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U S S R

TRANSLATIONS ON USSR MILITARY AFFAIRS

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IMPROVEMENTS IN POST EXCHANGE SERVICES NOTED

Moscow AGITATOR ARMII I FLOTA in Russian No 14, Jul 77 signed to press 7 Jul 77 pp 27-28

[Interview with Maj Gen V. Cherednichenko, Deputy Chief for Political Affairs of the Main Trade Directorate, Ministry of Defense USSR, by correspondent V. Ilyk; date and place not given]

[Text] On the eve of Trade Workers' Day a correspondent of AGITATOR ARMII I FLOTA, V. Ilyk, met with the Deputy Chief for Political Affairs of the Main Trade Directorate, Ministry of Defense USSR, Major General V. Cherednichenko, and asked him to tell about the successes of the post exchange workers and about the trade and domestic services for our servicemen.

[Question] Soviet trade is developing with each passing year. Military buyers have the opportunity to acquire necessary goods and various domestic services are enjoyed. Vasiliy Timofeyevich, how are the qualitative indices of the labor of post exchange workers expressed? How are they realizing the motto of the five-year plan--effectiveness and quality?

[Answer] Qualitative indices are now being thrust into first place and they must be considered just as strictly as the indices of the growth in goods turnover and profits. Among the noticeable qualitative changes we should include the organization of trade on the basis of direct ties between the stores and the production enterprises.

The sale of goods by the self-service method, by advanced orders, by travelling and parcel trade, and by the delivery of goods to the home is finding the widest dissemination in the post exchange system. These and other progressive forms of trade services are determining the trend in the development of our services. They have been successfully introduced into practice in the post exchanges of the Kiev, Carpathian, Moscow, Central Asian, and Belorussian Military Districts. In improving their activity, the exchange and domestic services enterprises of these military districts are displaying great concern that the men in the field, at the airfields, and on the ranges are supplied just as well as under garrison conditions.

A thorough study of customer demand and the high style of servicing are typical of the majority of our selling and public catering personnel. In the struggle for quality of labor they consider the socialist competition for a worthy greeting for the 60th anniversary of the Great October as an important lever.

[Question] The Army-Wide Conference on Improving the Living Conditions of the Troops will take place at the end of this year. How are the post exchange workers preparing for it?

[Answer] The Army-Wide Conference on Improving the Living Conditions of the Troops will be a great event for us. The great opportunities which the post exchange has to satisfy the customers' demands are evidence of the fatherly concern of the party and the government for the men. The state, it says in the draft of the new constitution of the USSR, is equipping the Armed Forces with everything necessary. To realize these opportunities skillfully means to conduct matters in a modern manner with consideration of the increased requirements of the consumers. Participation of post exchange personnel in the Army-wide inspection competition for the best troop (ship) administration of a unit, best medical institution, and best trade and domestic services enterprise will contribute to a further improvement of the post exchange and domestic services.

As formerly, special attention is being devoted to supplying the men, members of families of servicemen, workers, and employees with consumer goods and military assortments and to satisfying everyday services in its varied forms in remote and small garrisons of the Far North, Transbaykal, and the Far East. The network of trade centers, stores, combines and everyday services points as well as of coffee and tea shops has been constantly expanding in recent years. To see that they operate without interruptions and effectively is the common task of commanders, political officers, and post exchange personnel.

All these questions will be discussed at the Army-Wide Conference on Improving Living Conditions. Its recommendations will permit the post exchange personnel to raise the level of trade servicing of army and navy personnel.

[Question] The second year of the Tenth Five-Year Plan is under way. What is the contribution of the post exchange workers to the accomplishment of the plans which have been outlined? With what successes are they greeting their holiday?

[Answer] Many of our collectives distinguished themselves in the kick-off year of the five-year plan with a high level of political activity, shock labor, and the broad span in the competition to increase the quality of work. The plan for goods turnover for the first year of the five-year plan has been accomplished ahead of schedule.

For three quarters, the trade management collective headed by officer N. Sadovnikov has won first place in the competition, has been awarded the challenge Red Banner of the Ministry of Defense USSR and the central committee of the state trade and consumer cooperative personnel's trade union, and has been entered in the Book of Honor of the trade directorate.

The best production workers, master cook of the mess N. Yefimova, senior salesperson Ye. Alyavina, driver B. Beselov, master military seamstress T. Bobyleva, barmaid of the soldiers' tea shop A. Glukhovskaya, cutter in the tailoring establishment S. Ruginis, and others have been awarded orders and medals. Altogether, last year 240 people received awards. The title of "Expert of Soviet Trade" was won by 119 people. In the first quarter of this year, with consideration of the additional assignment the plan for goods turnover was 101.8 percent accomplished.

From the results of the first quarter of this year the winners in the socialist competition were the collectives of the exchange directorates which are led by officers V. Fedosov, V. Tsyplakov, and D. Shuster.

In honoring the leaders, the personnel of the exchange directorates of the military districts, fleets, and groups of forces understand that they are facing important tasks. The successful accomplishment of the annual assignments and the skillful use of all opportunities for comprehensive trade and domestic services support of the men will contribute to the satisfaction of their requirements and good morale which are very necessary for the defenders of the Motherland in their difficult soldierly labor.

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CSO: 1801

DOSAAF MOTOR VEHICLE OPERATOR TRAINING IMPROVED

Moscow ZA RULEM in Russian No 8, Aug 77 signed to press 29 Jun 77 pp 6-7

[Article by I. Mikul'skiy, Zhitomir, chief of DOSAAF automobile school: "New Program, New Prospects"]

[Text] At the end of last year the Zhitomir automobile school of DOSAAF, just as other schools of the defense society, changed over to a new program in the training of drivers for the army and the national economy.

By the time that this article had been written, we had already graduated two sections of students and, consequently, a certain amount of experience has been accumulated which I should like to share. During this time both indisputably positive aspects of the new program as well as a number of shortcomings and organizational complexities have appeared; therefore, in our opinion, its discussion is necessary. What is the new program? How does it differ from the previous one? First of all, by a reduction in the training by exactly 150 hours. How? First of all, through the time allotted for study of the construction and operation of the motor vehicles. The second substantial difference became the teaching of driving in a "schedule grid" which will be discussed in greater detail below. These two features also determined primarily the basic restructuring of the training process.

We proceeded from the fact that the material base had been virtually completely renewed: we got rid of all old-model vehicles such as the GAZ-51 and provided the fleet with ZIL-130, GAZ-53, and several other vehicles whose study is envisaged by the new program. Then the classrooms and laboratories were reequipped accordingly: new units, assemblies, and training aids were installed and the instructional charts were replaced. But even this is not all. Our driving grounds were also rebuilt. They are our pride. Everything necessary to work out exercises on practical driving is available on a territory of five hectares. Here we have a training classroom, a classroom of "cargo" trainers, a garage for the motor sports section, and a number of service premises. So that the area of the driving grounds has undergone important changes based on the fact that now 15-16 vehicles should be located on it simultaneously. Portable clearance obstacles, barriers of new design, and so forth have been installed.

We turned special attention to the training of teachers and experts. The pedagogical council of the school conducted a methodological assembly on the new program, lesson plans were written, and eight methodological elaborations were prepared on the main subjects, in each of them reliance being placed on the broad employment of all means for technical instruction: graphic aids, LYeTI [expansion unknown], motion picture projectors. Furthermore, several special lessons were devoted to problems which were dictated by new conditions, for example, to the subjects "Transistorized ignition systems" and "Special features in the operation of the 'Ural-375' vehicle." A new daily schedule was thought out and prepared.

Let us recall how the training day was organized under the old program. It usually appeared as follows. After the morning formation the students take off for their classrooms. Theoretical lessons begin (the construction of the motor vehicle). At this time, two or three experts in practical driving instruction (in the old manner, instructors) enter the classroom and call out the names of the students who are to drive. That is, for these youngsters the training process, I have in mind theory, has already been disrupted. Fifty hours of driving--50 hours of missed lectures or laboratory lessons. This is a little less than 10 percent of the training time. And by the way, with 20 percent of the hours missed the student is not allowed to take the exams. As we see, the old program itself doomed them to forced absence. As regards driving, formerly, when all the trainees had accomplished various exercises, 15-20 vehicles drove off every which way: to the city, to the driving grounds, and so forth. Under such conditions there could be no talk about checking the work of the instructors or of how the instruction is proceeding. In this plane, the new program has accomplished a revolution.

Here is a day in our automobile school. Just as formerly, it begins at 0800 hours with a formation. The duty officer reports to the senior expert that the students of the training group are ready for driving lessons. Alongside 15 vehicles stretched in a line. The senior expert sets forth briefly the special features in accomplishing today's exercise and issues the methodological elaborations and instructional cards. I want to stress that it is impossible to conduct the lessons on the proper level without these documents. Then, 15 students under the direction of the experts begin the check inspection of the vehicles before driving out of the motor pool. This is half a group. It has ahead one hour allotted for the inspection and two hours for working out the exercises. Meanwhile, the second half of the group is occupied with theoretical and special training in the classroom or laboratory. At 1100 hours the subgroups change places and are occupied in this manner until 1300 hours. Thus, the entire group participates in the lessons on driving for five hours. Both subgroups spent two hours on theory. In order to equalize the hours for theoretical training with driving (an academic hour lasts for 45 minutes, and driving--60 minutes), we make the dinner break for the experts and students who were behind the wheel 30 minutes. So that after the break the lessons on the construction of the vehicle and driving begin simultaneously--at 1300 hours. At this time, the seats in the vehicles are occupied by the pupils of the next group. This time, there is no check inspection and after two hours the subgroups change, but the second subgroup takes part in the daily technical inspection of the vehicles.

Consequently, daily in accordance with the schedule eight hours of classroom and laboratory lessons are conducted in the school and eight hours of driving of which two hours are allotted to a check inspection and daily servicing of the vehicles. Thanks to this, the training equipment is constantly maintained in good working order. It was stated above that we allot 15 vehicles for driving and keep one more in reserve.

Lessons in the automobile school are conducted in three sections. The groups of the first and second number 30 men, and of the third--somewhat more, and then additional vehicles are brought in.

Let us see the advantages provided by driving instruction in a schedule grid. The main one is that an entire group simultaneously works out the very same exercise, and this means that all 15 vehicles are constantly on one section of the road in the city, outside the city, or on the vehicle driving grounds. Checking was intensified on the part of the senior expert on the organization and course of the lessons and on their quality. There are no cases where some students drove for 20-30 hours and others for 10-15, which happened rather often under the old program. Lessons are proceeding especially interestingly now at the vehicle driving grounds where seven ZIL's are located simultaneously on the "ZIL" line and eight GAZ's at the "GAZ" line. The working out of the exercises has become visually tangible and there is the opportunity for an effective critique of blunders which have been committed.

The working out of such an exercise as driving a vehicle in a column which the future military driver requires has sharply improved. Formerly, it was an entire problem to assemble the required number of vehicles for the vehicle column: it was necessary to disrupt the training process in several groups at once. Now, each trip out to a lesson is actually in a column. We have the opportunity constantly to observe the students' ability to keep the distance, observe discipline and traffic regulations, and to observe their driving technique. The situation is the same with a night ride. Formerly, three to eight vehicles drove out at night; now it is 15 in accordance with a strict plan.

Driving in a schedule grid required clear work and discipline. Henceforth, the school must function like clockwork. The simultaneous departure and simultaneous return to the motor pool--this has become a law. Each absence of an expert or driver on the lessons breaks up the rhythm of all and destroys the single schedule. Therefore, we are now discussing the system of instruction and the interest of the trainees and instructors in the results. Otherwise, everything loses meaning. In this connection, I should like to state that each laggard must be held more strictly responsible.

Henceforth, the driving expert has become the center of the training process. But such a shift in emphasis thus far has no centralized "reinforcement." In particular, it is necessary to bring order to the system for rewarding this category of personnel and to formulate their rights and duties more clearly.

There is also a need for a single procedure for the check inspection and daily servicing of the vehicles. This is one of the most useful innovations. The

military driver, unquestionably, must be able to keep the vehicle in good working order and care for it. Therefore, we are awaiting from the methods office of the DOSAAF Central Committee the most rapid elaboration of charts on TO [maintenance] and a list of questions on which reliance should be placed in the morning and evening inspections of the training vehicles.

We were lucky in this sense: senior expert N. G. Kompanets wrote what in our view is an excellent elaboration on the inspection and servicing of vehicles which helps to conduct the work quickly and with high quality.

Up to now, I have told primarily about changes in driving instruction. Well, and what is occurring in the teaching of the construction of the vehicle and traffic regulations?

The value of each minute of a lesson has increased sharply with a reduction in the number of hours. This is why we have such an attentive approach to the growth in the professional level of our teachers. I note that the majority of them have considerable experience and love their work. In order to be convinced of this, one can glance into several classrooms. Here, of course, you turn attention to the abundance of graphic aids and to the devices with which they were made by the hands of the teacher and the students. Let us take the classroom of V. A. Byakov. It contains everything: cut-away electrified assemblies, and a vehicle, as they say, "under way," and a LYeTI, and a device for the rapid questioning of the students. And recently, Vasilii Alekseyevich installed in a vehicle a panel on which test tubes with samples of all possible lubricants are fastened. If you touch any one of them, in the vehicle a light lights up which indicates the place where this material is poured. Graphically--and easily remembered.

Unfortunately, no place was found for hours for self-study in the new program. But their value is unquestioned. Therefore, our teachers conduct self-study on their own initiative. Thus, N. S. Nichiporenko, one of our best teachers, tells the students of his group almost daily after completion of the lessons: "Let us eat and rest for an hour and then--everyone to the classroom." Of course, the teacher may keep only those who are lagging, but most often he keeps them all so that the stronger can help the weaker. And the teacher himself will be in the classroom with the youngsters to the end, in which regard absolutely without compensation.

When we began work in accordance with the new program doubts arose: to be sure, now the teacher must explain the very same thing twice a day--first to one subgroup, and then to the other. But the fact is that there are not 30 students before him as formerly, but 15; therefore the effectiveness of each lesson is higher and there is the opportunity to delve into the material better and check the knowledge of the students. By the way, much also depends on them themselves. We try to teach the youngsters to make maximum use of graphic aids and displays and to work with these means of instruction independently, and we try to develop a sense of mutual assistance in them. Therefore, we practice competition not only between groups, but also within them.

I have already mentioned that the classrooms and laboratories in the school were completely reequipped. Here, you will also see excellent graphic aids and perfect work sites where both instructions and tools are always at hand. This work is constantly continuing, new accessories are appearing, and equipment, inspection pits, and service ramps are improving. Everything is directed toward raising the effectiveness of each lesson and giving the students the opportunity to extract the maximum knowledge from it.

Right here I must tell about the vehicle trainers which have recently won great popularity. They are found in many schools but...their use is completely given over to the personal initiative of the teacher collectives. There are neither methodological aids nor any well-grounded suggestions for instruction on the trainers. How many hours must be allotted to them: 6, 10? Or perhaps, only 2? No one knows. Furthermore, exercises on the trainers are not provided for at all in the program. Does this mean that they are not needed? They are very much needed! However, while the supervisors of the automobile school--some from consciousness of necessity, others from considerations of "style" and "prestige"--are buying and installing trainers the trainees are mistrustful of them, not seeing the special benefit in them. They are correct in some ways: as I have said, the optimum boundaries for working with trainers have not been determined.

The necessity is ripe for the conduct of a comprehensive study and for the working out of instructions and procedures which are substantiated and confirmed by practice. Our school has eight trainers: four "light" and four "truck" trainers. They are rather expensive and, for the present, their effectiveness is low. And we have agreed that if we are given the assignment we will take over these studies: to introduce a various number of "trainer" hours into the training process, find the optimum version, and prepare a draft methodological aid. This, I repeat, is needed by all DOSAAF automobile schools for we are speaking about the quality of instruction.

But let us return to the new program. With what results did its introduction proceed? It is admitted that the examinations in the first section put us on the alert somewhat: in some respects the students' knowledge became poorer. This was also noted by the members of the examination commission. It was necessary to analyze once again the organization of the training process, to think through again a number of methodological elaborations, and have a stricter approach to questions of discipline. For example, we disclosed the reasons for several failures in teaching driving which come from the inability and, at times, even the unwillingness of individual experts to work in the new manner. And then May arrived--the time for examinations in the groups of the second section. Only one out of 157 students did not pass the practical driving, and really, because of happenstance against which no one is insured. The future drivers answered the theoretical questions without a miss. "Yes, it was as if someone had substituted for you," said the chairman of the commission to us, smiling. Of course, it was a joke. We simply found the key to the new program and made ourselves familiar with it.

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CIVIL DEFENSE TRAINING EXERCISE IN A DUSHANBE INDUSTRIAL PLANT

Dushanbe KOMMUNIST TADZHIKISTANA in Russian 9 Aug 77 p 2

[Article by N. Lugovoy, chief of staff of Dushanbe civil defense: "In Training As in Battle"]

[Text] Civil defense exercises for all categories of trainees are being conducted at the Dushanbe Excavator-Repair Plant. One day is set aside for civil defense work. The status of civil defense training is taken into account in computing the quarterly and annual figures on fulfillment of socialist obligations. Special attention is being given to the complete mastering by all plant personnel of the basic minimum program on protection from weapons of mass destruction.

The chief of staff of civil defense at the plant N. Brov says:

"The civil defense standard is the criterion for evaluating the degree of preparedness of persons to perform the duties involved in the protection against modern weapons. In studying the means and methods of protection, we not only teach our people how to use them properly, but also we convince them it is possible to protect and preserve life. Through the development of standards we are pursuing the goal of preparing a person for the problems and extreme physical stress."

In preparation for the comprehensive training at the plant staff training sessions and command-staff teaching were conducted, where problems of organizing the means of control, communications and mutual support were resolved. In addition, the ability of command-supervisor personnel to lead subordinates in carrying out civil defense measures was examined.

The enterprise's party bureau, which is headed by A. Ovcharenko, also is involved in problems connected with preparing the plant for operation under special circumstances. The plant's trade union committee, Komsomol members, and the DOSAAF committee also take part in this work.

The party bureau handled the setting up and training of the party and Komsomol aktiv in non-militarized elements. Agitators and political information

specialists held meetings on the importance of the forthcoming training. General meetings of workers, employees and engineering-technical personnel took place in all shops where the decisions to conduct the comprehensive training in a well-organized manner were approved. Also films were shown on civil defense and military-patriotic education.

Socialist competition was organized among personnel of the elements under the slogan: "Excellent work during the training -- a matter of honor for each participant." Slogans, posters and banners all pertaining to the upcoming training were displayed throughout plant areas during this period. Wall newspapers and news sheets which contained information about the course of preparations for the training were issued in plant administrative areas and shops.

Finally the day came. Beginning with the receipt of the signal of a possible enemy attack, the system of notifying supervisory personnel worked smoothly.

The plant's civil defense chief, after receiving his assignment from the rayon civil defense chief, came to the plant's command post. The chief of staff reported that the upper echelon and command-supervisory personnel had met, organized the duty and surveillance responsibilities, and established communications with the rayon and ministry civil defense headquarters.

The plant civil defense chief clearly and concisely issued orders for implementing the civil defense measures which were fully laid out in the plan. The secretary of the party bureau made the assignments on party-political work.

In a matter of minutes the information concerning the situation had reached all workers, employees and element personnel.

Having implemented the primary protective measures, the civil defense chief, staff, and other administrative personnel, due to a sharp worsening of the situation and with the authorization of the higher headquarters, redeployed to a remote command post, where already were located an off-duty plant crew and plant elements. By order of the civil defense chief the chief engineer M. Muzafarov was placed in charge of the installation activities in the city.

A little later in accordance with the training game plan the enemy delivered a "nuclear strike." A complicated radiation, field engineering and fire situation was the result. The plant found itself in the zone of medium destruction. Individual shops and administrative buildings were "damaged." Fires broke out on the premises of the enterprise, the approaches to which were blocked by strong barriers.

The civil defense chief accompanied by plant elements arrived from the out-of-town zone after a surveillance team. Having heard from the commander of the surveillance group and personally convinced of the actual conditions, he made the decision and issued instructions on conducting salvage and emergency rescue-rehabilitation work to the commanders of the elements.

Everyone performed in a determined and selfless manner -- both the element commanders and the men. Powerful cranes and bulldozers were employed to help clear away the created barriers. After them fire engines supported by plant elements penetrated the "fire." Powerful streams of water were directed on the raging flames. The wall of fire was broken at separate fire centers.

In sector one the rescue work was headed by the composite group commander A. Vasil'yev. First his men forced their way into the shelter areas. They helped medical personnel to evacuate the "casualties" and after rendering emergency first aid transported them, using survivors, via covered electric dollies to the "casualty" receiving point.

While the rescue work was unfolding in the first sector, a rescue group headed by A. Kalmykov and backed up by a fire engine, compressor, technical-rescue party, and two medical teams was located along a road deep in the interior of the plant yard where a large fire center had developed. And here utilizing the civil defense experience and knowledge acquired during civil defense exercises, the people won out over the fire, cleared the barriers, opened the entrances to the production areas, removed the "casualties" to a safe place, and repaired the damage to power sources and water and gas lines.

The vehicles with the "casualties" from the strike area were moved to the first aid detachment where they received treatment from qualified doctors and were then evacuated to an out-of-city medical center.

After the training the secretary of the party bureau A. Ovcharenko, who had spent many years in the army, said:

"I underwent a great deal of training. But today's exercise with all its stress will remain etched in my memory..."

Yes, the psychological pressure during this training period was indeed great. To the credit of the non-militarized formations it must be noted that they steadfastly withstood all pressure. And the everyday, ordinary civil defense training of all plant personnel played an important role in this.

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CSO: 1801

USTINOV ROLE IN POSTWAR ROCKETRY DEVELOPMENT RECALLED

Moscow PRAVDA in Russian 14 Aug 77 p 2

[Article by V. Gubarev: "Flaming Arrows"]

[Excerpts] How many launches had he been through? Tens, hundreds? No, you cannot even imagine the number, but even amidst the roar of rocket engines at the beginning of a launch he heard the salvos of the "Katyusha" rocket launchers around Poltava and in the Austrian Alps, and he could never forget this feeling even though the war had been over a long time and those days had grown dimmer in memory.

V. I. Voznyuk found himself in the Western District on the eve of the war. And even though the brigade was still not entirely outfitted with men and equipment, it was able not only to repulse the advancing enemy, but also to withdraw in full formation eastward to Smolensk.

The dramatic months of 1941 are well known. The enlisted man and the officer had the will to win. And together they survived the bitter defeats of the summer of 1941. The battles for Moscow, Stalingrad, Kursk and the Dnepr were to come... I tried to question Vasiliy Ivanovich several times about the battles on the Western front, but he always said: "It was so bad that it is impossible today to recall." And then he added: "We learned to wage war quickly."

During 1941 V. I. Voznyuk received three orders of the Combat Red Banner. Very few officers who fought during those days were commended with orders...

In September 1941 Major V. I. Voznyuk was called to Moscow. The day following his arrival he was brought to the party central committee. His meeting with the secretary went on for a long time. The secretary was describing a new weapon which now was coming into the army.

"Special units are being created," he said, "they will immediately take on the title of 'guards.' This is an honorary title, but a responsible one. You must remember always: not one of these pieces of equipment must fall into enemy hands. We are assigning to these units communists and komsomol members who are prepared to give their lives for their country at any time. And I want to emphasize: at any time."

V. I. Voznyuk was named chief of staff of a group of guards mortar units under the Headquarters of the Supreme High Command.

