder both with the help of firearms and silent weapons and without them, relying only on one's own hands or any improvised means. At the same time he has to learn the rudiments of demolitions and orientation on the terrain.

Then the new recruit begins to be accustomed to methods of his delivery to the "work site," placing primary emphasis on airborne parachute training. The parachute jump program is very extensive, from familiarization jumps to advanced ones in woods, on the water and with a lengthy delay in opening the chute. Jumps are practiced with the "flying wing" type of canopy which when necessary allows gliding to the target for some ten kilometers, naturally with an appropriate opening altitude. And while an NCO who has mastered an exercise poorly in the infantry is forced as punishment to do push-ups until total exhaustion, such punishment bears a "professional" nature in the Green Berets: "Jump!" yells the instructor, and the soldier has to make high jumps in place as many times as there are shouts.

Along with mastering parachute jumping the Green Beret learns principles of conducting reconnaissance and sabotage actions and becomes familiar in parallel with matters of arranging subversive propaganda among the populace in a possible enemy's rear. Later some time is spent practicing actions as part of a detachment under conditions resembling actual combat conditions to the maximum.

The new recruit constantly has the thought drummed into his head about how lucky he was to get into the Green Berets. He has to realize his own "exceptional nature" to the marrow of his bones, which will help him, acting under the motto "Any assignment by any means!" cross the psychological threshold without difficulty in killing a person for the first time.

During the training the latter-day supersoldier often has to play the part of a prisoner of his colleagues who portray the "Reds" and be subjected to savage humiliation on their part. Then the roles change and he in turn can recoup himself and at the same time improve his skill in applying tortures. When the performers become enthusiastic a sad outcome for the "prisoner" is fully

possible. As it is believed here, this also helps instil hatred for the communists.

At the end of the entire course, after planting the green beret on his head, the new "defender of democracy" sets off for a unit where he will be polished as a specialist. The American administration doesn't let him get bored. In unearthing the story of the impudent international adventure which failed-- Operation "Rice Bowl," the attempt to free the hostages in Iran--the journal NEWSWEEK gave the story of one of its participants, Dick Meadows.

At the age of only 15 he signed up for the airborne forces for money and took part in the Korean War as the youngest NCO. Then followed stages customary for every Green Beret: Laos and Vietnam. Meadows landed some 30 times on foreign territory, of which four times were in the DRV and the others in Laos, where he vectored American bombers to "military targets" in the form of peaceful villages and settlements. He was uncommonly lucky and returned, in contrast to others.

Meadows has been decorated with all conceivable awards in the U.S. Army and only the openly dirty nature of many of his "operations" deprived him of an opportunity to receive the Congressional Medal, the highest award, inasmuch as it was required to publicize this murderer's "exploits."

"Meadows has the talent of a real saboteur," is how Col Morris describes his friend. After retiring, the specialist of such a class, needed by the Pentagon, remained as a "consultant for the conduct of special actions on the 'Delta' team," a super-secret Green Beret subunit which was being trained for the adventure in Iran. Meadows himself penetrated into Teheran and was choosing targets for his fledglings. Now he offers his services to any reactionary regime which agrees to pay for his enthusiasm as a "fighter against world communism."

Sports occupy a considerable place in the life of soldiers in green berets inasmuch as the performance of special missions is inconceivable without good physical training of the performers. For this reason the attitude toward sports bears a purely professional nature in this environment. An amateur does not survive.

In addition to shooting and karate, particular attention is given to parachute jumping. Rightly assuming that parachuting presents broad opportunities for tempering a person's character and preparing him for actions in various stress situations, the Special Forces command actively propagandizes parachutism among its charges, stimulating an interest in it by all means.

The possibility of engaging in such a costly sport at Pentagon expense is intensively advertised by recruiters of the special service engaged in delivering volunteers to the U.S. Army. The Army "Golden Knights" parachute team which tours the country demonstrating trick jumps also makes no small contribution to this. Representatives of the American VDV [Airborne Forces] and Green Berets take part in parachute competitions not only in the United States, but abroad as well.

After leaving service the Fort Bragg alumnus always will be able to maintain his athletic form. He is invited to numerous elimination trials for professional mercenaries arranged by the not unknown journal SOLDIER OF FORTUNE.

There is no peacetime for the Green Berets. Instances of their participation in dirty affairs in various regions constantly are becoming public and regardless of whether this takes place in El Salvador or on the territory of countries of Southeast Asia, one senses the hand, the one "trademark"--the Green Berets.

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