"Rocket school" was completed in a matter of days. Then on 14 September carefully camouflaged "Katyusha" rocket launchers were sent from Moscow to the south. The day before the commander and Voznyuk had seen J. V. Stalin. The talk lasted three minutes:

"You are subordinate to the Higher Headquarters," he said, "and these weapons are top secret both for the enemy and everyone else."

In September 1941 Vasiliy Ivanovich Voznyuk entered his first battle around Poltava as a major, and by the fall of 1942 he wore the rank of major general. Such a rapid advancement even for wartime was an indication of his outstanding ability. He ended the war as a lieutenant general and second-in-command to M. I. Nedelin, who was in charge of artillery operations on the 3d Ukrainian Front.

For the young lieutenant general who had excelled on the fronts of World War II the quiet postwar years were spent in retrospect -- can things ever be as challenging as during battle? But things were changing. He had to bid farewell to his dear "Katyushas" and artillery. In 1946 he found himself in exactly the same situation he had been in five years earlier, when he departed Moscow with his rocket launchers for Poltava: he became the tester of a new piece of equipment -- missiles.

And again Vasiliy Ivanovich went back to the books.

"He worked 16-18 hours a day," one of his friends recalled. "Such was Voznyuk's character: he had to know everything down to the last detail, and therefore immediately after receiving his new assignment he began to delve into technical details. Often he amazed the missile developers with his knowledge of their field."

"Confidence in one's leader, in my opinion, is the primary tenet in test work. During the war when soldiers were in battle, and they were confident that their commander would make the right decision and prove to be wiser, more cunning and talented -- then victory was assured. The new equipment which we were involved with was just developed -- there were so many problems which seemed insurmountable."

The headquarters, shops, dining halls, and living quarters were in tents. In the morning you had to break the ice in the pail in order to wash -- the water was frozen. And in the spring the sand storms began. The sand was everywhere: in your boots, in the food, and in the sleeping bags.

"You can live here a month or two, but no more," Voznyuk once heard a young specialist say.

"Weren't you at the front?" Voznyuk inquired.

"I was not able to."

"Remember: many of those who did not return from the war would be happy to work here. Do you understand me?"

...Thirty years later that engineer said in reminiscing about the first year:

"Voznyuk had it even worse than we did. And I am not talking about the living conditions -- they were the same for everyone. The assigned work was a tremendous responsibility and rested on his shoulders. But he did not feel sorry for himself. He was demanding of everyone, but even more so of himself. Frankly speaking, then I did not believe that stone houses would rise in place of the sand-filled tents, and parks and gardens would grow. But Voznyuk, in my opinion, foresaw that this would all happen from the very first day.

No, in that far off year of 1947 Vasiliy Ivanovich was dreaming about something else. One could find him in this office around midnight, and then early in the morning he was walking along the road... The spring was bad: the mud was knee-deep and the vehicles could not always move. He visited the "assembly building" (a huge tent where the designers and engineers worked), the engine test stand (its metal parts rose above a ravine), and the launch position.

"To be sure we will provide ourselves with all the amenities," Voznyuk said at one of the meetings, "but now all our efforts and equipment will be for the primary installations. And above all we must learn everything without exception."

The day before a curious event took place. A new person arrived at the assembly building. Naturally, he first learned of the missiles here.

"Well now I understand. There is new equipment and there is new equipment, but this tops everything... You mean, we will make the launch on these rails?" he asked of Korolev.

"Not really," Sergey Pavlovich smiled, "besides there is a roof overhead."

"It will go right through it!" the new man said confidently. "I worked with the "Katyushas" at the front and they have tremendous power, that is for sure!" giving Korolev a friendly slap in the shoulder. He was in his well-worn, shabby leather jacket...

Some 10 years later this incident had become one of the anecdotes which veterans tell new people coming in for fun. And during that time such notions about missiles were very widespread, people knew very little about the new equipment. With the exception of S. P. Korolev and his closest associates no one saw how a missile was launched, and as a result most people assumed that it must resemble the firing of the legendary "Katyushas."

There were a great many people around the test stand for the firing. The missile was "attached" to the metal structural parts. The structure was rather

imposing -- 45 meters high and standing over a ravine where the exhaust blast was to be broken.

This was a dress rehearsal. It was necessary to record various parameters on the engines, and a great deal of resourcefulness was required of specialists in order to develop out of available materials versatile instruments and gages, which could record the data. It was not until later that special equipment for these tests became available, but at the time everything came into use, even room thermometers. One of them was suspended on the metal structure and gave a reading of almost 40 degrees even though it was fall.

The first feeling after turning on the engines was amazement. The people were literally dumbfounded and surprised by the power of the fiery exhaust shooting from an engine. It seemed that everything grew dark -- the steppe, the evening sun, and the stand itself. The bright red arch which sped out towards the ravine sparkled in their eyes. Out of these streams of smoke rose, and it was only this black cloud which reminded one of a "Katyusha" salvo.

The missile and stand were then examined. "This thing is impressive," someone said, and these words were reiterated happily at the state commission which in those days met several times a day.

It was decided the launch would be 16 October. Dmitriy Fedorovich Ustinov went to Voznyuk after the meeting of the state commission:

"I realize that your people are tired and worn out," he said, "but we cannot allow mistakes or failures. Remind the whole launch crew about this again."

"We are confident of success."

"I am too," Dmitriy Fedorovich smiled. "It must be this way: the whole country is behind us."

"Our equipment made its appearance during the years of postwar chaos. Every nail, brick and piece of slate was carefully accounted for then. But we got everything we needed. You were born within 15 years after the war and your childhood and youth, fortunately, occurred during peacetime, but it might have been different if your fathers and grandfathers, having withstood the terrible war, had not won the other "battles" at this time in the competition for the newest weapon -- the missile."

The missile rose easily, beautifully. It traversed the sky with a fiery tail which was the only visible part.

Everyone emerged from the bunkers and the vehicles concealed in a little ravine. They began to congratulate each other. Korolev was standing a little to the side. His eyes were full of tears. Voznyuk went up to the designer: "Happy birthday, Sergey Pavlovich!"

"Thank you," Korolev embraced Voznyuk, "this is only the beginning for such things, Vasiliy Ivanovich..."

This was 30 years ago, 18 October 1947.

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CSO: 1801

CIVIL DEFENSE TRAINING IN A KIEV INDUSTRIAL ENTERPRISE

Moscow KRASNAYA ZVEZDA in Russian 19 Aug 77 p 2

[Article by Lt Col (Ret) V. Sukhinin: "The Business of the Whole Collective"]

[Text] The "Kristall" technical-production association in the city of Kiev has one of the best civil defense organizations in the republic. The voluntary medical group at "Kristall" took part in the medical group competitions and made excellent marks. Why is it able to handle its civil defense assignments so well?

In the unanimous opinion of the workers and employees it is due to the work of Retired Colonel Vitaliy Vasil'yevich Antonyuk, deputy to the general director and chief of staff of civil defense.

Vitaliy Vasil'yevich is a veteran of World War II and has many years of military service behind him. His extensive experience and thorough knowledge of military matters were needed for organizing the mass-defense work at the facility. From the very first days of his assignment some nine years ago, Vasiliy Vasil'yevich made every effort to see that civil defense was on a modern level here. The general director O. Sazanov and secretary of the party committee Ye. Parkhomenko always stood behind him.

At one of the early production meetings many people were amazed that the general director of the association devoted a significant part of his talk to civil defense matters. And since that time this has been a normal procedure. Together with problems on plan fulfillment the general director takes a real interest in the shop chiefs and how they are handling civil defense programs, what kind of difficulties are arising in this work, and what is needed to increase the effectiveness of training.

Rallying behind the staff a group of civil defense activists -- reserve and retired officers and workers at the association -- divided the duties between themselves and recruited other helpers. Reserve Lieutenant Colonel I. Opryshko headed the training facility according to the rules and the dissemination of civil defense information was handled by World War II veteran Reserve Lieutenant Colonel A. Nikitin. They worked out in detail just what kind of aid the chairman of the local DOSAAF committee Reserve Colonel S. Pyurov could provide the staff.

Antonyuk and his assistants realized that without a good training-materials base it would be impossible to achieve the comprehensive training of non-military elements. They decided to set up an instructional-training facility at the enterprise. Here the training classrooms were outfitted and visual aids prepared. The classrooms were set up so that students would have the opportunity to study various types of modern weapons, the principles of civil defense, chemical and radiation detection instruments, and individual and group protective equipment. There were also classrooms for fire-prevention training, communications equipment, plus a training aids department for supervisory personnel. Innovative people worked on the creation of visual aids and electrified the many display cases. For instance, if employees are studying the work of forward observers at the center of the damage, the training leader simply pushes a button and a prerecorded tape report is heard about what must be done in what sequence by a forward observer.

Of course, workers and employees acquire civil defense information in other areas than the classrooms. An excellent training course was created at the association, where special exercises and training sessions are conducted regularly.

Antonyuk and his assistants carefully planned the layout of the training course. Soon after reinforced-concrete barriers, semi-destroyed buildings, plus underground lines of communication, electric power lines, and many other items required for training forward observers, fire-fighters, and medical personnel appeared in several portions of the course.

By order of the general director one day is set aside for civil defense exercises. The party and plant committees are interested in the results of these exercises. The marks received are taken into consideration when summing up the results of socialist competition.

Various morale stimuli are being effectively used by the enterprise for recognizing those who perform their civil defense assignments in an outstanding way. In the lobby of the main building a board listing the top civil defense people attracts attention, and next to it are prominently displayed the totals for civil defense competition between shops, service areas and departments. At the training facility there is a book of honor in which are entered the names of activists at the discretion of the general director, party committee, plant committee, and the facility's civil defense staff.

Civil defense matters have become the concern of every worker and the business of the whole group at the "Kristall" association.

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OUTSTANDING AVIATION REGIMENT: HISTORY AND CURRENT TRAINING ACTIVITIES

Moscow SOVETSKIY VOIN in Russian No 15, Aug 77 signed to press 14 Jul 77
pp 9-13

[Article by Col S. Andrianov: "The Chkalovites"]

[Text] The history of this regiment is the history of Soviet aviation, our winged biography and legendary glory. The first aviation unit [chast'], the traditions of which the Guards Aviation Red Guards Order of Lenin Twice Red Banner Order of Kutuzov USSR 50th Anniversary Regiment inherited, was set up by V. I. Lenin's personal order.

It is made up of subunits [podrazdeleniye] which were based upon detachments from the old army which rallied to the side of the revolution. One of them earlier was commanded by the outstanding Russian pilot Petr Nikolayevich Nesterov who gave aviators the "dead loop" which now bears his name. He was a pioneer of long-range flights, was the first pilot in the world to conduct aerial combat, and was the first to employ the weapon of the strong in spirit -- the ram.

Defending the conquests of October, Red military pilots battled at Kazan', Ufa, and Perekop. During the Great Patriotic War, the regiment became celebrated at Moscow, Leningrad, and Prague. The Guards pilots have 347 fascist kills to their credit.

A full Pléiade of outstanding pilots emerged from this generation of eagles. The Motherland's highest honor, the rank of Hero of the Soviet Union, was won by 22 winged knights.

The regiment has always been replete with dynamism, vigor, and initiative. The historical record contains the notation that "in 1938, all the personnel in the regiment participated in socialist competition."

The regiment made a patriotic initiative early this year. The Guardsmen called upon all VVS [Air Force] troops during the jubilee year to actively join in the socialist competition for high combat readiness, a further improvement in aerial training, masterful assimilation of new aviation equipment and weapons, their care, quality accomplishment of combat and political

training missions, model military conduct, and a worthy greeting for the 60th anniversary of Great October.

The Test of Combat

November 1927, the 10th anniversary of Great October. . . An air show was held that day in Moscow at Central Airfield. Young Soviet aviation demonstrated its achievements: The flying skills of a pilot from Gatchina attracted universal attention. Faultlessly handling the Soviet aircraft, he demonstrated an intricate complex of evolutions executed at a lightning rate. Onlookers watched with amazement the precision execution of figures, the smooth virtually unnoticeable transition from one to another, the skillful maneuvers at ground level.

Party and governmental leaders rated the art and fearlessness of the military pilot highly. K. Ye. Voroshilov, People's Commissar of Defense, personally thanked, hugged, and kissed him. This was Valeriy Chkalov, a member of the same regiment as today's Guardsmen.

Then he tested aircraft, sending on their way the aircraft designed by N. N. Polikarpov. Bravely venturing into the realm of speeds and altitudes untried by others, employing rapid unexpected maneuvers, Chkalov stubbornly brought to light the capabilities upon which a pilot could depend in combat.

A qualitatively-new aircraft, a monoplane fighter with retractable gear, was created. This was a unforgiving aircraft and some considered it a loser. They tried to halt its testing but Chkalov clearly recognized that such an aircraft was needed. He conducted the tests to their conclusion. This was the world's best fighter in its day due to its speed, high maneuverability, and powerful armament. Pilots A. Serov, S. Gritsevits, and others who served in the regiment after Chkalov tested the I-16 in combat.

On 28 July 1941 squadron commander Captain A. Tormozov and commissar Lieutenant N. Dudin encountered a quartet of Messerschmitt-109's. Aerial combat ensued. It was an uneven clash but the Soviet pilots had been trained in the Chkalov manner.

Employing a surprise maneuver, Dudin shot down on ME-109 in the first minute. But the squadron commander's aircraft burst into flame at that time. Dudin rushed to cover his commander from enemy fire. Tormozov put out the flames by executing an abrupt side slip. Into battle he again went and noted that one ME-109 was on Dudin's tail ready to open fire. Tormozov succeeded in downing this one.

But Dudin had already engaged the pair of Messerschmitts. Instantaneously evaluating the situation he turned straight at them. The lead ME-109 fired his cannons, as did Dudin. The distance between the aircraft decreased at lightning speed. Then the Messerschmitt veered as the German pilot's nerves broke. The second also attempted to slip away to the side but the aircraft in the commissar's control was capable of making a maneuver which in a

second put the ME-109 in a disadvantageous position. Having escaped the side-on strike, the ME-109 was pressured into an even more threatening combat drill. The Soviet pilot was going to ram.

Thus, two pilots in I-16's, able to extract all the plane had to give and in beautiful possession of the art of pilotage and the tactics of combat, were victorious over four Messerschmitts. Only one of them survived.

In the fall of 1941 squadron commissar Lieutenant N. Dudin, a person the same age as October, was awarded the title of Hero of the Soviet Union.

The Secret of Flight

The smooth wide airfield reaches far to the horizon. An aircraft eager to roar into the blue rests on a pedestal at the regimental headquarters. At one time it was a marvel compared to those that flew during the Great Patriotic War. It piqued our imagination with its unusual shape and untamable striving towards the heavens. In its day it caused a change in our suppositions about aviation. The ringing jet age arrived and confirmed them.

But now even this miracle aircraft looks with pride on the concrete strip where the modern steel birds that replaced it take off and land.

The secret of birds' flight, the flight of the free and of the beautiful, was uncovered long ago by designers and pilots. And the pilots applauded, as if a perennial secret had been uncovered with the birth of this winged vehicle. What was accomplished was that about which their cohort Valeriy Chkalov had dreamed. The range of aviation's combat capabilities had been advanced immeasurably. Speed overtaking sound, high altitudes, and complex maneuvers at ground level and in the cloudy heights permit a pilot to accomplish an enormous complex of combat missions.

Pilot First Class Gennadiy Dmitriyevich Shchitov, the regimental commander, acquainted us with the business and life of the winged guardsmen. He ticked off the names, listed the service excellence of those who at this time were in class, in the simulator, in the threatening missile carrier, or who were preparing for a scheduled flying mission. The pilots maintain a hot pace as breaks in the flights are not authorized. They fly night and day, under the stars, in the sunlight, in bad weather, when the heavens are scattered with murky clouds. Everyone's dream is to be all-weather qualified. They strive to raise their class ratings. Some have done so and moved on, others are just approaching that cherished goal.

We know how reserves are used to reduce subunit [podrazdeleniye] combat training periods, about the growing quality of training aircraft maintenance personnel, about their effective employment in modern combat.

You sense the heavy responsibility of the person entrusted with the regiment which made a patriotic appeal to all aviators in the Air Force when you see his serious concentrated gaze and note his business-like convinced tone.

The guardsmen labor fervently and intensely, true to their word. Everywhere on the airfield, in the squadrons, and in the technical subunits you encounter the names of competition winners. The best squadron, best flight, best pilot and technician regiment-wide are enumerated in a prominent place on a large board in a display at regimental headquarters.

The first squadron confidently sets the pace month after month. All pilots here are communists and the majority possesses a high class rating. They recently were at a tactical flying exercise under unusual conditions. It was still light in the sky but the ground was already covered with darkness. Over there was the "enemy." The pilots even under these conditions located and destroyed all ground targets. The strike was unexpected and accurate. The pilots were thrilled. What a cluster of hits!

But Guards Lieutenant Colonel Grigoriy Sobko was restrained. He knew well what happened with pilots after the first missions when everything suddenly became simple and run of the mill. "I know that, I can do that . . ." You look for such a pilot to seriously err in a familiar element, one that would seem to have been already assimilated.

No, Sobko doesn't by-pass such an event and does not let up. He examines all regimental documents, looks through the "Unit Combat History," goes to the garrison library, goes through his own library. He in doing so finds out what should be done so that pilots don't lose that newness, so that complacency doesn't set in, so that the impulse towards knowledge and combat perfection is retained.

It has long been Sobko's rule to be a step or two ahead of his subordinates in training. He can also tell a pilot what to expect the next day in the scheduled flight and how to prepare for it.

The squadron commander was elated when Pilot First Class Guards Senior Lieutenant Nikolay Chistyakov returned from TDY [temporary duty]. Along with others from his regiment, he had gone to familiarize himself with the combat training know-how of the aviators in another unit. Now Chistyakov leads the way. Let everyone find out what he brought back. This "baggage" helped many others and Chistyakov himself was added to the board as "Best Pilot in the Regiment."

Experience shows that the example which affects a pilot the most is one set by a member of his own unit, someone he knows well.

Sobko reminds the pilots about a brave exemplary flight at lessons, in reports, when he functions as a propagandist, at a party meeting when the subject is the indoctrination of winged warriors.

Sobko always knows what tests the squadron can expect and therefore supports that moral-psychological tuning which the regiment's best pilots possess.

Always concerned with this, the squadron commander will assign such problems to another pilot, problems that the missions will bring up and ones which need to be pondered. And he himself, as always, will respectfully and quietly say "Well, look there. Both of us still have a lot we don't know. Oh well, we will study. . . ."

The third squadron is flying today. Pilot First Class Guards Major Ivan Verchenko, the deputy commander for political affairs, is logging the flight evaluations, taking down the names of the pilots, technicians, and mechanics who went into the lead based on the results.

Guards Major Shoshin, a flight commander, received a 5 in gunnery and in bombing. There he is now, still in his flight suit, not finished with the hot heavens yet. He is not thinking about himself, but about the young pilots he is teaching the art of flying and winning. The cherished class rating is getting even closer. They are elated and roar into flight. All attention is on them. How is their breathing, blood pressure, what is their emotional tuning during the flight. The commander is interested in everything. "In your sleep you are explaining to your pilots 'retract the gear, handle the aircraft more smoothly'," his wife says.

"Who are you personally competing with?" Shoshin is asked.

"With Kovalev, who else! He is a sniper pilot, an instructor under all conditions. You'll gaze in admiration at how he handles an aircraft. Faultless piloting technique, nothing short of the Chkalov approach. He has mastered this down to a gnat's whisker. He must possess some sort of secret of flight. He considers accident-free flight as an aviator's highest honor. This then means to fly confidently and effectively destroy targets."

And here is the solution to the secret of flight! It is in the possession of those like Guards Major Kovalev, sniper pilot and squadron chief of staff. It is in the possession of those pilots and technicians of the Guards regiment, the first class connoisseurs of their comradely business.

Time is Running Out!

It is being repeated all over again. A flight commander is assigned to a new job.

So it was a year ago when Guards Major Valeriy Stetskiy left the flight. Under his guidance the flight became an "excellent" one. He put a lot of work into its successes, was proud of his charges who had come to him as young lieutenants and had become first class pilots.

Nikolay Vodorezov was one of them. Externally calm and controlled, he seethed within. You look at him and see the searching gleam in his eyes, the unquenched thirst for knowledge.

In Stetskiy's view, Vodorezov acquired control over the aircraft, the heavens, and of himself. Each year brought a new class rating. The third year he reached the summit, pilot first class. And here he is passing his commander's authority over to Vodorezov.

"Keeping that excellent rating is no easier than getting it in the first place. I hope you can hold on to it," Valeriy Stetskiy said to Guards Senior Lieutenant Vodorezov.

The flight is a combat training school. The first know-how in flying mastery is accumulated here, you learn the value of friendship, in a word the foundation is laid here upon which the soundness of all further service depends. Everyone found out about Vodorezov, who was first a pilot here, then a senior pilot, and now has become the commander.

Lieutenants Tikhonov and Makhonin are his subordinates. They have no class rating yet. He sent them to work in the simulator and he remained with the others. He then scolded himself. Good, Stetskiy noted.

"A commander must always be with his flight, both on the ground and in the air," he said. "You forgot about control. This is now your responsibility."

Soon Vodorezov became personally convinced. Both he and his pilots need control. How many times did Makhonin stop him. "Wait, commander, I will 'fly' again and you check me out." Yes, they were always doing that to him at the airfield. "Check out how I work in the cockpit, commander." A pilot has to be convinced of his own capabilities, eliminate unclear points and doubts, check himself out. And Vodorezov established his own strict procedure. The pilots train with the technical specialists nearby. These connoisseurs, magicians, and virtuosos in their field assist the pilots right there on the spot.

The struggle for flight quality motivates people with a thirst for knowledge, a desire to see, hear, and understand. Vodorezov uses Tikhonov as an example. He is not satisfied until he has understood the essence of a problem. In any situation, just let someone get a bit flip and he openly and straightforwardly asks for a more experienced pilot. And he gets to the truth.

Vodorezov's final lessons also lay ahead of him. He had gotten jerky in his handling of the aircraft and noticed this when he began to fly lead. He had to literally relearn the skill because he made the flights difficult for his wingmen. Soon they would have their own young students and he will do everything in his power to prevent them from having to relearn as he did. Let them learn to fly lead, they are already achieving the rhythm of flying an aircraft.

Each flight serves as a school for Vodorezov. Exercises were in progress once. "Enemy" tanks were just beginning their approach to the attack positions and had to be destroyed. All hope lay with aviation but the weather was terrible. The sky was thick with clouds and the weather got worse every

minute. Vodorezov was on the ground and there was little hope of getting airborne. Suddenly the command "Take off!" was issued. There was a thick overcast along the route but there were breaks in the clouds in the target area. The pilots artfully used this window. Accurate piloting, the unexpected nature of the maneuver, and selection of advantageous axes of attack decided the success of the mission.

Chief Marshal of Aviation P. S. Kutakhov, Deputy Minister of Defense and the Commander in Chief of the Soviet Air Force, observed the mission and gave the pilots a high evaluation.

The flight taught Vodorezov a lot. How important the selection of the moment for the strike is! Arrive at the target early or a little bit late and such a strike may not occur.

. . .Vodorezov did not expect things to repeat themselves so soon. He now spoke to the new commander. "Our flight is rated excellent. Retain this honorary title."

Guards Captain Nikolay Vodorezov was assigned as deputy squadron commander. He was promoted to the next higher grade below the zone. Tikhonov and Makhonin are now in another subunit. They have their third class ratings behind them and are assaulting the second class rating.

The know-how of those moving forward reduce the time and temper the character of a soldier. Thus, this means that the appeal of the heroes of the first five-year plans is in force today and is similar to the heroic Chkalov raids: "Move forward to catch up! Time is running out!"

We are standing with Vodorezov at the edge of the airfield. The aircraft are lined up nearby. He has to fly but his watch shows that there is a little time left. He discusses his new concern, assimilation of the methodology of pilot training. The academy can provide him with this knowledge. Although he is busy with his job, he finds the time to study for the entrance exams.

Vodorezov took off on his flight. I thought about the fact that his flying biography, like a drop of water, reflects today's young generation of aviators. They are skilled, agile, and steadfast. Their combat wings will always reliably defend our Motherland.

PHOTO CAPTIONS

1. p 9. Military Pilot First Class communist Guards Captain Nikolay Vodorezov.
2. p 10. Into flight [Two FITTER D].
3. p 11. [left] Flight Director Guards Major Sergey Danilin.
4. p 11. [right] Military Pilot Guards Captain Vyacheslav Sakin and the technician on an excellent aircraft Guards Senior Lieutenant Anatoliy Aygazin.

5. p 12. [top] Packing parachutes.

6. p 12. [bottom] Another sortie. . . [Two FITTER D].

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PACIFIC FLEET TRAINING ACTIVITIES

Moscow SOVETSKIY VOIN in Russian No 13, Jul 77 signed to press 13 Jun 77 pp 20-28

[Article by Lt Col V. Shurygin and Capt 3d Rank L. Yakutin: "Pacific Ocean Fleeters"]

[Text] We first met Aleksandr Konstantinovich Kazakov, captain of an SSBN, in Moscow at the conference of sailor-initiators of competition in honor of the 60th anniversary of Great October.

Kazakov took the floor at that time.

Comrades from other fleets surrounded him during the break.

It seemed to us that Kazakov in Moscow was somewhat taken aback by the attention of the large crowd.

Now this is our second meeting, thousands of versts from Moscow.

Captain 2d Rank Kazakov is an entirely different person here, among his crew. He is confident and collected. He is the boss, the commander with unity of command [komandir-yedinonachal'nik].

Captain 3d Rank Morozov, the deputy commander for political affairs, is like him.

There is even something alike in their character and appearance. Kazakov and Morozov are approximately the same size and age. They are young, energetic, terse. Both are from workers' families, Kazakov from Belorussia and Morozov from the Donbass. They graduated from the Higher Naval School and love their jobs with all their heart. And there is something else in the character of the two of them that cannot be overlooked -- their collected and goal-oriented nature.

The pulse of the combat training life of the crew of initiators beats precisely and rhythmically. Dozens of questions are being worked out in a planned way, they are being solved freely and easily but, behind the exterior ease, it is quite difficult to guess the amount of cognitive energy, steadfastness, and

persistence expended in order to achieve such coordination, such a precise rhythm of combat training.

It would be interesting to find out why it was this particular nuclear submarine crew that became the initiator of the fleet competition. You get a calm and firm answer in return. "Our crew became a leader a long time ago and objectively."

Ticking off on our fingers, we recalled. . . .

1974. This is the year that Kazakov and Morozov began their joint service. The nuclear submarine crew was normal, average. It fulfilled combat training missions at the "good" and "excellent" level. But the crew by that time already had the dream of achieving the highest organization and coordination in everything, in discipline, training, and service. "Modern people are needed for modern improved equipment."

1975. Missile firing with the evaluation "excellent." Torpedo firings half with the "good" evaluation and half with "excellent."

1976. The SSBN became the best in the formation [soyedineniye], one of the initiators of competition in the Red Banner Pacific Ocean Fleet.

1977. The SSBN crew became the initiator of competition in the USSR Navy for a worthy greeting for the 60th anniversary of Great October.

At the foundation of the Kazakovites' patriotic initiative lies the main principle, the main requirement of service for modern military seamen -- to vigilantly stand the ocean watch and carry out all combat training missions in an excellent manner.

As is known, competition is a vital creative business and is the mighty impeller for increasing combat readiness, coordination, and bolstering moral-psychological and political maturity. What is new today in the crew, who set the example in competition? The captain of the SSBN answered our question.

"Each week brings us nearer the 60th anniversary of Great October. From that stems the more strained sense of time, measures of responsibility, the drive to hurry to accomplish more and better things. A tested means of raising combat mastery remains diligent study of the weapons and equipment entrusted to us and the desire to masterfully assimilate them.

"Effective and quality combat training is the main thing upon which we concentrate our constant attention. Therefore, sailors at their combat posts and at the equipment develop to the point of automatic reflex the most innovative operational variations that have been proved through experience. Day after day they reduce, they contract the norms, struggle to preserve the equipment, and are acquiring firm skills in related specialties.

"It has become a rule on the boat that after 2-3 weeks into a long cruise we

give a 100 percent written test on independent control of posts. All of this is a general recipe for passing the class-rating test. It is no surprise that after such careful training and great operational practice submariners confidently raise their combat classification. And an increase in submariners' professional mastery is the direct route to accomplishing complex missions with nothing but excellent evaluations.

"I can list communist Captain Lieutenant Vladimir Mikhaylovich Yeres'ko among competition leaders. The missile subunit [podrazdeleniye] he leads has been rated excellent several years in a row. Warrant Officer [michman] Valeriy Vasil'yevich Mishin, candidate member of the party, is hold crew petty officer. Sonarman Warrant Officer Vladimir Mikhaylovich Sapich and electrical technician Petr Ivanovich Petrenko are candidate members of the party . . . These warrant officers and their subordinates are actively competing and the competition has a persistent character. The crew is provided with direct perceptible aid from it. I will also list our best petty officers for you. They are Pavel Zverev, Gennadiy Krinitsyn, and Aleksandr Ponomarev. . . .

"The principle 'Look ahead today to tomorrow' has become the norm of service on the nuclear submarine.

"Every second officer on the crew has pledged to be prepared to work, to manage people and control equipment at a level higher than that prescribed for the position they occupy. . . .

When Kazakov mentioned the figure of 50 percent, I asked him if he hadn't laid down cruel tasks for his initiators. The captain's lean face lights up:

"Speaking frankly, everyone weighed them, considered them, and initially were afraid. . . Together we won't fail. This is something new. No problem, we put out and even today there is slack, we have a reserve.

"For the boat, for the fleet this is a long-range matter."

Viktor Vasil'yevich Morozov is the deputy commander for political affairs, a sincere and emotional person. When something somewhere doesn't go right or doesn't succeed, he complains aloud vehemently, openly. When things succeed or go right, which is more often the case, he lights up with joy and optimism. He is never alone and never still.

We discussed the moral atmosphere within the collective of seamen-initiators, what gives them the inspirational force, the ability to go forward and lead others.

"Submariners are always replete with a sense of responsibility. At sea we are always at the peak of attention, in readiness, collected. The success of the cruise, the accomplishment of all complex missions depend to a great degree on this sense.

"But after the cruise the sense of responsibility can lag somewhat and the individual is not always under stress. What is required then is /something constant/ [bold-face in original], viable both at sea and on shore, both within and outside the crew.

"This is the constant sense of a united family, pride in one's collective, the desire to please your comrades, to bolster the good glory of the crew.

"Along with responsibility, this is the main thing which we have achieved and which assists us in carrying out the most complex missions."

We are also speaking about commanders' concern for subordinates. A real commander affects everything about the subordinate, how he is dressed, how he is fed, did he rest properly before taking the watch.

Viktor Vasil'yevich recommended that we meet crew petty officer Warrant Officer Petr Ivanovich Tkachenko and instructor cook Vladimir Trapeznikov. The crew's good combat mood also depends upon these people!

The boat has spent many hours submerged on this long cruise and the sailors have had good high-calorie food the entire time. Their ration includes meat, fish, smoked products, butter, caviar, mushrooms, chocolate, juices, fruits, fresh cabbage, onions. . . Several dozen different items are taken aboard for the cruise.

A submariner is well dressed. Petty officers jealously monitor to insure he showers often and changes his underwear and linen.

These are all the concerns of Warrant Officer Tkachenko, an experienced supply man. Petr Ivanovich knows how to properly store food and care for clothing, when to set a product with the proper caloric content on a submariner's table. He has been in the navy 24 years and has made 12 long cruises during that time.

"What is your main job?" we inquired. Tkachenko immediately answered "That my soul always be concentrated on people." I think that says it all.

Young sailor Petty Officer 2d Class Trapeznikov got his concern for the submariners, his goodness, good management, and culinary abilities from Warrant Officer Tkachenko.

Here you find the ability to bake bread, prepare nourishing navy borshch, a variety of soups, meat pies, farmers' cutlets. And for those from his area of the country, and there are many in the navy, he bakes a light torte and decorates it with juicy strawberries.

The level of training of navy cooks is such that they have no difficulty in finding work ashore in high-class restaurants. It was not without hard work that Vladimir Trapeznikov won the right to wear the badge of specialist second class on his uniform. I might add that he really loves the navy and his profession which is so necessary there. He is thinking about becoming a warrant officer.

"Do you have a combat specialty?" we asked Trapeznikov.

"According to the scenario, I was taught in my compartment to fight fires and water. Because, like the others, I am a submariner."

"Because, like everyone else!" This sentence seemingly more fully expresses the unified combat mood of the crew, of the sailors of all combat specialties, torpedomen, electricians, hold crew, helmsmen, missileers. We saw a crew of a initiator-boat confidently en route to its assigned goals, such a united, complete, very coordinated, and friendly crew. And one more thing. We heard respectful good greetings to the Kazakovites at the piers where nuclear subs tie up and ashore where we encountered neighboring submarine crews. We also heard answers replete with calm and honor: "Life is normal, 100 percent!"

Could it be anything else? These are the initiators!

Do the Beacons Shine Far Away?

The patrol boat crew rotated the target, which was unable to right itself. . . .

They swore at the missile patrol boat of Senior Lieutenant Viktor Vladimirovich Borzitsskiy. "Fire more accurately," they said. "Why sink it right away? The target costs money!"

Borzitsskiy promised with not much conviction to operate more accurately but was not inwardly convinced. We will operate that way and only that way!

Service is hard aboard a patrol boat. Here, conquering the sea and the elements is no less a mission than the basic mission of the boat.

. . . The ocean's uprush. Short, sharp, and high waves. We are not talking about longitudinal or lateral motion. Here we have all that plus the rapid speed of the patrol boat itself. For the young sailor, the novice, this is like riding an untamed horse. It is rare for the novice to keep his feet and not get sick. However, the great task is will and habit.

The strong confident hands of Petty Officer 1st Class Vladimir Fomichev brought the patrol boat to the target.

The sharp eyes of radar operator Warrant Officer Aleksandr Anatol'yevich Pushchuk kept the right blip on the screen in the field of view.

Seamen Sergey Kochergin and Aleksandr Koval'chuk monitored the roaring turbines.

At the required moment, the missile specialists subordinate to communist Warrant Officer Fedor Rodionovich Khurkalo went into action. The firing results are already known to the reader.

We first off hurried to get acquainted with master of military affairs Fedor Rodionovich Khurkalo in order to learn the value of an excellent evaluation, the level of its stability, so to speak.

There is every right to refer to him as a veteran of the Red Banner Pacific Ocean Fleet. This sailor has served for 33 years in this fleet and what service!

In 1945 Khurkalo landed an assault force from the monitor "Krasnyy Vostok" which made a flanking strike against a select Japanese formation.

Then followed the battles in Harbin where our sailors crushed the Sungari Imperial Flotilla and forced it to capitulate.

The war ended, ending Fedor Khurkalo's service. He however stayed on as a career man. In 1956 he completed the juridical institute by correspondence but not for the purpose of changing professions. Knowledge gained at the institute was put to use in fleet service. He cross-trained into the missile field and began to serve in patrol boats.

He has been a master of missile fire for 12 years now.

The patrol boat was at the pier the day we met him. The crew gathered on deck for several triumphant minutes to celebrate an event. It was Warrant Officer Khurkalo's birthday. The sailors brought him a present, wished him well, and told him to keep his health and comradesly mastery "at the ready." The boat commander noted in passing that it was a rare person who could beat Khurkalo at the 100 and certainly no one could beat him at arm wrestling. "Give it a try!" the commander jokingly said.

Why do that? One handshake with him was enough to crush your fingers. But he is not just physically strong, of course. He is praised for the art of indoctrinating excellent missileers and his skill in passing on to them his strict interest, his love for the severe and proud profession.

Young Narbay Rovshanov from Turkmenia has worked for Khurkalo for just 1 year now. Look at his smart jaunty appearance! Rovshanov made second class in his missile specialty in his first year of service and is now ready to take the test for first class.

Fedor Rodionovich has this to say about him. "I entrust Rovshanov with the most difficult firings with no worries. He won't let me down. He copes. I am recommending him for the party."

. . . An attack by missile patrol boats is an unforgettable sight! The fast adroit boats fly along the crests of the waves. Each of them, equipped with electronic sight and powerful missiles, is capable of reaching and destroying an enemy beyond the horizon.

How goes the all-navy competition in honor of the 60th anniversary of Great October among the Pacific Ocean Fleet patrol boaters?

First off, they made high pledges and today are close to fulfilling them. They pledged to have 90 percent class-rated specialists in the crews, of this number more than 60 percent are specialists first and second class. The number of masters of military affairs is to double. The patrol boaters set up a school of masters of military affairs attached to the unit in order to cope with such a serious task. First-class specialists gather at lessons and the unit's leading sailors share their experience with them, flag specialists give summarizing lectures. Officer and political worker Anatoliy Romanovich Prisyazhnyuk explained this to us. He added that "the figures are large and

important but there is a critical truth behind them. The more masters of military affairs and high class-rated specialists, the more confident and irrepressible the missile boat attacks. Having accepted the Kazakovite appeal, we are also striving for this."

Wherever you find initiators today, at their home ports or out to sea, you constantly know and hear about their affairs in the fleet. The naval beacon shines from afar!

The Strictest Commission

A large ASW [antisubmarine warfare] ship, the flagship in the competition among the surface vessels of one KTOF [Red Banner Pacific Ocean Fleet] formation. The crew recently completed surface and air firings with an excellent evaluation.

What is there of interest in the competition aboard this vessel?

A monthly competitive inspection for the ship's best combat post.

. . . Senior Lieutenant Morozov was upset. He mulled things over in his mind, conferred with the petty officers. Tomorrow was the competitive inspection. Which radiotechnical service post should be submitted for consideration? All the RTS posts are excellent.

Morozov knows all the posts like the palm of his hand. The commander sees them all and knows them all.

How about submitting Petty Officer 1st Class Aleksandr Radzevilov's post? He is a complete knowledgeable specialist and a skillful young commander. Under him are Senior Seaman Yuriy Platov and Seaman Suren Vareldzhan, also first class specialists. This is a friendly coordinated post which has often defended the subunit's honor.

There is also another very worth-while crew, that of Petty Officer 2d Class Nikolay Sherstobitov. It is called the "Voronezh" crew because two-thirds of its complement are former working lads from Voronezh.

The crew is known for its friendship and mutual assistance. Literally in months Sherstobitov was able to meld and form a collective and now he himself along with Senior Seaman Nikolay Khatuntsev have made first class in their combat specialty. The others are specialists second class. True, young Seaman Vladimir Gusarov is a part of that crew but judging from a recent quiz, his progress is excellent.

"But who should I submit tomorrow? The same crew can't be submitted every time. Everyone must sense the responsibility for the subunit," Morozov then decided. Sherstobitov's crew was submitted from the ship's RTS subunit to the senior assistant.

. . . In the morning the commission headed by the ship's senior assistant

began its strict tour of the combat posts. When it appeared at those posts not submitted as part of the competition, personnel bucked up and felt as if it was they who were being checked today, as if it was their results that would determine whether the subunit placed. Actually, that was partly the case. The senior assistant has sharp eyes! The five warrant officers making up the rest of the commission represent all the ship BCh [combat divisions]. How jealously the contingent inspects! Here is one of the contestants. Sherstobitov clearly and precisely reports to the senior assistant. The post and the personnel are inspected and good questions are asked. How was it there with Stanyukovich in "Sea Tales?" With the handkerchief? But here. . . with the small lamp. Not a single corner was overlooked, not a single nook behind the equipment bays was missed

Then comes the questioning on the specialty and on functional responsibilities. Scenarios were described. The sailors sweated blood before the commission left their post. The whole day was like that. Prior to dinner that evening there was emotion, impatience, and arguments in the crew's quarters and at combat posts.

The commission is meeting in the senior assistant's cabin. The results are being tabulated.

Finally the intercom comes on and the secretary of the ship's Komsomol committee Lieutenant Anatoliy Smirnov announces the results with his precise lecturer's voice.

First place aboard ship and title of the best combat post goes to the missileers of Komsomol member Senior Lieutenant Viktor Pergamenshchikov.

Second place goes to the depth charge control post commanded by Petty Officer 2d Class Yuriy Afanas'yev.

Third place goes to the representatives from the radiotechnical service. The post commander is Petty Officer 2d Class Nikolay Sherstobitov.

Happy shouts, congratulations, someone scratches their head. Senior Lieutenant Morozov secretly mourns the fact that he submitted a "young post" rather than an experienced one. But he is somewhat mollified by the fact that even his young lads took a prize. There is something to celebrate there as well.

I Have a Contact!

This is not the first hour that the amphibious flying boat has been over the maned waves "plowing" the sea.

As far as the eye can see around us is the monotonous empty mirror-like surface and it seems like everything always will be like that, calm and empty.

However, the winged ASW personnel can have no peace. Modern submarines move at depths where the sun's rays do not penetrate. But ASW personnel exist just for the purpose of plotting, locating, and destroying the enemy vessel in the thick layer of water beneath the apparent calm.

This is the best coordinated crew in the squadron. Majors Oleg Aleksandrovich Trembach and Boris Konstantinovich Moskvin have flown in the same cockpit for 3 years.

Trembach, one of the experienced ASW personnel, is a Pilot First Class.

Military Navigator First Class Nikolay Maksimovich Gur'yev works in the glass-enclosed cabin in the nose. He knows the sector of ocean ahead which the ASW troops are "plowing" like the palm of his hand. It has been divided up and calculated by course headings. Not a single corridor, not a chink will stay unmonitored, unchecked. . . .

Radioman 1st Class Warrant Officer Vitaliy Nikolayevich Nepryakhin maintains communications with land.

The accurate instruments sound the alarm. Contact! An enemy boat is in the depths. Sonabuoy's fly into the water. . . Each of them will monitor the depths.

Regardless of where the boat goes its course will be immediately fixed and reported to the amphibian.

The enemy is simulated today. One of our boats is playing the role of target. But "play" is not the word. What devious maneuvers it is making! It goes to any lengths to confuse the ASW personnel. . . .

There were moments when it almost got away but "almost" does not count. The trick doesn't work and contact is regained.

And the more difficult the test, the sweeter the victory.

The winged ASW personnel have many searches and many victories to their credit. It is not for naught that for 4 years now the squadron where Major Moskvin is deputy commander for political affairs has borne the title "excellent." Boris Konstantinovich Moskvin has been awarded the Order "For Service to the Motherland in the USSR Armed Forces" Third Degree. The winged commissar has in his map case a flyer published by the fleet. It describes the successes of the crew of Captain 2d Rank Kazakov. And who knows, maybe today the ASW aviators will go up against that crew. The excellent ASW aircraft versus the excellent SSBN! And as a result the winner will be combat know-how, the main thing for which the Pacific Ocean Fleet sailors are working, competing, and struggling.

We visited the sailors aboard a nuclear submarine, the crew of a missile patrol boat, were on a large ASW ship, and with naval aviators. . . .

Observing the Pacific Ocean Fleet sailors' labor, we had a splendid opportunity to sense and comprehend how broad and powerful are the wings of the competition for a worthy greeting for the 60th anniversary of Great October.

PHOTO CAPTIONS

1. p-21. Scouts checking the radiation situation during a training session. Warrant Officer V. Mishin in the foreground.

2. p 22. Prior to the cruise. Nuclear submarine captain Captain 2d Rank A. Kazakov and Captain 3d Rank V. Morozov, deputy commander for political affairs.
3. p 23. The hole will be stopped up.
4. p 24, [top] Ocean expanses.
25 [bottom] A good mood -- the result of success in training.
5. p 26. Prior to taking off on the mission.
6. p 27 [top] Ready to repulse an "enemy" air attack.
[bottom] On the shores of the Pacific Ocean.

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REPLIES TO READERS' LETTERS ON WARRANT OFFICER SERVICE

Moscow SOVETSKIY VOIN in Russian No 15, Aug 77 signed to press 14 Jul 77 p 23

[Unattributed: "The Soldier and the Law"]

[Text] The magazine's editorial board receives letters requesting information on warrant officer [praporshchik i michman] service, and how one goes about becoming one. We are answering these letters.

Soldiers, sailors, sergeants, and petty officers serving a tour of active duty who have completed a warrant officer training school; soldiers, sailors, sergeants, and petty officers with a higher or a secondary special education similar in profile to a military specialty who have served at least 1 year of their tour of active duty and who have received the rank of warrant officer; and warrant officers in the reserve are accepted for active military service as warrant officers.

First-term servicemen are accepted at warrant officer training schools when persons of their same age are released to the reserve, while individuals eligible for the draft are accepted throughout the year at times stipulated by the training program.

Those who complete warrant officer school are awarded the military rank of warrant officer.

Servicemen and draft eligible individuals under 35 are accepted as volunteers for military service as warrant officers for a term of 5 years. The individual has the option each time the period of service expires to extend for 3 or 5 years. All told, warrant officers can remain on active duty until age 45.

Persons desiring to serve as warrant officers first familiarize themselves with the Decree On Service, then submit a written application. Individuals in units [chast'] and aboard ship are briefed on this subject 5-6 months prior to their release into the reserve. Military commissariats select candidates from among individuals eligible for the draft.

Military unit staffs (military commissariats) insure that service character references written by the immediate chief no lower than at the company level or by the last work location for these draft eligible, a party (for CPSU members or candidate members) or Komsomol character reference, and certification by a military medical commission as to candidates' physical condition are completed on each candidate.

Draft eligible personnel called up into a military unit for service as a warrant officer and their families are provided with military travel documents by the military commissariats for their travel and movement of household goods from the place of residence to the military unit location.

Draft eligible individuals invited to military units to discuss coming into the service pay their own round-trip travel expenses.

The written contracts and other documents enumerated above are forwarded as follows: those on servicemen by the corresponding military unit commanders where the intent to enter service as a warrant officer is expressed; on draft eligible persons by the commander of the corresponding military units as directed.

Acceptance into military service as a warrant officer is decided by the commanders of regiments (Class 2 ships), formations [soyedineniye], and above as recommended by special commissions.

Warrant officer service begins for servicemen selected for warrant officer without going to school on the day the order is signed awarding them the military rank of warrant officer. For draft eligible persons accepted for military service as warrant officers and assigned without going through warrant officer school, the period begins the day the order is signed awarding them the military rank of warrant officer, but not earlier than the day of departure to the place of service stipulated in the military commissariat order. The period of service for individuals signed up as warrant officer candidates and sent to the corresponding schools begins on the day the order is signed awarding them the military rank upon completion of the school.

During peacetime officer ranks are awarded to warrant officers, taking into account their age and under conditions whereby they successfully fulfilled officer responsibilities and when a requirement for officers of a given specialty exists, as well as when they are released into the reserve.

Warrant officers can while on active duty enter higher military educational institutions when under 25 (under 23 for flying schools) primarily in the specialty corresponding to that held on active duty or which was obtained in secondary special educational institutions. A requirement exists for them to have served at least 3 years as a warrant officer or in officer positions. Those entering military educational institutions must have a completed secondary education and pass competitive entrance examinations.

Warrant officers desiring to enter military educational institutions apply through channels no later than 1 December of the year preceding the year of entry.

Warrant officers possessing a higher or a secondary special education who have served at least 3 years and who have expressed a desire to obtain a secondary special military education without leaving the service are permitted to take the examinations as external students, with subsequent military service as warrant officers.

Those who pass the examinations as external students in a secondary military educational institution program continue to serve in warrant officer positions.

Warrant officers have many opportunities to improve their general educational knowledge. They can study in general education secondary schools attached to Officers' Homes and Officers' Clubs and in evening shift and correspondence secondary general education schools of USSR Ministry of Education. They also can take the examinations as an external student in the complete secondary school course.

Warrant officers are released from military service as follows: upon completion of the contractual period of service if they have not expressed the desire to extend; for exceeding the maximum age limit for active duty; no longer required because of organizational measures taken; illness (certified as not physically qualified for peacetime service); or due to lack of vacancies.

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IMPROVEMENTS IN SERVICEMEN'S LIVING CONDITIONS DESCRIBED

Moscow SOVETSKIY VOIN in Russian No 15, Aug 77 signed to press 14 Jul 77
pp 44-45

[Article by Col P. Altunin: "Living Conditions -- An Aid to Service"]

[Text] I recently visited the regiment with which I travelled the roads of war. Memories were stirred up of how we 17-year old lads and gray-haired veterans stood around the field kitchen with our messkits, slept in the trenches or on plank beds in dugouts, how we never left the guns for days on end.

I recall the postwar period. The country healed its wounds. We didn't think about white bread then. It was cold in the barracks and no one had even heard of anything like a parade overcoat. We lined up 10 kilometers long for a bath, sometimes we sang all the songs, then began to sing them again. True, Master Sergeant Fedor Yefimkin required a faultless outward appearance then, too. We polished our boots to a brilliance and tightened our belts "to an hourglass." That was the time we began to build a heating system in the barracks through our own efforts.

At the same time, a competition began for best area in the gun parks. We swept off paths to the cannon, built visual aids, and the road gang checked the cleanliness of the tubes. As an entire battery, including Master Sergeant Yefimkin, we participated in artistic productions, sang "Borodino" as a choir, presented weighty items, and read Mayakoviskiy and Nazym Khikmet.

But there is my barrack where I spent my youthful postwar years . . . The identical well-built brick 3-story building. But modern azure overhangs have been built above the entrances, there is linoleum on the floor of the Lenin Room, the walls are panelled and there are light colored displays on them. No longer are there two floors with bunks. The place has literally been opened up and become roomy and well-lit. There are blue curtains on the windows and pictures on the walls.

The place where the entire regiment did its morning physical training accompanied by a brass band (and, if this was done after it had rained, you

couldn't maintain your footing) has now been resurfaced with asphalt. In the unit [chast'] area there is an excellent athletic field and a new dining hall.

We note such changes everywhere today and this is natural. The country has grown and is stronger and the ranks of the armed forces have acquired a new style, the troops' living conditions have improved.

The troops sensed the greater attention devoted to them in recent years when the party embarked on a decisive course towards improving the material and cultural level of the Soviet people. Suffice it to say, during these years the caloric count rose significantly in the troops' ration pack, the assortment grew better and more varied, and about 700 items are supplied for the submariners. . . .

A change was made 3 years ago to a new style of clothing. The quality of the every day and the walking out uniform improved. Today's wardrobe contains clothing for work, for the formation, and when outside the confines of the post.

The barracks have also changed in style. They have become roomier and more comfortable. Wooden floors have been replaced in many locations by parquet and walls have been painted in light colors.

Not to long ago my journalistic travels took me to the garrison where a battalion of the Guards Surface-to-Air Smolensk Air Defense Regiment is based.

I was pleased by the real homey comfort in which the soldiers and sergeants live there. It is roomy, lovely, and clean in the Lenin Room and the interior was well set up. Newspapers and magazines were accurately laid out. The shelves contain books and musical instruments. A small billboard at the entrance to the barrack announces the week's movies.

The cook Private First Class P. Chumburidze shows a lot of class. He tries to serve not only standard meals but also something a bit tastier based on his comrades' wishes, something with that Caucasus touch. He is also concerned about green onions and radishes since the greenhouse is next to the dining hall.

We go down into the root cellar with Warrant Officer [praporshchik] Yu. Fomin, the secretary of the Komsomol organization. It is nicely laid out. The potatoes and beets stored there look like they are ready for inspection. "It is better to store beets and potatoes together like that," Yuriy explains. The tight white heads of cabbage are hung to the ceiling.

They have their own farm not far from the battalion where pigs and sheep are well cared for by Private Iris Kaykiyev. There is a vegetable garden here as well.

Warrant Officer N. Dovgan' has served about 20 years in the unit. Assimilation of new equipment and provision of amenities have taken place before his eyes.

"I look at the young soldiers we are getting," says Nikolay Yur'yevich, "and I recall how we came here to the steppe during the winter. We pitched our tents and immediately began our military work. And then we also gradually built the place."

And, as is characteristic, the battalion rear area specialists to a man actively participate in the socialist competition in honor of the 60th anniversary of Great October. Each of them has a combat profession and can replace a comrade in a combat situation. In addition, they decided to improve the everyday services for their coworkers and in doing so economically expend materiel and financial resources.

The rear area workers at the Bogdan Khmel'nitskiy Ul'yanovsk Higher Military-Technical School have a great deal of zeal and inventiveness. The cadet barracks, dining hall, and club are all modernly equipped. The area is exceptionally clean. Accurately aligned trees border the streets. There is a mock-up showing the nature of the cadets' combat work in the center of the area and opposite is a bright display showing the school's history. Technical innovations are put to use in the classrooms and in Lenin Rooms for visual training aids and political education.

Military seamen including the crew of the tanker "Ivan Bubnov" are actively working to improve living conditions. The ship has been out on a long cruise accomplishing its mission of providing fuel to vessels on the open seas. And even though the sailors are now under a heavy physical and moral-psychological load, they labor with great enthusiasm, sensing the Fatherland's constant concern for them. The people have everything required. There is always model order on the tanker, the crews' quarters are done with taste, and during free time the ship's captain K. N. Panov and the Komsomol activists organize discussions on books or films and hold chess tournaments.

But life rushes headlong on. The peoples' well-being is improving and this in turn unavoidably impacts upon the living conditions of the personnel in the Armed Forces. Marshal of the Soviet Union D. F. Ustinov, the USSR Minister of Defense, requires that rear area commanders, political workers, and managers intensify their attention on the material, medical, and domestic trade support to the troops and actively concern themselves with improving living conditions.

The All-Army Conference on Improving Troop Living Conditions to be held the end of this year will also serve these ends. Preparations for the conference are underway amidst a spirit of great political enthusiasm nurtured by the national discussion of the draft of the new USSR Constitution and the socialist competition in honor of the 60th anniversary of Great October.

Conference preparations and the All-Army Competitive Review announced in the Armed Forces to identify the best troop (ship) and finance administration and

services have identified a whole complex of problems which must be solved. What must be done so that food services are improved, so all dining halls are converted to modern highly-mechanized enterprises, so that every unit has a good kitchen garden to provide the troops with more vegetables and greens? What measures need to be taken to raise the clothing level, so that pilots, missileers, submariners, tankers, and troops stationed in special climatic regions have more modern clothing?

It was emphasized at the 25th CPSU Congress that among the most important social tasks there is none as important as the concern for the health of the Soviet people. This also pertains in full measure to the defenders of the Motherland. Medical workers are also doing a lot to bolster the health of our soldiers and officers. But, there are reserves here, too. Military medical personnel consider it their duty to continue to improve treatment and preventive medicine, be concerned with supplying modern equipment to medical facilities, more closely monitor the housing and feeding of the troops, and more strictly monitor their adherence to the rules of hygiene.

Or take the barracks. As already stated, a lot has been achieved to upgrade them. But the deficiencies must be examined too. In some areas the barracks are unsightly and remain unchanged over many years, even though maintenance requirements have risen during this time. New regulations are in force that make it possible to improve the soldier's housing. The crux of the matter is that the old saw is still in force in some areas. A barrack is a barrack and no frills are allowed. True, there should not be any frills, but comfort in housing, culture, and aesthetics in furnishings are certainly not frills.

As the years go by, more and more praise about the exchange system is heard. There are more and more modern stores, soldiers' and sailors' snack bars, officers' cafes, barber shops, photo shops, book stores, and a variety of shops available in garrisons. This all speaks to the growing requests from servicemen and the attempts by post exchange service workers to fully satisfy them.

I was recently with the Northern Group of Forces and visited the military post where officer Andrey Vasil'yevich Cheremisov is chief of the trade and services enterprise. He has a broadly bifurcated network of domestic services. But, things are not standing still. For example, a new snack bar has been built to replace the old one. We enter it. Everything is pleasing to the eye and the mood is created that you are in a spacious, comfortable, homey place where the beautifully polished enormous samovar sings. The festive nature of the table where someone is celebrating a birthday attracts your attention. The snack bar has modern refrigerators, glass cupboards, an abundance of flowers, and a stage for an orchestra.

A worker in the store Tat'yana Georgiyevna Krasushkina says: "You can see it all for yourself. I can only add that our main job is to insure that the soldier has a place for a good rest, a good cheap meal, and that he leaves here in a good mood."

And actually there is music, recent newspapers and magazines, and an assortment of products including sandwiches, vegetable and meat salads, milk, hot meat pies, sweets, juice. All are available to snack bar visitors. There also are good reports about the officers' cafe run by Nina Ivanovna Babich.

And all told during the preparations for the All-Army Conference and at the conference itself the key point is and will be to find out how to avoid lapses in supply of items required on a daily basis, how to improve the quality of services, and how to upgrade trade facilities.

At present, lapses and errors in domestic services and medical support to servicemen are being sharply criticized, all the more so since these errors occur not due to objective causes but because of the malfeasance of some responsible persons.

Even today you still encounter the opinion that the soldier has everything he needs. He is clothed and he gets his food ration. What more does he need? Comrades of that opinion forget that today is different and so is the soldier. In the main he has a secondary education and many cultural requirements. This means that his demands relative to living conditions have increased considerably.

The party and government are doing everything possible to support the glorious Armed Forces at the necessary level, to see that they have all the required means to repulse any aggressor, that they are of a bulwark of universal peace. This is also clearly and precisely stated in the draft of the new USSR Constitution.

One can rightfully say that living conditions are an aid to service. Yes, they are indivisible. Well-established living conditions and a daily concern about servicemen's needs are the guarantee for improvement of unit and ship combat readiness.

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REPLY TO READERS' QUESTIONS ON MILITARY-RELATED LAWS

Moscow SOVETSKIY VOIN in Russian No 13, Jul 77 signed to press 13 Jun 77 p 44

[Article: "The Soldier and the Law"]

[Text] [Question] Is a first-term serviceman's post (work), which he held immediately prior to being drafted for military service, held for him?

[Answer] Persons who worked prior to being drafted for active military service at enterprises, institutions, or organizations retain the right to go to work at that same enterprise, institution, or organization but the posts are not held for them. But, the Law on Universal Military Service obliges the executive committees of local Councils of Workers' Deputies and enterprise, institution, organization, kolkhoz, and educational institution directors to provide first-term and career servicemen work within 1 month from the day of request, taking into consideration their specialty and work experience.

[Question] Is there a grant for the children of military construction workers?

[Answer] Grants can be assigned to the children of first-term military construction workers for two reasons. In accordance with USSR Council of Ministers Decree No. 1108 dated 25 October 1963 a grant is given to the children of first-term soldiers, sailors, sergeants, and petty officers, as well as cadets and students in military educational institutions, from among the first-term soldiers, sailors, sergeants, and petty officers and civilian youth who live in the barracks. This type of grant is not given to the families of military construction workers in military construction detachments.

A grant can be given to the children of servicemen, including military construction workers in military construction detachments, in accordance with the Presidium of the USSR Supreme Soviet Ukase dated 25 September 1974 "On Introduction of Grants to Children of Undersupported Families" if the family's average combined per capita income does not exceed 50 rubles per month. This grant is assigned and paid at the place of work of the wives. If the wives do not work, it is paid by the social security office at their place of residence.

[Question] What are the periods of active military service for soldiers and sailors with a higher education?

[Answer] The period of active military service for soldiers and sergeants with a higher education is 18 months and that for sailors and petty officers is 2 years as established by the Presidium of the USSR Supreme Soviet Ukase dated 25 February 1977.

[Question] In which year of service can soldiers and sailors enter military educational institutions?

[Answer] Soldiers, sailors, sergeants, and petty officers (first-term) have the right to enter the military educational institutions of all the services of the Armed Forces, branches of troops, and services independent of period of service and their military specialty if they are less than 21 years of age and meet all other requirements set down for those entering these educational institutions. They are not permitted to enter civilian educational institutions prior to completion of their term of service. Naturally, they are not granted leave for this purpose.

[Question] What date is used to determine the age of those entering military educational institutions, the day the application is delivered or the day of registration?

[Answer] The age of those entering military educational institutions is based on 1 September of the year of entry.

[Question] Can cadets discharged from higher military educational institutions be reinstated?

[Answers] Students and cadets discharged from the first year of higher military educational institutions and who have served in troop units after discharge at least 1 year can be accepted to these institutions on general grounds in accordance with entrance rules. Those discharged from the second and subsequent years of higher military educational institutions due to their irreproachable service in troop units can with the military unit [chast'] commander's intercession be reinstated to the corresponding year if at least 3 years have passed since their discharge and the reason for the discharge was not poor academic progress.

[Question] Is it possible for cadets to transfer from one higher military educational institution to another?

[Answer] Such a transfer is permitted to higher military educational institutions of the same type for an associated specialty with the approval of the commanders to whom the higher military educational institutions are subordinate, prior to the beginning of the training year.

[Question] What is the maximum age limit for call-up to active military service?

[Answer] Draftees who received a deferment to continue their education as well as those not drafted into the USSR Armed Forces for varied reasons at the established time are called up for active military service prior to their reaching age 27.

A draft deferment for health reasons can be approved for a period of 3 years after which, depending upon the state of health, citizens who receive such a deferment are called up for active military service, entered into the reserve, or classified completely unfit for military service and removed from the military service registry.

[Question] What date denotes the period of service of warrant officers [porshchiki i michmany]?

[Answer] The period of service for warrant officers according to obligation dates from the day these ranks are conferred upon them.

[Question] Is it possible for a career serviceman on his own initiative to transfer from one unit to another?

[Answer] Such a transfer can be made based on servicemen's applications when the period for which they were accepted for service has expired, given valid reasons.

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DOSAAF TECHNICAL TRAINING RESULTS DISCUSSED

Moscow VOYENNYYE ZNANIYA in Russian No 8, Aug 77 signed to press 8 Jul 77
pp 14-15.

[Article by V. Sysoyev: "DOSAAF--For the National Economy"]

[Text] Among the drivers and tractor operators, electricians and radiotelegraphers, drivers and pilots there are many people who became acquainted with these professions in the organizations of the Voluntary Society for Assistance to the Army, Air Force, and Navy.

The deepening of the technical revolution and the growth in the country's requirements for qualified workers gave rise to one more important direction in the activity of DOSAAF--the training of cadres of the mass technical professions for the national economy. In the accomplishment of this task a broad network of schools, clubs, courses, and study groups has been fitted out. Many of them, thanks to the increased concern of the party and soviet organs, have experienced instructor-teacher personnel and a quality training-material base. And the society's capabilities in this direction are increasing from year to year. The number of schools, sports and technical clubs, and courses is increasing continuously and the stock of training equipment is being enriched; during the last two years of the five-year plan alone dozens of training organizations have moved to new comfortable buildings with spacious, light classrooms and modern laboratories.

In the majority of cases work on training technical specialists is organized on the basis of agreements which have been concluded by individual establishments with DOSAAF committees. In Belorussia, Uzbekistan, Tul'skaya oblast, and several other places the number and procedure for training technical specialists in DOSAAF organizations are determined by the decisions of the Councils of Ministers of the union republics and oblispolkoms. Long-term agreements with the Central Committee of DOSAAF USSR were concluded by the Ministry of Agriculture, Rospotrebsoyuz [Union of the Consumers' Societies of the RSFSR], and the Ministry of Geology. In many cities and rayons of the country businesslike relations have been formed between DOSAAF committees and enterprises, kolkhozes, and institutions. The training of technical personnel for the national economy is being conducted most successfully by organizations of the defense society of Latvia, Belorussia, Moldavia, Uzbekistan, Tataria,

Rostovskaya, Tul'skaya, Chelyabinskaya, Kemerovskaya, and a number of other republics and oblasts. Their work is receiving a high evaluation of the local party and soviet organs.

For the society as a whole, during the years of the last five-year plan about eight million people were trained in various technical professions. This is tangible assistance for industry and agriculture. For all these people are now working at the enterprises and most important construction sites, in the kolkhozes and sovkhoses, and are actively struggling for the implementation of the decisions of the 25th CPSU Congress. Thus, for example, every second driver of a vehicle who is working in the national economy of the Latvian SSR was trained in the defense society. And this year alone, the DOSAAF organizations of Georgia gave the cities and villages of the republic more than 30,000 specialists in the mass technical professions. Approximately one third of the heavy-cargo vehicles which service the Tash-Kumyr open coal pit in Kirghizia are driven by drivers who underwent training in DOSAAF schools.

Of course, in the defense society training is conducted primarily in specialties which have an applied-military significance. In case of necessity, the graduates of the DOSAAF training organizations can sit behind the wheel of a combat vehicle and become reliable defenders of the Country of Soviets.

A leading place is occupied by the training of drivers for vehicular equipment. About 80 percent of the total volume of this work belongs to it. Along with the training and retraining of professional drivers much is being done on the training of automobile amateurs. For the country as a whole, the society's schools and clubs are training a good half of the automobile amateurs and motor-cyclists. And in some places, such as Georgia for example, the DOSAAF organizations have completely assumed the training of specialists of this category.

Responding to the call of the party for a further rise in agriculture and supporting the mass movement for the mastery of rural technical professions which was born on the initiative of the Komsomol, at the end of the 1960's the DOSAAF organizations initiated the training of machine operators for the village. During this time the kolkhozes and sovkhoses received tens of thousands of drivers, tractor operators, combine operators, drivers of cotton picking machines, motor mechanics, and electricians from DOSAAF schools and clubs. The training of specialists for the village is being conducted broadly and systematically in the Ukraine, Uzbekistan, and Turkmenia and in Chelyabinskaya and Saratovskaya oblasts. The DOSAAF organizations of these republics and oblasts were cited for successes achieved with Pennants of the Komsomol Central Committee and prizes of the Central Committee of DOSAAF USSR. This work was made noticeably more active in the Nonchernozem zone of the Russian Federation and, primarily, in the Tul'skaya, Gor'kovskaya, Kaluzhskaya, and Ryazanskaya oblasts.

Every type of support is merited by the experience of the DOSAAF organizations of Volgograd, Rostov-na-Don, Tashkent, and other cities which are taking an active part in the training of workers and employees of industrial enterprises and institutions and students of the senior courses in second specialties and,

first of all, in such presently popular specialties as driver, tractor operator, and combine operator.

Assistance for agriculture on the part of collectives of the defense society is often manifested also in other forms. Many DOSAAF training organizations and institutions are maintaining traditional sponsor ties with kolkhozes and sovkhoses and are helping them with equipment and a labor force during the most intense periods of field work. Thus, in recent years the automobile schools of Ferganskaya and Samarkandskaya oblasts have begun to lay out routes for training trips on days of harvest time's hard work over the cotton plantations, loading the vehicles with cotton from the new harvest. And how many students and instructors and how many vehicles belonging to the society take part in the shipment of grain and vegetables each year! And this year will be no exception in this sense. Unquestionably, the DOSAAF organizations will take a most active part in the struggle for a large harvest.

In working out the plans for their activity for the future the DOSAAF committees, proceeding from the decisions of the 8th All-Union Congress of the society, consider that in the new five-year plan the requirements of the cities and villages for technical personnel will continue to grow. Many transport means, television sets, radio receivers, household machines, and instruments will arrive for the personal use of the population and, therefore, a further expansion of the network for technical training and an increase in the capacity of schools, study groups, and clubs are envisioned. Problems in the introduction of advanced forms of instruction and the employment of more improved visual aids and teaching devices are being solved and it is intended also to implement a number of other measures. Such an approach to the matter deserves the most ardent support and widespread popularization.

The training of machine operators for agriculture will receive a broad scope in the Tenth Five-Year Plan, especially in the organizations of the Nonchernozem zone of the Russian Federation and on the former virgin lands. The Gor'kiy DOSAAF oblast committee, in particular, plans to train 45,000 specialists. This is three times more than were trained here in the last five-year plan. And according to estimates of the Central Committee of DOSAAF USSR, more than 400,000 drivers, tractor operators, combine operators, electricians, and other specialists will be trained by the forces of the defense society throughout the entire zone. Unquestionably, this will help in the solution of the problem of supplying the villages with technical personnel.

Great attention is deserved by the question of expanding the training of drivers of personal vehicles and motorcyclists. At present, unfortunately, the DOSAAF organizations are far from satisfying the requirements of the population. In order to cope with this matter successfully and provide timely instruction in the skill of driving a vehicle or motorcycle for those who so desire, it evidently is necessary not only to increase the number of schools, clubs, and courses but also, primarily, to achieve an increase in the effectiveness of use of the training-material base in every possible way. In particular, there should be the more persistent introduction of the experience of those organizations which removed the locks from their doors on Saturdays and Sundays,

conducted work on illuminating the vehicle driving grounds, improved routine maintenance and preventive maintenance of the equipment, and thereby brought the loading of the training vehicles to 14-16 hours or more per day.

In a number of places, following the example of the Estonian DOSAAF organizations, combined mobile driving classrooms are employed and vehicle trainers have been introduced into the practice of teaching the driving of transport means. The possibility of using the vehicles and motorcycles of the teachers themselves for the practical working out of several exercises and consolidating the skills in driving them is being studied.

DOSAAF collectives are developing military-technical types of sport with great benefit for the national economy. Motorcycle, automobile, radio, water-motor, airplane, glider, helicopter, parachute, and underwater sports as well as various types of modeling accustom the youth to equipment and are a remarkable means for the professional orientation of the young men and girls and for instilling a love of labor and knowledge in them. Lessons in these types of sport and visiting study groups of technical creativity are often transformed into serious enthusiasm and many members of study groups and sportsmen become professional qualified specialists. During the last five years alone, for example, 20 flying sportsmen went from the Frunze flying club to Aeroflot, two of them--Rovenskiy and Dyshlyuk--having already become flight commanders.

Unquestionably, those skills and that knowledge which young people receive in sports sections and teams and in military-technical study groups will help them to work successfully in production and to demonstrate the highest productivity of labor. Numerous sociological studies show that best workers of communication installations are amateur radio operators and the most disciplined drivers are drivers who are involved in motor vehicle sport. The general aircraft designer, A. Yakovlev, who began his creative path in the aviation study group of Osoaviakhim [Society for Assistance to the Defense, Aviation, and Chemical Construction of the USSR], says that in his and other design offices the most promising and capable specialists and Jacks of all trades are those workers who are involved in automobile modeling sport.

In the opinions of specialists, competitions in automobile and motorcycle sports are contributing in considerable measure to further progress in our automobile building: technical results of competitions expose the weak spots of various machines and indicate ways to improve them.

The utility of the radio amateur-builders for our national economy can also be seen sufficiently graphically. Their inexhaustible enthusiasm is helping the development of radio and electronics. Each regular all-union exhibition (27 of them have already taken place) multiplies the number of instruments, devices, and accessories which are finding employment in the national economy, medicine, and educational institutions with great value. Thus, 86 exhibits were taken from the 1975 exhibition for industrial production. Among them were the "light pen" of the L'vov radio amateurs, a device with a magnetic memory for engraving made by Muscovites, and an injector with programmed control which was made

in the Simferopol' radio club. There is no doubt that many exhibits will be found at the present exhibition which will attract the attention of production workers.

Of course, the real opportunities for DOSAAF to help the national economy are far from exhausted and they permit having considerably greater results. However, in a number of cases these opportunities are not sufficiently used and, in some places, even unskillfully used. Here we find both weak links and unsolved problems. Some organizations undertake the training of specialists who do not correspond to the nature of the defense society and, therefore, do not have the necessary material-technical base or qualified cadres of teachers for their instruction. Plans for the training of specialists of the mass technical professions are often prepared without consideration of the national economy's actual requirements and the availability of labor resources.

The quality of the training does not correspond to the requirement of the times everywhere. In a number of schools and clubs the training of specialists in cost accounting is considered a secondary matter and the worst classrooms and laboratories and obsolete equipment are allocated for it, the least experienced teachers and instructors are assigned, training programs are arbitrarily reduced, and proper attention is not devoted to practical training in the care and operation of the machines and apparatuses which are being studied. Often, the future machine operators do not receive the necessary skills for working on complex machines of new designs. In some places, such disgraceful instances as the addition of hours to the instructional driving of a vehicle and motorcycle occur. Serious claims in this sense are made against the DOSAAF organizations of Arkhangel'skaya, Kirovskaya, Bryanskaya, and Tambovskaya oblasts and Krasnodar kray.

The Dagestan, Perm', Vladimir, and Kamchatka oblast committees do not accomplish assignments in training specialists for the national economy from year to year.

The DOSAAF organizations of Azerbaydzhan, Krasnodarskiy kray, and Kaluzhskaya oblast are unwillingly engaged in training machine operators for the village. But individual organizations are creating the appearance of well-being, including in their reports the results of the labor of others. But because of this, the machine operators in the village are not increasing. The matter, as is known, is not in reports but in having the DOSAAF organizations actually assist in the creation of a stable reserve of machine-operator cadres in the farms and participate actively in the solution of problems for each village resident's mastery of one machine-operator's profession as a minimum.

The level of work in training specialists is adversely affected by the imperfection of the repair base and interruptions in supplying the schools and clubs with spare parts. This gives rise to unjustifiably long idling of training equipment and disrupts the systematic nature of instruction. It is the duty of the appropriate directorates of the society's central apparatus to eliminate this shortcoming.

In some places the DOSAAF committees are trying to kindle an unhealthy competition with organizations for which the training of various specialists is a direct responsibility. But, for example, the fact that DOSAAF clubs are striving to lay claim to the training of operators of vessels while the courses of Osvod [Society for Furthering the Development of Water Transportation and for the Safeguarding of Human Lives on Waterways of the USSR] are coping successfully with this task cannot be recognized as correct.

It is completely clear that the status of DOSAAF work on training personnel for mass technical professions would be much better if not only the society's committees but also the appropriate soviet organs were more deeply involved in these questions. Life convinces us that where the ispolkoms of the Councils of Workers' Deputies display interest in this sector of activity of the defense society's activity as is required by the Central Committee CPSU and the Council of Ministers USSR, suggest to them how many of which specialists must be trained, reinforce the cadres of the schools and clubs, and help to improve the training-material base the DOSAAF organizations are successfully accomplishing the tasks in training qualified specialists.

The defense society has large reserves in the teaching of second professions to workers and employees, too. They must be utilized more completely. Our national economy will obtain a certain gain from this and will become stronger.

In ardently approving the draft Basic Law of the USSR, the members of the defense society unanimously express the thought that the new constitution, which guarantees the rights of public organizations to participate in the management of state and public matters, will serve as a mighty stimulus for the further improvement of work in training personnel for the mass technical professions, strengthening the economic and defensive might of our Motherland, and in training citizens of the USSR for their accomplishment of their sacred duty-- the defense of the socialist Fatherland.

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CIVIL DEFENSE TRAINING ACTIVITIES

More Effective CD Publicity

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pp 19-20

[Article by Maj Gen A. Korzhavin, chief of propaganda department of USSR CD:
"Civil Defense: Make Propaganda Effective"]

[Text] Recent events irrefutably confirm the correctness of the 25th CPSU Congress's conclusion about an intensification of ideological struggle of the two sociopolitical systems. Reactionary forces in the West are not squeamish about any methods or means for weakening the attractive force of ideas of socialism in the eyes of millions of people, and they are attempting to disrupt the process of international detente. Although the threat of a world thermonuclear war has somewhat receded, it remains a stern reality of our times.

Considering this, the 25th CPSU Congress devoted much attention to the military-patriotic indoctrination of Soviet citizens, along with other problems of ideological work. One of its components is the propaganda of civil defense, which plays an important role in preparing the populace for protection against weapons of mass destruction.

The interests of strengthening civil defense demand all possible increase in the effectiveness of CD propaganda and an improvement in its quality. The basic way ensuring effectiveness of ideological work is an all-around approach to organizing the entire matter of indoctrination. As applied to civil defense, this is above all constant concern for improving the ideological content of propaganda.

Experience shows that people in some areas still have a poor knowledge of decisions by the party and government on civil defense matters, and they have a poor understanding of its increased tasks at the present stage. Such facts were encountered in the Mordovian ASSR. More attention must be given in CD propaganda to explaining the behests of Lenin about defense of the socialist homeland, to an explanation of propositions of the 25th CPSU Congress and the

October (1976) Plenum of the CPSU CC about the need for high vigilance and constant readiness for action under conditions of a sudden unleashing of war by the imperialists, and to showing the effectiveness of CD measures in protecting the populace against contemporary weapons and in the moral-psychological preparation of personnel of CD formations and the populace for possible wartime ordeals.

It would be incorrect to lay emphasis only on an explanation of special, military-technical and organizational matters. Soviet citizens receive this knowledge in the process of CD training. The task of propaganda is broader. As the CPSU CC pointed out in the welcoming address of the 7th Congress of the All-Union "Znaniye" Society, we have been "given the high mission of assisting the party in its work of indoctrinating Soviet citizens in the spirit of a communist outlook, political awareness and an active position in life."

It follows from this that there is a need to better propagandize the enthusiasts of civil defense and their selflessness, industriousness and high patriotism; to popularize the combat traditions of local air defense and the glorious deeds of personnel of CD units and formations. We must convincingly reveal the humane character of civil defense goals and tasks and see to it that the propaganda facilitates the formation in each person of an active position in matters of defense of the Motherland.

CD propaganda is a psychologically complicated process. It cannot tolerate formalism or stereotypes. Dry, toneless speeches give people little, whether they be oral or printed. Measures which are poorly prepared and poorly organized usually produce no result. One can achieve success in propaganda only through skilled and creative use of all its forms and methods.

The CPSU CC Decree "On Increasing the Role of Oral Political Agitation in Fulfilling Decisions of the 25th CPSU Congress" again emphasized the great importance of oral forms of ideological work in bringing up workers in a spirit of Marxism-Leninism, communist conviction, socialist patriotism and internationalism.

Wide dissemination within the civil defense system has been achieved by such forms of oral propaganda as lectures, briefings, seminars, practical science conferences, topical evenings, evenings of questions and answers, verbal journals, quizzes, consultations, and meetings with MPVO [Local Air Defense] and CD veterans and CD otlichniki. A permanent civil defense seminar-lecturing bureau has been in operation for a number of years under the Moscow city organization of the "Znaniye" Society. In addition to CD staff workers, scientists and specialists in the national economy are enlisted to give lectures here. Subscriptions for the lectures are disseminated through CD staffs of rayons and national economic installations.

A CD lecture bureau is permanently operating under the republic DOSAAF Defense Club of BESSR. A large group of well trained lecturers conduct CD propaganda in the Defense Club of the Moscow city DOSAAF committee. In Taganrog lecturers of the "Znaniye" Society and officers of CD staffs and courses regularly give lectures and briefings to workers on CD topics at the request of enterprises. The topical evenings "Civil Defense is a Nationwide Matter" and "For the Sake of Life on Earth" are being received with interest at a number of enterprises in the city. Permanent civil defense lecture bureaus are in operation under the culture clubs of the "Krasnyy Kotel'-shchik" Plant, the Mechanical Plant imeni Dimitrov and the Combine Plant. The lecturers' presentations are accompanied by a demonstration of movies, visual aids and individual means of protection.

In a number of republics and oblasts, our staffs together with cultural enlightenment establishments, trade-union and Komsomol organizations and the "Znaniye" Society make it a practice to set up special trips by complex agitation brigades and lecture groups to remote rural areas. There they give lectures on materials of the 25th Party Congress, the international situation and civil defense. Mobile automobile clubs are used for the trips, and they are outfitted and equipped with various visual aids and movie units. For example, the CD staff of Vostochno-Kazakhstanskaya Oblast organized trips by a mobile automobile club to distant livestock pastures. Chaban families become acquainted with the mobile CD exhibit and means for protection of respiratory organs and the skin. Talks are held, accompanied by a showing of movies.

Other effective forms of propaganda are of no less interest. In particular, the CD staff of ESSSR together with the Komsomol CC and republic DOSAAF CC for the third year in a row has organized quiz contests on civil defense. They are held during preparations for defense measures, during CD days, weeks and months, and on the eve of complex exercises. Contest conditions, quiz questions and the composition of the jury are published in the press. The popularity of quiz contests is rising. It is gratifying that they also are finding increasing acceptance in educational institutions of the country. The number of their participants is increasing with each passing year.

Enlisting officers and generals of military units, military academies, schools and military commissariats to give lectures and briefings has a positive effect on the status of oral propaganda of civil defense. We are convinced of this by the experience of CD subunits of the North Caucasus Military District. Officers hold classes with political officers of non-military formations and regularly give lectures and briefings at enterprises under their patronage. Topical evenings involving the participation of privates, sergeants and officers are arranged in houses of culture and clubs, and there are classes in schools of general education and technical trade schools, as well as competitions of medical teams and scouts. The film "War Echo" was made through the efforts of soldiers. It tells about the selfless actions of personnel of Senior Lieutenant G. Butmanov's bomb disposal platoon. This officer has over 6,000 disarmed explosive objects

remaining since the time of war to his credit. Butmanov's speeches, accompanied by the showing of a movie, produce a strong impression on students.

CD days, weeks and months have proven themselves. They are especially effective when they are held directly at enterprises, kolkhozes and establishments. During this time, briefings, talks, and evenings of questions and answers are accompanied by the showing of exhibits and movies, by sale of CD literature, and by competitions, contests and quizzes. The value of this form of propaganda lies in the fact that it reveals additional capabilities for military-patriotic indoctrination of the growing generation. The populace forms a more complete impression about the capabilities of protection against contemporary weapons. Moreover, such measures facilitate increased cohesiveness of personnel of nonmilitary formations and an improvement in their practical skills.

Successful performance of civil defense measures is aided by the socialist competition for a worthy greeting to the 60th Anniversary of the Great October Socialist Revolution, which has unfolded in staffs, units and non-military formations. During this competition personnel fight for high quality in working tasks of exercises and practice training sessions, they increase their expertise and temper their will. All propaganda forces and means are called upon to mobilize people for timely fulfillment of high socialist pledges.

Civil defense propaganda is activated in particular during preparations for and conduct of complex installation exercises. During these exercises officers of CD staffs and courses, officers of military units and lecturers of the "Znaniye" Society give lectures and briefings on civil defense. During this time wide use is made of the capabilities of the press, radio, television, visual agitation, cultural enlightenment establishments and various social organizations.

As in all ideological indoctrination work, a differentiated approach to different social categories and age groups of the populace is important in civil defense propaganda. Each propagandist must have a clear idea of which audience he is preparing a particular piece of propaganda for, and for what purpose. It is one thing to speak to commanders and supervisors, and another to hold classes with the nonworking populace. For the very same reason a presentation to veteran workers and the youth cannot be the same.

Lectures, talks and evenings of questions and answers at the installation turn into a businesslike and interesting conversation when they are held with due regard for the specific nature of the students' labor activity and degree to which they are informed; when they touch on very important civil defense matters; and when they facilitate an identification of reserves to resolve such matters and an explanation to students as to the specific obligations under civil defense.

Here is a specific example. Under the direction of the party's Leninskiy Raykom of the city of Mogilev, the staff and courses of Mogilevskaya Oblast and the rayon organization of the "Znaniye" Society held a civil defense propaganda day at the Silk Fabric Combine imeni 25th CPSU Congress. On that day the combine director, his deputies, the chief engineer, secretaries of the party committee and the Komsomol committee, and officers of the oblast CD staff and courses lectured to workers and employees in all shops, in sectors and in the management offices. Each propagandist was informed ahead of time about the topic, goal and place of the presentation and the make-up of the audience, and he prepared carefully for it. Lectures were accompanied by a demonstration of visual aids, slides and movies. This activity developed into a frank, fundamental conversation about tasks and duties of workers, employees, Komsomol members and the youth to improve the combine's civil defense status.

Meanwhile, the task of increasing effectiveness of civil defense propaganda cannot be resolved successfully without the active participation herein of ministries, departments, cultural enlightenment establishments, organs of the mass media, military units, military commissariats, DOSAAF committees and other social organizations. And the heads of those CD staffs act properly who strengthen business contacts with these organizations. A good example is the experience of workers of the CD staff of Saratovskaya Oblast. Permanent ties with oblast social organizations allowed them to include qualified personnel in civil defense propaganda and thus achieve its high effectiveness.

The quality and effectiveness of CD propaganda are determined largely by the ideological-theoretical and methods training of the propagandists themselves. The CPSU CC Decree "On Work to Select and Indoctrinate Ideological Cadres in Party Organizations of Belorussia" requires a continuous improvement in the theoretical and professional training of propaganda cadres and an increase in their competency.

It has become a practice in the civil defense system to hold conferences and seminars with propagandists at which the tasks, forms and methods of propaganda are discussed. Such seminars are held regularly under the leadership of party organizations, such as in Irkutskaya and Kemerovskaya oblasts.

Propagandists are brought in for courses conducted by political directorates of military districts and by organizations of the "Znaniye" Society. In particular, the political directorate of the North Caucasus Military District held a three-day course for assistant chiefs of staffs for propaganda and for political workers of CD subunits. Dnepropetrovskaya, Zaporozhskaya and Donetskaya oblasts regularly convene oblast seminars for chairmen of CD sections and for lecturers of the "Znaniye" Society. Members of the Presidium of the Kiev Oblast organization make it a practice to travel to the rayons to give assistance to lecturers. The Moscow Oblast organization of the "Znaniye" Society, together with the CD staff of the oblast, develops and sends out to lecturers in outlying areas methodological materials on civil defense topics.

Thus, available experience permits one to draw the conclusion that the most important thing in civil defense propaganda is its ideological direction and close ties with current problems of the country's international and domestic policies, with the life of labor and military collectives, and with tasks being accomplished by USSR Civil Defense. Propaganda of the new USSR Constitution now acquires special importance for us. We must use all propaganda forms and methods for this. Discussion of the draft Constitution which has unfolded widely in the country must become a primary matter for all party organizations of staffs, and above all, for civil defense propagandists.

At the October (1976) Plenum of the CPSU CC, Comrade L. I. Brezhnev emphasized that the party places high demands on ideological and propaganda work under present-day conditions, and that our propaganda--both within the country and abroad--must react sensitively to changes taking place in the world and must be intelligible and convincing.

Civil defense propaganda also is called upon to be the same.

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Tadzhik SSR Publicity Measures

Moscow VOYENNNYYE ZNANIYA in Russian No 8, Aug 77 signed to press 8 Jul 77 p 21

[Article by A. Demochkin, assistant chief of staff for CD of TASSR for propaganda, city of Dushanbe: "Guideline for Action"]

[Text] That is just how we took the CPSU CC Decree "On Increasing the Role of Verbal Political Agitation in Fulfillment of Decisions of the 25th CPSU Congress." Our task, as workers on the ideological front, is to explain thoroughly to workers materials of the 25th Party Congress and of the October (1976) Plenum of the CPSU CC, and to show the achievements with which the people are heading for the 60th Anniversary of the Great October.

We are continuing to improve civil defense propaganda consistently, and especially verbal propaganda. We have already accumulated a certain amount of working experience with editors of the republic radio and television. Sketches on CD activists and veterans, reports, visual sketches, and a showing of foremost installations of the national economy, kolkhozes and sovkhoses which have achieved positive results in civil defense, especially during complex exercises, have become traditional on television and in radio broadcasts. Last year 12 broadcasts were given over republic television and 18 reports and sketches were given over radio about civil defense personnel and work.

It is noteworthy that not only workers of the republic CD staff appear on television and radio, but also the activists and otlichniki of civil defense and the journalists. We have established close ties with the editor in chief of the sociopolitical editorial office of republic radio, A. Zakirov. He himself has appeared more than once with various material on civil defense. The senior editor of republic television, V. Bykov, the senior editor of youth television broadcasts, V. Lyashev, and other comrades also have become our good friends. Thanks to this there has been an increase in the ideological and artistic level of material sent over the air and civil defense propaganda forms and methods have become more varied.

At republic courses we hold five-day assemblies with journalists of republic, oblast, city and rayon newspapers, and with workers of main editorial offices of sociopolitical broadcasts of television and radio. It is fully understandable that the talk at the assemblies was about possibilities for intensifying propaganda of CD knowledge among the populace.

We display special concern for agitators and propagandists working directly in national economic installations, in kolkhozes and sovkhozes, and in teams and sections, i.e., right where the personnel and means of civil defense are readied. Their presentations and talks must be extremely specific, designed for the corresponding audience. We disseminate the experience of the best propagandists, agitators and political briefers over television and in the periodic press. This year the Izdatel'stvo "Irfon" put out a pamphlet on the organization of civil defense in Gissarskiy Rayon. It tells in particular about the work of the best propagandists, lecturers and agitators. A poster also was put out revealing the experience of educators in the "Medrabotnik" Young Pioneer Camp, who are skillfully conducting civil defense propaganda among the young pioneers and pupils.

An expanded session of the board of the republic "Znaniye" Society and sessions of the boards of this society in Leninabadskaya and Kulyabskaya oblasts were devoted to matters of military-patriotic indoctrination and civil defense propaganda among the populace in light of the demands of the 25th CPSU Congress. The status of lecture propaganda was discussed jointly with civil defense staffs. Decisions were made aimed at its improvement by forces of the lecture groups of the "Znaniye" Society and sections of civil defense staffs.

More attention is given in lecture material to the moral-political and psychological preparation of civil defense forces and the populace, and to actions of nonmilitary formations during complex installation exercises. For example, during preparations for and conduct of complex exercises at installations of Gissarskiy Rayon, over 200 nonregular propagandists and briefers were enlisted to give lectures, briefings and talks. Populated points and teams were served by eight mobile automobile clubs equipped with movie apparatus, libraries with the necessary literature, and visual training aids. By the way, under the conditions of our mountainous country, these automobile clubs are of inestimable value. They reach the most remote kishlaks and distant pastures.

During the exercises, kolkhoz-sovkhoz and rayon radio networks broadcast over 100 radio talks. Six hundred operational newsheets and printed news flashes were put out reflecting the actions of nonmilitary formations and the populace in all exercise phases. A total of over 4,000 lectures and briefings for the populace have been given recently in the republic by forces of lecture groups of the "Znaniye" Society and sections of civil defense staffs of cities and rayons, and over 3,000 radio talks on civil defense topics have been broadcast over the local radio network of cities, rayons, national economic installations, kolkhozes and sovkhozes.

The most important propaganda sector is work with the youth. Here we employ such forms and methods as evenings of questions and answers, readers' conferences, youth debates, and so on. For example, the young workers of the "Gidroizol" Plant will long remember the topical evening "Where Are You, Friends and Countrymen?" and the youth of the Kurgan-Tyube Transformer Plant will remember the evening on the topic "Expertise of Veterans." A readers conference in the secondary school of the settlement of Shakhraunau on the book "Lyudi i dela grazhdanskoy oborony" [People and Affairs of Civil Defense] was very interesting.

It was pleasant to hear how, in one of the radio broadcasts of All-Union Radio, former workers of the Kolkhoz imeni 22d Party Congress who are now servicemen of the Soviet Army warmly thanked their collective and the CD chief of staff of the kolkhoz, Great Patriotic War participant A. Melikov, for instilling in them honesty and industriousness. After going into the reserve, they plan to return to their native kolkhoz. Unit commanders are sending letters of thanks to the kolkhoz and parents. Such are the practical fruits of work with the youth.

And here is one further example. In February of this year an exercise was held with a composite detachment. They were studying matters of eliminating the aftermath of an earthquake. The weather on this day, as if ordered, complicated conditions. There was a torrential downpour and then abundant snowfall. Roads were blocked, the soil was washed away, and the wind penetrated to the bone. But all vehicles and cranes arrived at the work site at the appointed time. Not a single exercise participant--and these were primarily young lads--left his working area. Each one realized that he was performing a mission of eliminating the aftermath of an earthquake.

It stands to reason that we will continue to improve various forms and methods of propaganda and persistently seek to increase its effectiveness and fighting spirit. For this same reason there is obviously sense in thinking about an all-union contest over radio and television for the best sketch or tale about civil defense enthusiasts.

Caption: A civil defense talk is being held in the residential sector of the Beskudnikovo Construction Materials and Structures Combine No 1 of the city of Moscow.

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In a Moscow Motor Vehicle Plant

Moscow VOYENNYE ZNANIYA in Russian No 8 Aug 77 signed to press 8 Jul 77 p 23

[Article by Col L. Bachurin, instructor of USSR CD VTsOK [expansion unknown]: "For Those Who Train: At a Model Installation"]

[Text] Who does not know the Moscow Automobile Plant imeni Lenin Komsomol (AZLK)?

I have had more than one occasion to hold practical classes here. I will tell in more detail about one of them, for such classes now are being held in all civil defense courses. It is possible that the experience which we wish to exchange in the pages of the journal will be useful to some degree to other instructors, as well as masters of production training.

The topic of our class was organization and conduct of civil defense at the plant. The objective was to study the experience of a foremost enterprise of the capital and acquaint students with practical performance of CD measures and the system and methods of training workers, employees and non-military formations.

In working out the lesson plan, I identified four basic training questions: organization and planning of civil defense at the plant; protection of workers and employees; CD training of commanders and supervisors, the working collective and nonmilitary formations; and increasing the stability of production under special conditions.

At the plant I clarified the training areas and points as well as the procedure for working each question together with deputy general director for civil defense M. Savin and chief of staff P. Kratko. The hospitable hosts placed at our disposal the necessary training facility: a control post, one of the protective structures, a training compound and post, as well as other rooms and areas. They agreed to perform the role of assistants to the problem director so that the trainees learn first hand, as they say, about civil defense matters at the installation and received qualified answers to all questions.

We came to an agreement on a demonstration of actions by formations in the training compound and passing of norms by workers and employees. We decided to practice the methods of holding a practical class with commanders and supervisors at the plant training post. We calculated precisely the length of stay of the trainees at each training area, for six hours were set aside for the problem and with this saturation with training tasks, each minute was valuable. Finally, we stipulated that after a brief critique of the problem, a training film would be shown in the club about plant civil defense routine.

Thus, the lesson plan was filled with a specific content. The actions of the director, assistants and trainees were scheduled by place and time.

The scope of a journal article does not permit a full presentation of the course of classes at the installation in question. Therefore I will dwell only on the most important points.

When the trainees arrived in buses at the plant, they were met by Comrade Savin and taken to the CD control post. Here the practical problem began. After explaining its topic and goal, I briefly gave the order in which each training question would be worked. Then I gave the floor to Comrade Savin. He told about the organization and planning of civil defense at the plant. Trainees were familiarized with individual planning documents. It stands to reason that they listened attentively to the presentation and asked questions as it went along. They were particularly interested in the fact that from the control post where they were training it was possible to control successfully not only civil defense measures, but also production.

When we moved to the next point, the protective structure, everyone was pleasantly surprised by the ideal order. The maintenance team was in place. Chief of Staff Kratko did not have to comment in detail on what was seen (he told about the organization of protection for workers and employees).

The trainees were with the commanders and supervisors at the training point during the practical problem. Then, moving into the training compound, they saw the precise actions of formation personnel. And how assiduously the workers and employees tried to pass the norms! No one had less than an excellent or a good mark.

I recall the question of one student: "But are night tactical-special problems and exercises held?"

"What do you mean!" answered Comrade Savin, "We hold them and we will hold them. This noticeably increases the effectiveness of training and facilitates the moral-political and psychological preparation of formation personnel and the whole collective."

In conclusion I would like to say one thing. One must choose as the basic installation an enterprise which is really exemplary in civil defense. Only in its training facility is it possible to conduct such a practical class with course students objectively, instructively and at a high methodological level. It is very important for an instructor to establish good relationships ahead of time with the plant directors, especially with the CD staff, and make wide use of their help. Otherwise a trip to the basic installation may simply turn into an excursion.

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Classroom Training Methods

Moscow VOYENNYE ZNANIYA in Russian No 8, Aug 77 signed to press 8 Jul 77
pp 24-25

[Article by Col A. Zaytsev: "Technical Means in the Training Process"]

[Text] Much attention now is being given to the problem of introducing technical training means into the training and education process at civil defense courses. This is in full conformity with demands of the 25th CPSU Congress.

A thoughtful and discrete use of technical means for adding to the knowledge of students can provide a great effect in training. Unfortunately, the solution to this problem often is reduced merely to filling training classrooms with technical devices. This occurs from a confusion of such concepts as technical devices and means of training.

Technical devices are various types of projectors, tape recorders, and so on. Means of training are films, slides, slide films, tape recordings and video recordings--in short, everything that carries training information. Therefore we are speaking about a proper combination in the training process of technical devices with training means corresponding to a given program or topic.

It becomes clear in this approach that it is not enough to "saturate" classrooms with technical devices. We also need good films, slides and tape recordings. And all this must be used skillfully and in a methodologically competent manner in classes.

Not all class directors, however, can employ technical training means in a skilled manner. Some simply do not know about and fear innovations, while others, due to an inability to use them, prefer the old instruction methods, although these methods do not provide the proper practical skills and do not always force trainees to think intensively or assimilate material firmly. But those whom we teach must receive not only specific theoretical knowledge, but most important, they must acquire the necessary skills and habits. It is rather difficult to achieve this in the short period of study at civil defense courses. Time is needed. Means of programmed training and efficient control help cut sharply the expenditures of time on the theoretical portion of studies. In order to introduce them broadly into the training process, it was proposed as far back as last year to outfit the courses with programmed training classrooms of the "Akkord," "Evrika" and "AK-28M" type, as well as to acquire the "Ogonek" program-control device and control apparatus ("Ekzamenator MEI," "Repetitor MEI" and so on).

But it is not enough to acquire these technical devices. It is important to put them to use quickly. Unfortunately, it does not always happen this way in practice. For example, sets of the "Ogonek" and "KISI-5" program-control devices, which are available in sufficient numbers in CD courses of TASSR, are rarely used in the training process. The reason is there are no programs developed and the training of instructors is insufficient.

Programmed training classrooms of the "Evrika" type, as the experience of GESSR and ESSSR shows, help train 30 persons simultaneously and actively. Knowledge is assessed without the participation of the instructor, which precludes any kind of subjectivism in giving marks.

Such a classroom has been operating for over a year now in Estonia. It is used mostly to monitor knowledge. Several programs have been developed for this with due regard for categories of trainees. Course head A. Makhalkin and instructors A. Kazarin, O. Khaav and A. Reep have become real experts at programmed training here.

Earlier no less than 3-4 hours were required for the final class of a group of 25 persons. Up to 10 minutes was spent on each one in just a cursory questioning. Now, however, 20-30 minutes are sufficient for a group of 30 persons, and the trainees answer not three questions, as before, but five questions. It is important to note that six different programs are in operation simultaneously in such a class. Consequently, the trainees sitting in front, to the rear, to the right and left perform different problems, and naturally any dogmatism or prompting is precluded.

As we see, the saving in time is large and it can be used successfully for passing norms and performing practical problems.

The system of checking the assimilation of programmed material can be improved if we conduct efficient monitoring of the work of trainees not only during final classes, but during everyday classes. Its results will help correct the training process so as to achieve considerably higher progress indicators.

Various types of projectors occupy a significant place among the technical devices. For example, in recent years many class directors have given preference to static means of projection: slide projectors ("LETI-60," "Svet," "Gorizont," "Etyud") and frame projectors ("Proton," "Orbita"). This is explained by the fact that slide films and slides provide greater information with more modern economic expenditures. They rid one of the cumbersome posters and can be replenished efficiently with new material. In addition, slide projection equipment is rather simple. Therefore slide films and slides have begun to be used widely both in civil defense courses and in installations of the national economy. In recent times many slide films have been produced. They are popular and their printing grows constantly.

Slide films have their drawback, however. They are produced on specific topics and for the average trainee, as it were. This means that such a slide film only takes an approximate consideration of the categories of trainees and their training level. No matter who takes the class on the topic "Actions of the Populace During Threat of an Attack," one and the same slide film still will be used.

Obviously it makes sense to think about creating a broader range of slide films on civil defense which make a fine distinction as to the audience. It is desirable that slide films serve not only for illustration of a class, as frequently happens, but also carry new information and force the trainees to think, compare and make decisions.

Sometimes we take a slide film and become convinced that it has already become obsolete in certain aspects and must be renewed. The frame projector is the most appropriate technical means for doing this. This instrument helps include new material relatively simply and change the order of placement of slides in the cassette.

Many installations of the national economy and civil defense courses have such frame projectors, but they do not use them fully because we still do not have that many slides. We should obviously make slides with our own resources, for many amateur photographers work with reversible film and make slides for themselves. There are photo laboratories for processing films in every city and at many installations of the national economy.

In viewing slides made by their own resources, such as on a complex installation exercise, trainees see familiar places, a native plant or school, comrades in the formation, and even themselves. All of the latest events can be quickly recorded on film.

Movies have firmly become part of the practice of training. Films tell about CD tasks and methods for accomplishing them, and they persuade trainees as to the reliability of means of protection against mass destruction weapons. Many good new films on civil defense have come out recently. Among them are those such as "In a Single Formation," "Components of Steadfastness," "Preparation of a Complex Installation Exercise," "Civil Defense in the Kolkhoz," "Actions of the Populace in Areas of Mass Fires," and others. They reveal CD measures and tell about people, their courage, valour and ability to act in a complex and oftentimes dangerous situation.

We still have few movies, however, which precisely correspond to a particular class topic or show the tactics of nonmilitary formations of different purposes. Therefore we must use popular science and technical-propaganda films in the training process. The latter often encompass a broad range of matters and, as a rule, bear an informational character.

In spite of all its advantages in the cognitive and propaganda planes, the showing of movies still cannot lay claim to a leading role among the forms and methods of training. A person does not take an active part when he views a film and naturally does not acquire practical skills. The trainee receives specific knowledge and he only forms impressions about a particular object, technique or action. But in order to acquire a firm skill, he himself must repeat what is seen on the screen in the very same class and train thoroughly. And this is the main part of training.

Those who reduce all training to the showing of a film crudely violate methodology. In the hands of the class director, the movie film must be viewed as an instrument for influencing the trainees. Before each class at which it is planned to use a particular movie, it is recommended that the director first view it himself, select the necessary clips and frames, mark them and tie them in with his lesson plan.

Before showing the film it is advisable to direct the attention of the viewers in brief introductory remarks to the most important points or to indicate obsolete propositions.

When classes are accompanied by the showing, not of the entire film, but only of individual parts, clips or frames, their showing is precisely coordinated with the projectionist according to the progress of the class and a method of communicating with him is determined. It is even better if the class director himself has mastered the technique of working the film units of the "Ukraina" or "Shkol'nik" types.

Amateur film studios should be enlisted to create special topical films, as is done in the Ukraine, in Moldavia, Estonia and in other republics. Use of these films (clips) in the training process unquestionably will increase the quality of training and will make it more interesting and effective.

The possibilities of technical training means are still far from exhausted. The effectiveness of their use depends largely on methodological preparation of those who train. That means the course instructors and all who head classes and training groups must master more persistently the art of complex use of these means in the training process.

Caption: At CD courses of ESSSR Maj A. Reep holds a final class in the "Evrika" programmed training classroom with a group of CD chiefs of national economic installations.

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CIVIL DEFENSE TRAINING ACTIVITIES

CD Training in Schools

Moscow VOYENNYE ZNANIYA in Russian No 8, Aug 77 signed to
press 8 Jul 77 p 26

[Article: "Topic of the Day: The August Teacher's Council"]

[Text] Teachers' conferences and meetings are taking place everywhere on the eve of the new school year. The problems of the teaching-learning process and of inculcating in each student the high qualities of an active builder of communism and a future defender of the Motherland are being examined as a unified whole at them.

The August meetings are opening vast possibilities for CD staffs and public education agencies to mutually and creatively exchange opinions on the problems of training students for defense against weapons of mass destruction. These possibilities must be taken advantage of in a timely manner. For example, they are proceeding correctly in Leningrad, the Ukraine and in Lithuania when, during the meetings, they sum up results and set immediate tasks for the new school year concerning this important area of work.

The main thing now is to focus attention on the qualitative aspect of this matter: it is necessary to provide truly in-depth knowledge and truly solid skills for all students. The successful solution of this task depends on the teacher, on his conviction, outlook and teaching expertise. This is why the problem of improving training for CD course management and teaching personnel and the problem of improving teaching methods must occupy a prominent place in the work of these meetings. It is also necessary to bear in mind that each year thousands of young teachers, who are drawn to CD teaching, arrive in the country's schools. In Riga and other areas of the Lithuanian SSR, supplementary lessons in teaching methods, seminars and consultations are specially organized for them.

But, unfortunately, this is not the case everywhere. For example, there were cases where the second grade teachers did not even attend the CD courses in Estonia.

The necessity for analyzing the experience of overall facility exercises in secondary and elementary schools, for extracting the best from it and for planning concrete measures for the struggle against laxness and simplification is overdue.

A lot needs to be done to improve school CD training facilities. The initiative of those public education agencies and school directors, who, with the help of sponsoring enterprises and organizations, are equipping protective structure basements and creating training areas for conducting practical exercises, deserves approval and all possible support. The CD staffs are called upon to effectively assist them. Educational institute bases, which are attached to CD courses, are now appearing in localities.

It is necessary to widely popularize the practice of students making their own visual aids under the guidance of teachers and military instructors.

Successful consideration of all these problems depends on the active participation of CD staff and course representatives in the teachers' meetings and conferences. Such meetings are mutually beneficial: public education employees explain the tasks for further improving the organization of civil defense in the schools and the staffs and courses can better recognize the problems of training students and better define their place in their solution.

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Results of Training in Schools

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pp 26-27

[Article by Col N. Vitrenko: "Advanced Experience--To the Schools"]

[Text] It is well known that the training level of students depends on many factors: programs, training aids, teachers' methodological expertise, training facilities and the initiative and cooperation of social organizations. And, in the final analysis, everything depends on the attitude of territorial public education agencies and CD staffs toward this matter.

CD instruction has noticeably improved in many schools in Moscow, Leningrad and in a number of Russian Federation oblasts, in the Ukraine, Belorussia, Kazakhstan, Latvia and Moldavia; this is explained mainly by the increased attention paid to this educational discipline by republican ministries of education (public education), CD staffs and directors of educational institutes. It is worth noting that during the past two years the problem of the condition of CD training and measures for its further improvement has been examined by a number of republican ministry boards, by many oblast and city public education departments and by school teachers' councils. The appropriate orders and directives were issued.

The practice of overall tests of a school's CD condition is becoming more and more widespread. They are conducted jointly by public education agencies and staffs. The test results are summarized and serve as a topic for serious discussions with second grade teachers and fifth grade class leaders during their training at CD courses. It is important to emphasize here that such tests must be conducted with the knowledge of party and Soviet agencies, being guided by their concurrence.

The example of Belorussia merits attention; public education agencies established a single day for CD lessons; this significantly facilitated control over their conduct. In a number of schools CD lessons in the fifth grade are entered in the general lesson plan. This initiative was indorsed by the USSR Ministry of Education. It is also commendable that many school directors in Leningrad, Alma-Ata and cities of the Latvian SSR are not limiting themselves to the hours set aside for this subject in the program; they are organizing exercises, competitions, inspection-competitions, quizzes and question and answer evenings during non-school time. In Belorussia these competitions were concluded by an All-Republic Inspection of the Civil Defense Condition in Educational Institutes. Based on its results many public education schools were awarded diplomas by order of the BSSR Ministry of Education. Among them were schools No 4 in Mogilev (Director T. Kadyl'nikov, Military Instructor I. Polyanikov), No 93 in Minsk (Director P. Podomat'ko, Military Instructor P. Kosyak) and Prudkovskaya School in Mozyrskiy Rayon, Gomel'skaya Oblast (Director S. Lis, Military Instructor B. Sikorskiy).

Ever greater consideration is being given to methodological work in the localities, especially after the USSR minister of education and the chief of USSR Civil Defense highly rated the role of the scientific methodological conferences which were held in a number of republics. These conferences facilitated the summarizing and popularizing of advanced experience;

they armed teaching personnel with progressive methods for training students. And, what is extremely worthwhile, they helped develop unified recommendations for instructional planning, organization and methodology, for improving training facilities and for conducting overall facility exercises in them. It was recommended that such conferences be held in all the country's union republics and oblasts, but not a hasty or formal basis. Such a vast measure must be preceded by a meticulous study of the affairs in educational institutes.

Unfortunately, in some places conferences (symposia, seminars) are somewhat superficially touching upon overdue problems. Thus, in February, in Tashkent, the CDPE [city department of public education] held a city-wide applied science conference on basic military training and military patriotic education. But in the main reports and speeches from the localities, including the oblast CD staff representatives, there was no in-depth analysis of CD training for second, fifth and ninth grade students. Therefore, no specific suggestions were introduced.

While preparing for similar methodological training arrangements, CD staffs cannot limit themselves to a test of schools as simply national economic facilities. Educational institutes are unique facilities and you cannot dispense with a deep understanding of the educational process. During tests it is necessary to render methodological assistance to directors and teachers' collectives and to promote improvement in the students' CD progress in every way possible. The following are recommended: conducting open and representative lessons, demonstrations of overall facility exercises and their methodology, acquaint them with a model training facility and demonstrate methods for using technical training equipment.

The military instructor methodological associations help increase the level of expertise in CD instruction. It is necessary to point out the purposeful activities of the methodological associations of the Moscow Baumanskiy Rayon, of the city of Snezhnyy in Donetskaya Oblast and the rayons of Riga. They use preliminary discussions to develop the most complex topics, mutual class visits with a follow-on exchange of opinions, demonstration lessons and consultations. While holding mutual exchanges or cooperation, military instructor methodological councils assist in the efficient utilization of authorized issue items.

It is important to create CD methodological offices at public education departments. Such an office was set up by the Chilanzarskiy RDPE [rayon department of public education] of

the city of Tashkent in one of the protective structures where they have CD classrooms and training for medical detachment personnel. Now lessons in teaching methods--based on plans compiled earlier--are held here with the rayon's teachers and they are shown training films. Based on an approved schedule, students of the near-by schools visit these classrooms. The Alma-Ata city department of public education also set up the same sort of methodological office. In our opinion, the personnel of the training methods office at the Leningrad Main Administration for Vocational and Technical Education have accumulated a great deal of experience.

But, of course, the main methodological work is conducted directly in the schools under the guidance of the directors. It is possible to name many of these public education schools: No 739 and No 45 in Moscow, No 133 and No 18 in Leningrad, No 5 in Daugavpils, No 3 in Kishinev, No 29 in Chimkent and No 62 in Erevan. Training methods work is conducted on an especially purposeful basis in them; this facilitates an increase in the scientific cognitive level of studies, widening the base of applied training and fostering the necessary moral-political and psychological qualities in senior students.

When organizing methods work with teachers, it is necessary to pay attention to the correct use of interdisciplinary relationships. The experience of the teacher's collective at Minsk Secondary School No 21 imeni Gastello (Director G. Bondar') can serve as a good example. Thus, the physics teacher, L. Efremova, while talking about fission and fusion reactions, reminds students that nuclear and thermonuclear bombs are built on these principles. In the topic "Gamma Radiation" the characteristics of alpha particles and beta and gamma radiation are covered and their effect on the human organism is explained; this deepens the students' knowledge of the ionization method for detecting radioactive materials. The chemistry instructor, A. Kolotilina, while studying oxygen compounds with the students, tells them how a calcium hypochlorite mixture is used for decontamination of an area contaminated by persistent chemical agents. While studying carbon compounds, she acquaints them with the chemical and physical properties of prussic acid. Lessons in the CD program are supplemented by systematic homework in this school.

The progress in improving school CD training facilities has been pointed out. In Kazakhstan, Belorussia, Latvia, Armenia and Moldavia, the ministries of education (public education) adopted special decisions on this issue. A great deal has especially been done in this direction by the schools in the Ukraine. There are already several key CD schools there. By

decision of the oblispolkom, they were specifically created in the Pridneprovskiy and Sosnovskiy rayons of the city of Cherkassy (secondary schools No 6 and No 12).

What are key schools in CD and why is a decision of a Soviet agency required for their creation?

The issue here, of course, is not in the title "key" but in the design of these schools. A model training facility is built in them. In addition to military laboratories, they have laboratories (classes) for CD and for training medical detachment personnel; this, by the way, responds to the need of the times--the universal transition to the laboratory principle of training. Their contemporary equipment and training aids enable the teacher (military instructor) to cover the program's topics in detail.

In the laboratories under discussion, there are automatically controlled, mechanical chart stands and television sets. The student desk--a special opaque glass--serves as a screen at the same time. There are Ukraina movie projectors, Leti slide projectors and other technical training equipment. Individual protective equipment is displayed in glass cases; mock-ups of protective structures and radiation and chemical reconnaissance equipment are on specially lighted shelves.

The training area is the second, especially important, part which makes up the training complex of key schools. Such a school is now a base for the rayon; public education agencies conduct all CD educational and training methods activity in it. It serves as the rayon methods center. CD sections of the military instructor methodological associations work at its base; city (rayon) courses prepare teachers in CD programs there. In a number of places, where local conditions permit it, the training area can be used by the national economic facilities located near by.

It is not by accident that the All-Union Seminar-Meeting on Basic Military Training and Civil Defense--conducted by the USSR Ministry of Education at the end of last year--indorsed the initiative of the Cherkasskiy OPED [oblast public education department] (Superintendent K. Zarembo) and the oblast CD staff (Col G. Nikulin, chief) and recommended this method as an alternative to be disseminated throughout the entire country.

Following the example of Cherkassy, six of these key schools are being built in Alma-Ata (one per city rayon) and they are being built in all the oblast's rayons in the Gomel' area.

But, naturally, the problem of creating worthwhile CD training facilities cannot be solved everywhere by key schools. This is just one of the paths to a solution of this problem. Thus, in Uzbekistan the planned path is for groups of facilities to build training areas on a collective basis; these will also serve as a base for training students. Rayon CD chiefs are taking on the responsibility for an organized, planned foundation in this area. In Latvia they chose the path of building model CD schools.

Lately, rayon and facility CD chiefs in a number of places are building training areas near schools in order to combine the interests of facilities and educational institutes. In a word, the city and rayon staffs are obligated to advise public education agencies on the most correct way to solve the problem considering local conditions.

In rayons and cities they are taking the responsibility for teacher and student initiative more seriously: they are making mock-ups, window displays and the simplest protective equipment on their own. Thus, in Tashkent Secondary School No 5 (Director V. Afanas'eva) the ninth graders, under the guidance of Military Instructor Yu. Kesel'man, made working models of all the radiation and chemical reconnaissance equipment: one per each student. This is why it is desirable to expand the network of technical, CD, chemist-radio operator and other societies in the schools.

Those staffs, which together with public education agencies are trying to find ways of locally supplying all schools with the full issue of authorized training items, are proceeding correctly. Even for the extremely difficult task of supplying instruments, they are finding a way by relying on the assistance of military units, courses and facilities which are sponsoring the educational institutes.

We will cite another efficient way of compiling training methods aids on CD: translation into national languages and publication and republication of programs, posters and visual aids on local copying machines. During last year alone, the Uzbek SSR Ministry of Education and the republic's CD staff reproduced posters for second, fifth and ninth graders in an overall edition of 35,000 copies.

It is necessary to consider the conduct of overall facility exercises in schools as an important positive result of the past years. Experience in their preparation has been widely dispersed. Nobody now has any doubts about their advisability, including in primary schools.

Of course, matters are not proceeding equally well everywhere. There are still many serious shortcomings. Of these, the chief one is that several local public education agencies, especially in the country, are still poorly mastering methods for preparing and conducting overall facility exercises and the CD staffs are not helping them enough with this.

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Training at Institute Level

Moscow VOYENNNYYE ZNANIYA in Russian No 8, Aug 77 signed to press 8 Jul 77
pp 28-29

[Collection of articles: "Thoughts Before the School Year"]

[Text] How can civil defense instruction be conducted more efficiently in the VUZ's? What will the young specialist bring to the job? Will he be able to skillfully conduct CD affairs there? Will he be able to teach, by practical actions, the soldiers of the non-militarized formations, workers, and employees?

These and many other questions disturb the instructors of the CD departments (courses) of institutes. At various symposia and applied science conferences and also in their letters, they are sharing the experience of the past year and reflecting on what needs to be done in order to improve the educational and training process in the coming school year. The selection of materials published below is devoted to this topic.

"Study to Learn" by A Tochkov, oblast deputy chief of staff for propaganda, Rostov-na-Donu.

The student's level of training in CD depends to a decisive degree on the quality of instruction. Therefore, in order to teach young specialists, teachers must study all the time.

The Rostovskaya Oblast CD staff conducted five-day symposia for chiefs of CD departments and courses and for VUZ CD instructors. The results of training methods and educational work were summed up and tasks were set for further improving instruction on this subject, specifically, on the basis of improved training facilities.

Attendees were shown such a model at the Rostov National Economic Institute: classrooms--equipped with technical training equipment--a full scale training area and diverse visual aids made by department personnel and students. Symposium participants were especially interested in the visual aids on medical, moral and political and psychological training of CD formations.

I. Kulzhinskiy, M. Yufik, A. Shakhov and P. Beleshchitskiy--representatives from the Rostov Institute of Rail Transportation Engineers--covered methods for conducting lessons on the most complex subjects. Students of this institute were enlisted to conduct lessons on the 20-hour program in housing managements and AMO apartment management offices. They are distributing leaflets to each apartment "Everybody Must Know and Be Able To Do This"; in the summer they travel to Pioneer camps as leaders and they help school and vocational-technical institute military instructors prepare and conduct the Zarnitsa and Orlenok military sports games. The session participants took note of everything worthwhile in this institute's experience.

A practical demonstration on the use of technical training equipment and on training and amateur movies was instructive for them. The instructors also received recommendations on how to organize the shooting of amateur movies and how to use them in the training process. Class-group lessons were conducted with them on norms testing for the section on "Civil Defense" in the unit "Ready for Labor and Defense of the USSR."

"The Talk Was Helpful" by I. Rasshchepkin, senior instructor. CD Department of the Volgograd Agricultural Institute.

A talk on the use of technical equipment for training and testing aroused the liveliest interest in the CD instructors of the Volgograd VUZ's. It was possible to arrange such a topic at the conference on scientific methods due to the fact that at the present time there is not a single higher educational institute in Volgograd that does not have such equipment. V. Zhitkov, senior instructor of the Teacher's Institute CD Department, gave the main lecture at the conference; he was complemented by fellow lecturers who demonstrated methods for using technical training equipment.

An urgent request rang out in the participants' appearances that the oblast CD staff and oblast public education department solve as quickly as possible the problem of routinely supplying VUZ's with this equipment and other visual aids through specialized local stores.

The conference under discussion took place during the training methods symposium for teachers who were discussing the problems of increasing the efficiency and quality of student instruction. During the symposium, they specifically discussed increasing the role of inter-VUZ methods councils; they also discussed the treatment of CD problems in graduation projects and the great practical benefit this has for future specialists of the national economy. The necessity for a more active participation by CD courses and departments in this matter, the importance of closely linking a number of similar disciplines with CD and strengthening the contacts of educational institutes with industry were stressed. With this objective, it was recommended that institute directors plan trips for CD instructors and diploma aspirants to the base-enterprise where it is possible for them to familiarize themselves with the facilities' characteristics and the entire complex of CD measures in greater detail.

The instructors made a lot of suggestions and critical remarks. For example, many asserted that it is necessary to teach CD to students in their fourth, not third, year since the special disciplines requiring a close link with CD are studied precisely in the last years at the VUZ.

The teachers requested that something like an information and reference department be created at the oblast CD staff; all the necessary specialized and training methods literature would be centralized here and it could be used at any time. By the way, it was decided to put all the materials from the previous training methods symposium together in the form of a collection and send it to all the city's VUZ's.

An overwhelming majority of the instructors have a higher specialized and military education. This provides a basis for assuming that they are capable of raising the efficiency and quality of student instruction to a higher level.

"So, In Which Year?" by V. Polyakov, chief of the CD Course of the Forestry Engineering Institute, Arkhangel'sk.

Student instruction in the CD program has now appreciably improved in the Arkhangel'sk Forestry Engineering Institute: their responsibility increased, good training facilities were set up and technical training equipment is being more widely introduced.

However, in our opinion, a single, not completely well-founded decision may reverberate throughout the educational process.

By order of the RFSFR Ministry of Higher and Secondary Special Education, in 1970 the VUZ's began a systematic transition from teaching CD in the first year to the fourth and fifth years. Time confirmed that this was the right decision. The quality of CD training for graduates improved due to it. Now we have almost completed the task we began.

But, last year, in the ministry's new education plans, the CD course of study was deferred to just the first semester of the third year in all the schools. Does this mean that a new, difficult transition is about to take place? What will it involve? An increase in the number of teachers, school classrooms, etc. Besides, transferring studies to just the first semester means an overload for teachers at the beginning of the school year and idleness in the second semester. It is also necessary to mention the fact that students do not always return from the work semester exactly on the first of September and approximately 12-16 hours of school time set aside for CD are, as a rule, lost; this threatens to disrupt the entire school program. Therefore, we believe that it is expedient to leave the study of CD for technical VUZ students in the fourth and fifth years.

This decision has proven its worth, and, in our opinion, it would not be worthwhile to change it.

"What Will You Bring to the Job?" by M. Plastunov, chief of the CD Course of the Khabarovsk Institute of Rail Transportation Engineers.

When worrying about the level of training of our higher technical educational institute graduates, we usually focus our attention on the quality of their specialized education. And this is understandable. But, what knowledge of CD does the young engineer have; to what extent does this knowledge correspond to the level and needs of industry? This must be of concern, and primarily of concern to us, the CD instructors. Whether the young specialist enters a shop, a design bureau or the realm of management, an in-depth knowledge of all the problems of protecting labor collectives, workers' and employees' families and the national economy from contemporary weapons is required of him.

At the factory, the future engineer will emerge both in the role of teacher of the collective and in the role of study leader with student trainees, with workers in the advanced methods schools and, of course, with personnel of the non-militarized formations.

How can we accustom the student to these, his duties, while remembering that they will be accomplished for the most part on a social basis?

In the institutes, students attend course lectures, participate in seminars, carry out applied assignments, include CD problems in their graduation projects and as a result receive sufficient knowledge in this area. The experience of teaching the CD course in our Khabarovsk Institute for Rail Transportation Engineers shows that the most important thing in the educational process is to lay a firm foundation of theoretical knowledge and at the same time to provide specific, practical skills. Relying on this foundation, the young specialist will now "finish gathering" concrete knowledge at the factory on his own. Therefore, we believe the goal of a teacher in any discipline is to arouse the student's interest in knowledge and to teach him to skillfully use it not only in the work process but also while accomplishing CD measures.

For this, our teachers, reserve Lt Col's P. Linin and N. Novozhilov, working in contact with similar departments, investigate the content of the students' industrial practice and the topics of their course, and especially graduation, projects. We are trying to intrinsically combine technical engineering knowledge with CD skills.

The instructors, as a rule, do not limit themselves to narrowly specialized tasks. They also actively participate in the patriotic military education of young students. Everything is directed toward ideologically and politically strengthening our pupil, toward orienting him in the flow of scientific-technical information, toward making him capable of "discerning" the main point and toward his finding the optimal solution to any specialized problem including CD ones. Therefore, by treating CD problems in their graduation projects, students are already considering the interests of industry. And, to the question, "What will you bring to the job, young specialist?" they are trying to answer with deeds.

"The Fight Against the Elements" by Yu. Tyurin, Candidate of Technical Sciences, chief of the CD Course of the Leningrad Construction Engineering Institute.

This unusual conference took place on this topic. During the past years students of the Leningrad Construction Engineering Institute frequently participated in eliminating the consequences of natural disasters, specifically floodings of the Neva; this is what prompted the themes for student reports to the teachers of the CD course. They were based not only on

actual events, but also on a discussion of Army Gen A. T. Al-tunin's book "Civil Defense Formations in the Fight Against Natural Disasters."

The speakers recalled diverse catastrophic displays by the destructive elements: earthquakes in Ashkhabad, Tashkent and Gazli; forest and peat fires; fiery sandstorms; torrential washouts and floods. The non-militarized CD formations participated in eliminating their consequences. They fulfilled their patriotic duty and acquired experience with operations under complex conditions. Of course, the students reviewed the work of Leningrad CD formations most widely since they were witnesses to these.

V. Samorodov, a fifth-year student, compared the consequences of the catastrophic floods of the Neva in 1824 and 1924--when there was no fight at all against them--with the events of 1973, 1974 and 1975. This time the threatening element met a well-organized resistance. The Leningraders in the non-militarized formations were able to evacuate people and valuable material goods from the flood zone in good time. The damage from floods would be much greater without the struggles against them. The student finished his report by talking about flood forecasting methods and about the grandiose plan for a dam in Leningrad.

Galina Chabdarova, a fourth-year student, shared her recollections about our student construction detachment's work in restoring the village of Gazli which had suffered from an earthquake.

At the conference, Yu. Pankratov, a fourth-year student, talked about the principles for using CD formations in peacetime to conduct reconnaissance in natural disaster areas and about party political work with CD formation personnel.

Fifth-year student B. Faynberg cited examples of formation operations in eliminating the consequences of industrial accidents in construction industry enterprises.

A third-year student, V. Kyalin, vividly disclosed the fearlessness and skill of personnel of the student construction detachment of our institute while they were fighting fires in the area of the BAM /Baykal-Amur Railroad/ last year.

The conference participants, and there were over 200 of them, listened to their comrades' reports with great interest. Then they watched movies on fire fighting and also fighting torrential washouts in the Medeo area.

In our opinion, the conference was very helpful and it enabled the students to broaden and deepen their conceptions of one of the main tasks of CD--eliminating the consequences of the elements in peacetime. Professor V. Il'in, the head of the institute, expressed his gratitude to its organizers and all the speakers.

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In An Industrial Plant

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[Article by A. Nesmeyanova: "The Director's Affairs: The Order of the October Revolution on His Chest"]

[Text] Vasiliiy Ivanovich Utkin's length of labor service is a little under half a century. His work history began in 1930 at the window of the Moscow labor exchange. He became a loader at a machine tool plant. Then--training as a machine tool maker. The young workers were then being trained for Magnitka. At the end of the training there was an order from the main administrative board: leave two at the Moscow Automobile Plant. One of them was Vasiliiy Utkin.

Eleven years of his life were connected with the automobile giant. Worker--foreman--mechanic--shop chief. It was not easy to traverse such a route at the leading plant of the Fatherland's automotive industry.

Later he worked in the Ministry of the Automotive Industry as a department chief and as the deputy chief of the Main Administration of the Automotive Industry. Times were fervent then: the plants in Minsk, Dnepropetrovsk and Kutaisi were built...

And now he is the director of the Second State Order of the Labor Red Banner Bearing Plant (SBP). He is learning again. Now, he already has a knowledge of the finest details. He understands the laws of industrial esthetics; based on the director's initiative the competition for a model work area became a mass one; white frocks were replacing the greasy overalls more and more.

V. I. Utkin has directed the SBP for 13 years. The progress of the plant collective was great. When plans called for the plant's modernization, they planned how much production it should accomplish after its completion. Today, this figure has already been exceeded 1.5 times.

They do not forget to remind you here that the stars of the Moscow Kremlin "work" on "our" bearings, that they were used in the first Magnitka rolling mills and the first escalators in the capital's Metro.

At present the plant has 1,200 bearing types used for construction of automobiles, tractors and machine tools... Its production is well known in 70 countries of the world. During the Ninth Five-Year Plan, production volume increased by more than one-half...

"How was this success achieved?" says Vasiliy Ivanovich. "By reliably reequipping the entire plant with new machine tools--with automatic and semi-automatic machines--and by the introduction of new technology. Six years ago the plant mastered the production of the most complex process--bearings for precision machine building; this year they already make up a substantial part of the Fatherland's production.

"Our immediate future? To fulfill the plan for the second year of the five-year plan by the 60th anniversary of the Great October Socialist Revolution.

"The task for the 10th Five-Year Plan is a very crucial and primary one. From the multitude of figures, I will only cite one: at the present time the plant produces 65 types and sizes of bearings which are awarded the State Seal of Quality. By 1980 their number will increase to 79."

Vasiliy Ivanovich seldom says "I", most often it is "we," "our." From his first day of work at the plant, Utkin understood: you will not achieve success without reliable assistants, skillful production foremen and highly qualified workers. And he looked for and found the ones he could go hand in hand with and rely on them as on himself. Many of the plant's shop and department heads are like sons to him. They grew up and "began to walk" at the plant. And the director was their faithful teacher.

Valeriy Novikov. He began as a foreman, then was a shop chief and now is chief of production, bearer of the orders of Labor Red Banner and the "Badge of Honor."

Aleksandr Zhigal'tsov. In the recent past he was a high temperature annealer operator. He completed the plant tekhnikum and the institute and now he is the plant chief metallurgist.

Vladimir Izotov. At age 25, the director was not afraid to trust him with management of the precision bearing shop and today he is the deputy chief of production.

The most complex production problems do not hinder the director's successful accomplishment of the CD chief's tasks which are connected with protection of people, training of formations and ensuring the facility's work stability under the most extreme conditions.

Vasiliy Ivanovich remembers the alarming days and nights of the difficult year of '41. Then he was chief of the emergency restoration team of LADS [Local Air Defense System] at the automobile plant. Around the clock duty, the thunder of anti-aircraft guns which were set up directly on the shop roof, bomb explosions, the ringing of window panes...

Supplying the soldiers of the formations with authorized issue items, drills based on the universal minimum, organizing and conducting training and specialized tactical drills and exercises--Utkin meticulously looks into these and other CD matters; he scrupulously analyzes each case: does this situation satisfy the goals of the future exercise, will it be helpful and what experience can people acquire from it?

Of course, the first assistant in these matters is G. Koval', the CD chief of staff, a reserve lieutenant colonel and a participant in the Great Patriotic War. One can also name other plant personnel who are CD activists: A. Parkhayev is chief mechanic and at the same time chief of the technical emergency team; K. Kedrinskiy is a rate setter and a war veteran who was decorated with the Orders of Lenin and the Red Banner; M. Petunina is a senior foreman, secretary of the shop party organization and over a 10-year period the permanent commander of one of the best plant medical detachments in the rayon.

It is important to mobilize each worker and employee for defense affairs and to instill in them a spirit of whole-hearted service to the Motherland. And the manager must set the example in this.

The CD chief has completed training at two city courses. It follows that all the chief specialists should also study and know the problems of defense against modern weapons. He also sets a good example when controlling the exercises. He is in command in person; he does not shift this duty of the director to his deputies or the CD chief of staff.

"We were preparing a command-staff exercise," relates the plant CD chief of staff, Koval'. "We planned to invite the chiefs of services and conduct the exercise in one day. The director looked at the plan and advised us to expand the number of participants--to include all the shop chiefs and

commanders of large formations. Together with the party committee secretary, O. Popov, he analyzed party political work during the exercise preparations and execution. The director knew: if party political work is suitably organized, then the party committee will ensure the leading role of the communists and the exercise will be conducted at a high level."

Vasiliy Ivanovich is strict when it is necessary. Once, during one of the specialized tactical exercises, the chief of the radiation and chemical defense service arrived unprepared for the lesson. The CD chief requested that he explain the diagram. Speaking simply, he "blew it." And it all ended with a reprimand. But, now, everything is in order in this service.

This year the overall facility exercise will be a serious test for the CD chiefs and staffs. Preparations are in full swing for it. The exercise scenario has been developed, full scale training areas for working out formation applied operations were selected and equipped and several training methods drills were conducted with command personnel. Training was accomplished by soldiers of the non-militarized formations, equipment was brought to readiness, the necessary individual protective equipment was prepared and much more.

There are many young lads at the SBP who will soon be drafted into the Armed Forces. The director recognizes that one must especially take care of them: let them enter the army strong, able and with a knowledge of the basics of military science. Therefore, the work of the DOSAAF organization is constantly in the director's field of view. And it is with the help of Vasiliy Ivanovich that rifle competitions are conducted in the plant shops, that the young men are passing GTO norms and that they are studying in the societies, the most popular of which is the one on radio.

...It is hard to find contemporaries of the director at the plant. He was born three years before Great October--the revolution which made him, a blacksmith's son and former loader, the director of a large plant. And all the experience of this capable expert, engineer and organizer is being revealed to the maximum precisely here, at SBP.

There are no "large" and "small" matters for this manager; they are all equally important: the construction of new housing, medical care for workers, the Pioneer camps in the Moscow suburbs and the widening of Shabolovki street where the plant is located.

The Motherland highly values the work of Vasiliy Ivanovich Utkin having awarded him the Orders of the Labor Red Banner and the "Badge of Honor." Now the director also wears the Order of the October Revolution on his chest.

PHOTO CAPTION

p 31 V. Utkin and the plant CD chief of staff Koval' are discussing the plan for the overall facility exercise.

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METHODS RECOMMENDATIONS FOR PREDRAFT MILITARY TRAINING

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[Article by Lt Col N. Yendovitskiy: "Servicemen and Their Interrelationships"]

[Text] In September, two lessons on this subject will be conducted in educational institutions during lessons on NVP [primary military training]. Their basic goal is to explain to the trainees the importance of discipline, efficiency, respect for chiefs and seniors, courtesy, and accuracy, that is, the qualities which are inherent to the Soviet servicemen. It is not by chance that it is recommended that both lessons be conducted at the very beginning of the study of the program on primary military training.

The schoolboys should be familiarized with the general duties of the soldier (seaman) and the basic rules of military courtesy, behavior, and saluting.

The knowledge which is obtained must be improved and employed in the daily situation of an educational institution and in interrelations between pupils and with seniors in classroom lessons and lessons outside the classroom on NVP. The military leader (instructor) is required to constantly demand the conscious execution of the regulations' provisions which have been studied from the trainees, stressing that they are based on the requirements of the military oath. Here, the personal behavior, deeds, and uniform of the teacher should serve as a model for the future servicemen. He will attain the required result only if he himself adheres undeviatingly to those rules which are discussed in the classroom.

On the first lesson, it is necessary to study the general duties of servicemen and the duties of the soldier; military ranks and insignia of rank; and interrelations between chiefs and subordinates and seniors and juniors; on the second--the procedure for issuing and executing orders; saluting; and the rules of military courtesy and behavior of servicemen.

During preparations for lessons the military leader (instructor) should attentively read and explain the contents of the first chapter of "The Interior Service Regulations of the Armed Forces of the USSR" and Appendix 4 to Article 6 (a list of military ranks of servicemen of the Armed Forces of the USSR).

He should select examples from the experience of the Great Patriotic War, troop exercises, and the daily life of the troops.

On the eve of the second lesson it is expedient to brief several youngsters so that they can help the leader demonstrate practical actions.

The first lesson should begin with a check of knowledge of the material which was covered on the introductory lesson and several questions should be assigned, for example, which general military regulations exist in the Armed Forces of the USSR, when and by whom were the Interior Service Regulations approved, and what they define.

In studying the general duties of servicemen the military leader (instructor) first reads and then explains the requirements of Articles 1 and 2 of the Interior Service Regulations of the Armed Forces of the USSR and backs up the narration with examples of heroism of the servicemen, their protection of their commanders in battle, and preservation of the unit's Battle Flag. The trainees should understand that the strict and exact accomplishment of their duties by each serviceman has tremendous significance for the defense of the Motherland.

The military leader (instructor) calls special attention to the requirement of the regulations "to be vigilant and closely guard military and state secrets." It is necessary to explain to the pupils what information makes up these secrets and to stress that the imperialists are expending tremendous resources on the training of spies who are dropped in the countries of the socialist commonwealth, and the methods and operating procedures of hostile agents should be discussed. Each serviceman and each Soviet citizen must always display high vigilance--this is the conclusion to be drawn from everything which has been said.

In studying Article 3 the military leader (instructor) especially calls the attention of the pupils to the provision which states that the serviceman "is required to perform his military duty to the Soviet Motherland to the end." It is more expedient to tell about the requirements of Articles 4 and 5 during the study of the third question.

Having concluded the explanation, there should be a check of how the general duties of the servicemen have been assimilated and several check questions should be asked: why is it necessary to subordinate oneself to commanders (chiefs) implicitly and protect them in battle; why is it necessary constantly to improve military and political knowledge; what does it mean to endure the burdens and privations of military service; why is it necessary to treasure military comradeship and help one's comrades by word and deed, restrain them from unworthy deeds and, not sparing one's life, to rescue them from danger?

Then inform the pupils that Articles 139 and 140 of the UVS VS SSSR [Interior Service Regulations, Armed Forces, USSR] set forth in a concrete manner the duties of the soldier (seaman) on the basis of the provisions concerning the general duties of the servicemen. There is no necessity to explain the requirements of these articles on the lessons since the trainees can read them independently.

Moving on to the second question, the military leader (instructor) first announces that each serviceman is awarded a military rank in the order established by the appropriate regulations for the performance of service. After which, using posters with an extract from the UVS VS SSSR with the insignia of rank he lists the military ranks. In order to ascertain whether the training problem has been assimilated, removing the posters several pupils should be asked to name the military ranks of soldiers, sergeants, warrant officers [praporshchik], junior and senior, and of the higher officer personnel.

In studying the third question, it is necessary to explain to the future servicemen what are direct and immediate superiors, seniors, the procedure for subordination to them and the rights and duties of superiors and subordinates, seniors and juniors. They should be informed about the procedure for servicemen to address superiors on official and personal problems and about the special features of written communication.

At the end of the first lesson the leader assigns homework: to learn and be able to explain Articles 1, 2, 139, and 140 of the UVS VS SSSR.

The second lesson is conducted in the courtyard of the educational institution on an area for drill training. It should be begun with an explanation of the content of Articles 15-17 and 40. Then previously prepared assistant leaders show how the requirements of these articles of the Regulations should be implemented.

Example 1. The squad leader orders:

"Private Ivanov! Order Private Stepanov to report to me!"

Ivanov replies:

"Yes sir." And accomplishing the order, he reports:

"Comrade junior sergeant! Your order to summon Private Stepanov as been executed!"

Receiving and issuing the order and when reporting its execution, the trainees assume the position of "Attention."

Example 2. In view of extreme necessity, the platoon leader gives an order to a private, bypassing his immediate superior, the squad leader.

Example 3. The squad leader gives an order to a private. In the course of its execution the platoon leader gives this same private a new order which does not make it possible to accomplish the first one.

The second and third procedures are "gamed" in exact conformance with the articles of the Regulations indicated above. After a demonstration, the director may call on unprepared youngsters and repeat all actions with them.

Having ascertained that the material has been mastered, the military leader (instructor) moves on to the study of the next question. He tells about the essence and significance of saluting by servicemen. Listing whom the serviceman is required to salute, he demonstrates all this in practice using previously prepared youths, calling attention to observance of the rules of the Drill Regulations of the Armed Forces of the USSR.

After this, it is necessary to tell whom the troop units and subunits salute and to demonstrate the procedure for saluting by platoon personnel.

Example 1. The trainees are in a two-rank formation. To salute the leader gives the command:

"Attention, dress right (dress left, dress on the center)."

He observes how the formation observes discipline.

Example 2. The pupils are out of formation. The command "Attention" is given by the one who first saw the commander who has arrived.

In both cases the assistant leader (trained pupil) serves in the role of senior commander.

Then, the trainees can be drilled in responses to the greeting or farewell of a superior or senior ("How do you do, comrades" or "Goodbye, comrades").

Ending the working out of the second question, the leader explains that when a superior or senior addresses individual servicemen they assume the position of "Attention" and announce their duty, military rank, and last name. Those who are participating in the lessons on primary military training are required to proceed in the same manner (to assume the position of "Attention," announce the word "pupil" or "predraftee," and their last name). The leader addresses several youngsters and checks to see how they have mastered this requirement.

Next, he should explain to the trainees the content and significance of Article 39 of the UVS VS SSSR and show them the procedure for addressing a superior (senior) by a subordinate (junior) and another serviceman in the presence of a superior or senior.

For drilling, the military leader (instructor) designates the pupils of the first rank as seniors, of the second rank, juniors, and then has them change roles. To work out addressing in the presence of a superior or senior the trainees should be broken down into groups of three men each.

After practical exercises, the military leader explains the contents of Articles 42 and 43 and the importance of executing their requirements. Creating the necessary situation, he demonstrates the actions of a serviceman if, during a meeting, he cannot freely pass clear of a superior (senior) or it is necessary to pass him. After this, he should tell about the requirements of Article 44 which forbids servicemen to keep their hands in their pockets, smoke in unauthorized places, and so forth.

At the end of the lesson the leader assigns homework and reminds the pupils once again that the duties of servicemen, rules for addressing, courtesy, and behavior which have been studied must be accomplished by the pupils on all lessons on NVP, while in school, in public places, and on the street.

Literature. "Ustav vnutrenney sluzhby Vooruzhennykh Sil SSSR. Uchebnoye posobiye po nachal'noy voyennoy podgotovki" [Interior Service Regulations of the Armed Forces of the USSR. A Textbook for Primary Military Training]. Moscow, Izdatel'stvo DOSAAF, 1976, pp 96-114.

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PREDRAFT MILITARY TRAINING IN THE LENINGRADSKAYA OBLAST

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[Article by T. Pochtarev, military instructor of Secondary School No 324, Hero of the Soviet Union, and V. Cherkasov, military instructor of secondary school No 434, Sestroretsk, Leningradskaya oblast: "Version of a Solution"]

[Text] Already at the start of the second half year the military instructors and methodologists of the rayon department of public education are worried by the question: how and where to conduct field lessons with ninth-grade youths?

The program recommends using the school health-improvement camps for the five-day field lessons. There are many of them in the rayon but they all belong to departments (plants) and are already receiving pioneers on 1 June.

But nevertheless, we succeeded in conducting the five-day field lessons on the base of a plant pioneer camp; the ninth-grade schoolboys of the rayon assembled there.

A special decision of the rayispolkom required the "host"--one of the plants--to make the camp available for accomodation of the youths. So as not to disrupt the times for the opening of the camp, it was necessary to begin the assemblies not on 1 June as provided for by the program but earlier--on 26 May. The work plans of the schools were somewhat modified for this.

The rayispolkom placed responsibility for organization of feeding on the dining-room trust of the rayon. The schedule was approved by the chairman of the rayon executive committee, and the daily agenda--by the head of the rayon department of public education.

On our request, the military sponsors put on detached service from Leningrad for five days sergeants who performed the duties of platoon leaders and spent all their time with their subordinates, strictly followed the daily agenda, and were good assistant instructors on the lessons.

All the military instructors also lived in the camp. In addition to work with their pupils, they conducted work on political and military-patriotic indoctrination and looked after feeding, the organization of interior and guard services,

and the organization of fire-prevention measures. Military instructors were appointed as camp duty officers.

Prior to the start of the assemblies, a plan for mass and sports work was thought out and coordinated with the Komsomol rayon committee, the DOSAAF rayon committee, the civil defense staff, and the rayon physical culture council. Meetings with veterans of the war and labor, lectures on the international situation, the comfort of the camp and rest places for the workers (beaches), presentations by amateur artists--these were its basic points.

The results of these five days proved to be good: the youths not only mastered completely all problems in the program but they also displayed a high state of discipline and worked with enthusiasm and persistently.

We believe that in those places where there is no possibility to conduct five-day field lessons on the base of troop units it is expedient to organize them in pioneer camps.

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PREDRAFT MILITARY TRAINING IN THE DAGESTAN ASSR

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[Article by D. Dagirmanov, journalist, and M. Omariyev, military instructor of a secondary school, Tsovkra-pervaya, Dagestan ASSR: "Indoctrination--to the Foreground"]

[Text] In the Pervotsovkra secondary school the military-patriotic indoctrination of the pupils is never separated from the daily educational process. Expansion of knowledge in primary military training is helped by lessons in history, geography, and literature. I should especially like to cite our geographer, N. Bakriyev, a participant in the Great Patriotic War and a wearer of several combat orders and medals. The school children obtain knowledge and skills of an applied military character from him: the ability to use topographic maps and the compass, to become oriented on the terrain, and to draw maps and diagrams.

It is not by chance that 14 graduates of our school became experts of the Soviet Army and 25 were cited with letters of thanks by their commanders.

Pioneer assemblies are conducted on Victory Day, Soviet Armed Forces Day, and others in a ceremonial situation; the youngsters prepare material on their fellow townsmen who participated in the Great Patriotic War for them.

The room of combat glory is the center of military-patriotic work. In the leading place are materials about twice Hero of the Soviet Union, winner of the State Prize, and Honored Test Pilot of the USSR Amet-khan Sultan. For the pioneer detachment of the school bears his name. "Lessons of bravery," lectures, and meetings with participants in the Great Patriotic War and servicemen who arrive on leave are often conducted here. The following displays are colorfully prepared: "Graduates of the school--defenders of the Motherland," "Their names are covered with glory," "Our graduates--experts of combat and political training," and "What the documents of the war years tell us."

Youngsters of almost all grades participated actively in the creation of the room. They established contacts with participants in the war and clubs of international friendship in other cities, and they organized correspondence with troop units in which graduates are serving.

Heroes of the last war look at the school children from the displays; many of them are just slightly older than today's upper classmen. Here are the front-line newspapers ZA SOVETSKUYU RODINU! [For the Soviet Homeland], ZA VLAST' SOVETOV! [For the Power of the Soviets], and KRASNYY VOIN [Red Warrior]. They tell about the fearless scout, Shapi Magomedovich Bakriyev, who died at Moscow in December 1941.

Preparations for the celebration of the 60th anniversary of the Great October Socialist Revolution require further improvement of the military-patriotic work. Now, it is one of the most important tasks of party, Komsomol, trade union, and DOSAAF organizations of the school.

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TRAINING OF SHIP CREWS DESCRIBED

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8 Jul 77 p 37

[Article by Capt 3rd Rank Ye. Vladimirov: "The Ship Crew"]

[Text] The ship crew...These simple words carry a profound meaning. The ship crew is the force which makes our powerful combat equipment menacing and unifies the monolithic fighting collective of seamen, petty officers, and officers.

What is a ship without a crew? An immobile steel hull. But a ship controlled by an experienced crew comes to life, because the drive and energy of one combines with the drive and energy of the others to mold a common effort which is directed by the commander to achieving a single end.

The ship unites people who live together, study together and in battle stand shoulder to shoulder and fight the enemy. Devotion to our country, desire to do everything possible to further bolster the naval might of the Soviet State, and love for the sea and for the ship — this is the foundation on which the solidarity of these men is built. The ship rolls assign a place, a fighting post or command post, to each individual and determine the personal responsibilities of every one. But everything together forms a single ordered collective which is called the ship crew.

The Great Patriotic War demonstrated brilliantly what remarkable cadres our navy has. In the most difficult situations the ship crews operated as single organisms in which every element managed its own work outstandingly and interacted precisely with others. The commander's calculations and decisions, delivered rapidly and exactly to the battle posts, were expressed as volleys from the guns and torpedo launchers, changes in speed and course. And the commander, confident of his crew and knowing the strength and capabilities of his subordinates, went forward boldly to meet the enemy and found the quickest ways to victory.

That is why, when we speak of a ship, we do not have in mind just a perfect arrangement of steel mechanisms and guns, but above all we mean

that military collective which serves on it. The concise formula of the Navy Regulations reads: "The primary battle mission of a ship is to destroy or weaken enemy forces and means by combat action." This is the goal for which seamen, petty officers, warrant officers, and officers are preparing themselves when they occupy their posts on a single alert, practice operating complex equipment, and sharpen their vigilance and skill in standing tense bridge watches.

A crew is leaving for a long or short voyage; on deck and in all compartments the command rings out over the loudspeakers: "Prepare the ship for battle and sailing!"

And now the ship is at sea. The entire order of life, all work at sea, is completely different from what it was when docked in base. The main thing now is standing watch. When a ship is on cruise most of the machinery is in continuous operation. It must be watched and serviced continuously to prevent any breakdowns and to be ready at any moment to change its working regime and insure good care. This is not a simple matter when the machinery is operating. What if some trouble suddenly arises? How much resourcefulness is required to eliminate it quickly without lowering ship combat readiness? Or take the example of switching from primary to stand-by equipment. This is not simple either. Suppose that one unit goes out; the other must be switched on immediately so that not a single function of the ship organism is interrupted, to assure continuous work. Or perhaps a person at the neighboring battle post becomes sick or is knocked out in battle. One must be able to replace the comrade, to work for him and for one's self. Therefore, during training the seamen and petty officers are mastering related specializations.

Training periods, drills, and exercises are held every day at sea so that the men will know all this and be able to do all these things. The ship is built to fight. And it must be ready for battle at any moment. This is the crew's chief mission. Missile, torpedo, mine, and gun men learn to use their weapons quickly and accurately. Radar and sonar operators study how to give them information on the air, water surface, and underwater situations. Radio operators learn to maintain communications. And the engineering department provides electric power for all subdivisions and makes sure that the ship runs properly.

The work of seamen and petty officers on any watch at sea today is much more complex and emotionally intense than it was in earlier times and it requires immeasurably more technical knowledge. But in addition to military skill these men must have strength, boldness, self-control, and the ability to endure great physical and psychological strain. The physical training and condition of seamen has a significant effect on the smoothness of crew actions and use of the fighting capabilities of the weapons and equipment. Storms and typhoons are frequent at sea and the rolling exhausts the men. Under such conditions even a well-trained seaman with an outstanding knowledge of the equipment and his duties

can, if he is not conditioned well enough to withstand prolonged physical and psychological strain, put the crew in a difficult situation. And here is a piece of advice for the future sailor: strength, agility, conditioning, and will to victory are the things that will help you overcome the strain of combat training at sea and the effects of the sea environment. But these are qualities which are acquired by regularly engaging in physical training and sports, especially technical types of sports in DOSAAF training organizations and navy schools and clubs.

The ship crew — the officers, warrant officers, and seamen, people of different specializations, personalities, and nationalities — they are the harmonious naval family. Every seaman arriving to serve on a ship tries to immerse himself in the thoughts and concerns of the new collective in order to establish his place among his comrades as quickly as possible and have the right to say "our crew."

Seamen are discharged into the reserve, but they take their best qualities, those which the crew helped them develop, with them. The naval seaman cannot forget those with whom he traveled thousands of ocean miles, with whom he often looked danger in the face and emerged triumphant from difficult situations. Those with whom he had become accustomed to sharing the sorrow of leaving the homeland when going off on long cruises and pride in being given the right to bear its flag in the World Ocean. He understood his role and the duty of a defender of the gains of Great October and felt himself to be a participant in the traditions of our naval seamen.

"Our crew" — these words mean a great deal to a naval seaman. They define his conscious attitude toward the service, give a sense of the importance of his work, and instill confidence in one's powers. Let us repeat: the crew in which a seaman has served several years remains in his memory for many years, throughout life. Here I would like to cite an example.

Not long ago the "Large Assembly" signal was played on one of the submarines of the Red Banner Northern Fleet. In the navy the "Large Assembly" is an especially important signal. Personnel formed up on the deck, adjusting their uniforms, caps, and belts. At this moment a man in civilian clothes came walking solemnly along the concrete walkway of the pier alongside the ship commander. Before stepping on board the man took off his hat and dropped to one knee, greeting the fighting ship and wind-blown flag.

"Comrades," the commander said, "Vasiliy Ivanovich Kol'tsov, a former seaman on our ship, has come to visit. He is now a professor, he heads a department at an institute, but he has not forgotten his crew, his ship..."

"I am happy," the guest said, "that I spent my youth wearing a sailor's cap. The sea not only baptized me with salt but also gave me

strength. Naval service delineated my character. I am now a thoroughly civilian individual, but you can believe me, I will never forget my sailor's blouse. As long as I am not too old, as long as my muscles are still strong, comrade commander, count me as a member of your crew. And not just me, but all of those who went through combat training and learned to love our socialist homeland and be responsible for its security under the flag of this, our ship."

Along the shore of the bay in the city of Baltiysk there is a torpedo boat mounted on a pedestal. Time and the sun have dried out its deck. Its worn-out propeller glistens. But when the fogs come off the sea the boat seems to be rising on a wave, moving inexorably forward. During the war the crew of this ship sank many enemy vessels and steadfastly endured harsh trials. The names of those heroic seamen who died at their posts while attacking the enemy shine in gold on the side of the ship. The torpedo boat has come to permanent anchor by the bay, but the members of its crew have not forgotten their home on the water. Every now and then a greying seaman will visit the ship, take off his hat, honor the memory of his fallen friends with a deep bow, and stand silently for a long time, recalling the cruises and battles. Such is the lucid feeling of a Soviet fighting man for his native ship and for the crew with which he served in glory.

Once more I want to say, no matter how mighty and sophisticated modern equipment on fighting ships may be, the main force of the navy remains the men. United by love for our country and loyalty to the oath, joined by their difficult naval service, the fighting collectives of naval seamen are continuing the glorious traditions of the crews of the war years. They are the ones who conquered the depths beneath the ice of the Arctic Ocean, surfaced at the pole, and traveled around the world underwater in atomic submarines. They are the ones who today are successfully performing the noble mission of insuring the security of our country and securing world peace on the vast expanses of the ocean.

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U. S. NATO SUBMARINE DEVELOPMENTS DISCUSSED

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pp 38-39

[Article by Capt 1st Rank-Engr V. Gerasimov, doctor of technical sciences: "The Development of Submarine Forces"*]

[Text] The development of missiles, the appearance of nuclear warheads, the building of the atomic ship engine, and achievements in improving military radio electronics have not simply promoted a several-fold improvement in particular characteristics of the submarine fleets of foreign navies, but have increased some characteristics tens, hundreds, and even thousands of times. That is why in NATO military circles, especially in the United States the atomic submarine today is considered the "key element of the underwater war," the "ship-of-the-line of the 20th Century," and "the basic fighting ship of the future."

Nurturing their plans for global nuclear war, imperialist circles in the United States view atomic missile submarines as one of the constituent parts of strategic striking forces, the one least subject to enemy action. Taking advantage of their concealment, great autonomy, and cruising range these submarines can serve far from base, staying in a high state of combat readiness for an extended period of time.

In the early 1970's atomic submarines became the favorite child of the "hawks" in the American Congress and the leader in plans for appropriations for development of naval forces. Congressmen and Senators willingly approved the appropriation of almost 18 billion dollars for two programs to develop the naval Polaris and Poseidon ballistic missiles with underwater launching and the construction and modernization of missile submarines. Then when the U. S. administration proclaimed its "blue water strategy," they also approved the start of work on a third program, a new underwater strategic system of intercontinental range called Trident, costing 16 billion dollars and aiming to build naval intercontinental missiles and more than 10 carrier ships by the early 1980's. According to estimates by the House of Representatives

*Based on foreign press reports.

committee on appropriations the total cost of auxiliary bases for Trident ships alone will be 2.8 billion dollars. The basic idea is to shift most of the United States' strategic missile potential to the sea. Already in 1977 the multiple-charge warheads of the Poseidon and Polaris submarine missiles will carry a total of more than 5,000 nuclear warheads with individual guidance, which is roughly 55 percent of all the strategic missile warheads of the United States.

Thus, imperialist strategists love to stress their readiness to unleash the entire nuclear arsenal of submarine atomic predators on the territory of the USSR and the socialist countries. The Western press still publishes geographic maps of the territory of the USSR and its allies with lines showing the points that naval ballistic missiles can reach. It is plain that this is not simply "playing battle ships," it is an embodiment in propaganda of the "strategy of deterrence" which was so popular not long ago and not only continues to dominate Pentagon plans but still makes an occasional appearance in the speeches and actions of various representatives of the highest civilian administration in the United States.

While devoting primary attention to missile submarines U. S. Navy specialists are not forgetting multi-target torpedo submarines, called "attack" submarines in American terminology, either. These are high-speed atomic submarines primarily armed with torpedoes and antisub missiles. They are intended to strike surface fighting ships, disrupt sea and ocean lanes, and support the actions of missile submarines and the antisubmarine defense of large ship units and antisubmarine lines.

The armament of modern submarines. In recent years submarine weapons have changed through the addition of ballistic and antisubmarine missiles to the traditional torpedoes and mines of the submarine. At the same time U. S. submarines also adopted winged missiles that traveled at about the speed of sound. They were discarded in 1965. But in recent years work to build winged (cruising) strategic missiles for submarines has been renewed. In the opinion of U. S. specialists the advantage of winged missiles lies in the possibility of their traveling to the target at low altitudes, which increases concealment when they are used in battle and makes it difficult for the enemy to organize defense. Western experts consider it possible to build winged missiles with ranges of 500-2,800 kilometers.

As the foreign press reports, the use of all advances in the development of electrical and diesel engines for torpedoes and, most importantly, the development of antisubmarine missiles have greatly increased the operating radius of tactical submarine weapons of the NATO countries. This radius has increased from 4-20 kilometers in 1939-45 to 9-65 kilometers at the present time for torpedo ships with antisubmarine missiles. The range of strategic weapons for U. S. and English missile submarines has risen from 2,800 to 4,600 kilometers. It is expected in the future that these figures will increase to 40-100 kilometers for torpedo ships and 11,000 kilometers for missile

submarines. In the United States this development has been represented by the chain of three generations of submarine ballistic missiles: Polaris, Poseidon, and Trident. The first two are two-stage missiles while the third is a three-stage missile with intercontinental range. In the opinion of American specialists the first modification of the Trident missile will have a range of roughly 7,500 kilometers and later models will go up to 11,000-12,000 kilometers. This will expand the zone of combat patrol roughly 14 times, allow submarines carrying such missiles to spread out over the waters of the World Ocean, and make it difficult for antisubmarine forces to combat them. The cost of one missile is estimated at 8 million dollars.

With the transition to multi-charge missile warheads on U. S. submarines, however, the foreign press reports that the latter index has dropped somewhat but the destructive action of the missiles has increased because it has become possible to strike several major targets over a large territory simultaneously. For example, the nose cone of the Poseidon missile already carries 10 warheads with individual guidance and every Trident missile will be equipped with more than 14 warheads capable of maneuvering in the final segment of the trajectory to evade countermissiles.

The radioelectronic complex now solves such important problems as target detection, tracking targets, and determining parameters of movement. This is done primarily by submarine sonar equipment. On the modern submarines of the NATO countries sonar equipment accounts for up to 80 percent of the weight of all radioelectronic equipment and up to 60 percent of the space occupied by it. The dimensions of the antennae of sonar stations have grown so much that they have taken over the entire nose part of the submarine, supplanting even the torpedo launchers. Modern foreign submarines have the following hydroacoustic systems: stations to detect targets and track them, stations for detection of mine fields, underwater communications and recognition stations, hydroacoustic counteraction equipment. The operating range of target detection systems for direct listening has increased to 50-130 kilometers in foreign navies and echo ranging has been broadened to 15-30 kilometers; moreover, the systems work more precisely. This makes it possible to use sonar devices widely during torpedo attacks.

The navigation complex insures a precise knowledge of the ship's coordinates. The other advantages of high-precision navigation are obvious. But the submarine travels for long periods of time under water, unable to determine its position by heavenly bodies, radio beacons, or other markers. During World War II the errors resulting from this when sailing in the ocean reached dozens of kilometers. Today virtually all foreign submarines have inertial navigation systems (two on each ship), automatic course plotters, sophisticated radio navigation equipment, an astronavigation system, a radio sextant, and hydroacoustic navigation instruments (echo sounders, echo ice gages, and the like). A satellite navigation system is used in the NATO countries to correct

the inertial navigation system. According to statements by American specialists, when this system is used locations can be determined with a precision down to 45-50 meters.

There have also been significant changes in ship design elements. In particular, the postwar years have seen steady growth in the displacement of submarines. For example, the submerged displacement of the latest generation of U. S. attack submarines, of the Los Angeles type, is already 6,900 tons. Current NATO missile submarines have displacements of more than 8,000-9,000 tons, while missile submarines of the Ohio type with 24 Trident missiles will, according to reports in the American press, have a submerged displacement of roughly 19,000 tons. In addition Ohio-type submarines will have 24 launching tubes (12 on each side, a length of more than 150 meters, and draft of roughly 11 meters). These ships will begin coming on line in 1978. We might note that the figures given above are very close to the water displacement of light and medium cruisers. So current submarines are enormous fighting ships, and their cost is extremely high. For example, the cost of construction work alone for the Ohio submarine will be 800,000 dollars. Its total cost with missiles comes to a sum that, according to press figures, would be enough to teach 16 million children for one year in the developing countries.

The speeds of underwater travel of current foreign atomic submarines are now 26-30 knots (45-55 kilometers an hour) and in the near future may approach 40 knots (75 kilometers an hour). At the same time, their surface speed usually does not exceed 15 knots. We should recall that during World War II most submarines had surface speeds around 22 knots while their underwater speeds were just 7-8 knots.

The depth of submersion of submarines is constantly increasing owing to the use of new types of high-strength steel and improvements in the design of the pressure hull.

The power plants of submarines use the energy of the atomic nucleus and therefore do not require atmospheric oxygen to operate. With respect to its significance for the development of this class of ships it is customary to compare the development of nuclear power with a second birth. This is not just because it was possible to receive a new source of energy for ship movement. In addition, it also became possible to provide electric power for such energy consumers as powerful radioelectronic complexes, air conditioning units, electrical oxygen generators which produce necessary amounts of oxygen from sea water when the ship is submerged, sea water desalinizers, and various domestic appliances.

At the present time foreign atomic submarines can stay submerged continuously for 60-70 days. They are able to make trans-Arctic and around-the-world cruises under water. After the active zone of the reactor is loaded with nuclear fuel a submarine today can sail 5-10 years without refueling.

The nuclear power plants of U. S. missile atomic submarines now have 17,500-30,000 horsepower and there are plans to build even more powerful units (up to 45,000 horsepower).

Submarine defense is also being continuously improved, with special attention devoted to reducing the noise level of submarines and making them more explosion-proof.

Noise not only reveals the submarine, it also hinders the operation of its sonar systems. Low-noise equipment is being used to reduce noise emission, for example a reactor with natural coolant circulation, not noisy circulation pumps. According to foreign press information auxiliary mechanisms with no moving parts are being developed, for example static semiconductor energy transformers. This is also promoted by the increased precision in machining equipment parts, highly exact balancing of moving weights (rotors and the like), and the use of sound-installation housings and coatings. Hydrodynamic noise is reduced by using low-noise screw propellers and closing up cuts in the outer hull of the ship. Equipment is mounted on the latest types of shock absorbers. According to figures in the American press, all these steps have reduced the level of noise emission for atomic submarines by 60 percent.

The equipment of American submarines is made more explosion-proof by mounting it on shock absorber bases and suspensions. The increasing depth of submersion of these ships and making them more explosion-proof are closely interrelated: the stronger hull also gives the ship better protection against explosions.

The information given above shows that submarines, as ships of great fighting capability with almost universal application, are now assigned the role of primary striking force in the navies of the capitalist countries. U. S. military-technical policy primarily stresses military might. And this costs the American taxpayer dearly. The Pentagon spends money at a rate of 50 million dollars an hour. This figure was given by White House press secretary J. Powell.

This is taken into account by Soviet seamen, engineers, scientists, and workers who through their common labor have created the mighty navy of the Land of Soviets. The seamen, petty officers, officers, and admirals of our navy are steadily mastering the latest equipment in hard, daily study. They know that their military labor is a reliable guarantee of the security and flourishing of our beloved country.

[Caption to photograph, not reproduced: "Missile Submarine of the Lafayette Type"]

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